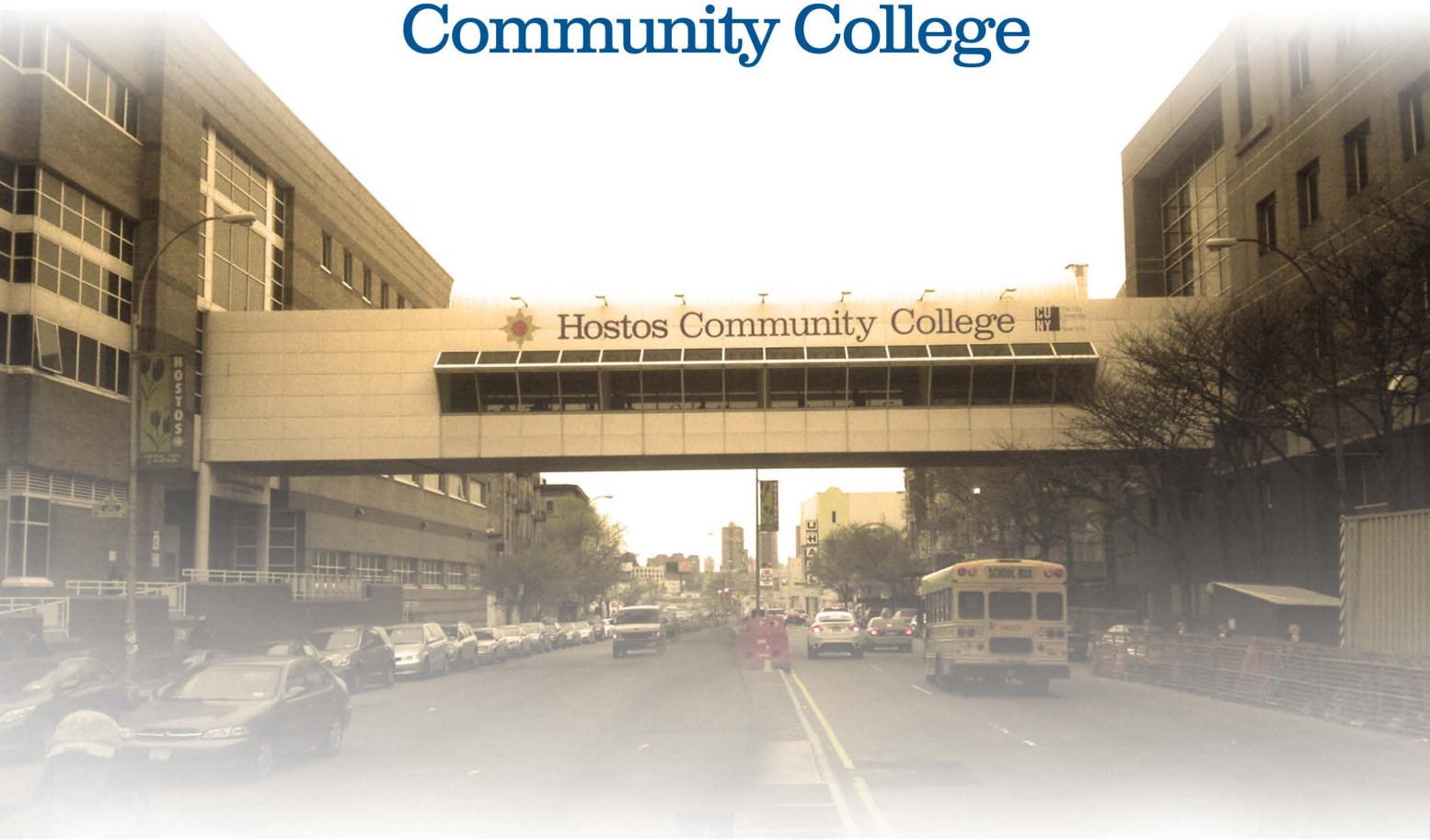
Hostos
Community College



ACADEMIC BULLETIN
2012-2014

HOSTOS IS CUNY

MESSAGE FROM THE PRESIDENT

Greetings:

The 2012-2014 edition of *The Eugenio María de Hostos Community College Catalog* is your introduction to an institution that continues to transform the lives of talented individuals just like you! During this academic year, in which we are celebrating the 45th anniversary of the college's creation, we take pride in giving our students opportunities to grow, to succeed, to establish lasting relationships, and to become new and improved versions of themselves. Through the transformative power of education, Hostos opens the door to the American Dream and continues to be a driving force for the renewal of the South Bronx and surrounding communities.

For Hostos students, our college catalog is an essential guide to planning a degree program. If you are considering enrolling, this book will provide you with step-by-step information on how to apply for admission, sign up for placement exams, inquire about financial aid, and register. Furthermore, if there is anything you don't quite understand, it will tell you where to go or whom to call to have your questions answered.

Enrollment at Hostos will represent a long-term commitment to yourself and your family that will greatly benefit our community. This college stands ready to help you develop the skills you need to achieve success in the workforce or in a baccalaureate program at a four-year institution. Alternatively, our continuing education and workforce development programs can provide personal development in an area of particular interest, be it through a single course or by obtaining a certificate that can lead to greater earning power and a more rewarding career.

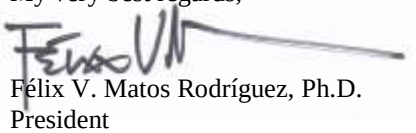
Hostos faculty members hold degrees from renowned colleges and universities throughout the world, and their diversity reflects that of the student body. Their mission is to provide you with a strong academic foundation in the classroom. Make sure to benefit from our many student and academic support programs, such as the "Student Success Coaches," tutorial services and one-on-one mentoring. Our "Coaches" are assigned to all entering freshmen students and continue supporting them until graduation. We also have members of the counseling staff available to discuss any academic and personal issues that may arise. We encourage students to use all the personal, technological, and institutional resources available at Hostos to help them graduate.

The Hostos family is also proud of our great facilities, which include a digital recording studio, state-of-the-art library, two theaters, a swimming pool, an art gallery, science laboratories, and a student computer lab. The college also offers student clubs that appeal to a wide variety of interests, as well as numerous extracurricular activities.

I hope that what you find in this catalog will convince you to make Hostos the place where you can realize your full potential. Please remember that an abundance of useful information also can be found on the Hostos website: http://www.hostos.cuny.edu/.

I thank you for your interest in Hostos and look forward to handing you your diploma at Graduation!

My very best regards,



Félix V. Matos Rodríguez, Ph.D.
President

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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 serve.

About Eugenio Maria 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 Association.

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.

Programs 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 Administrative Assistant certificate program, one Community Health certificate program, one Practical Nursing (LPN) certificate program and one Business Information certificate program. In the health sciences, credits for the A.A.S. degree vary as follows: in Dental Hygiene, 70 credits; in Nursing, 71.5 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.

Accreditation and Affiliations

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

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

The Hostos Campus

Hostos Community College has evolved since the development of its Master Plan in 1986. This plan entailed major construction to expand and improve the educational programs and services the college provides to its students and the community. Some of this expansion was accomplished with the completion of the Allied Health building in 1990, the East Academic Complex in 1994 and Savoy Manor in 1997. Hostos is currently involved in a Master Plan revision process to guide the college's growth and expansion over the next ten years.

Hostos currently occupies several facilities at 149th Street and the Grand Concourse in the Bronx. One of these buildings, at 475 Grand Concourse, houses the New Student Health Center and several chemistry and biology laboratories, as well as administrative offices and classrooms.

Adjoining and integrated with the 475 Grand Concourse facility is the Shirley J. Hinds Allied Health and Science Complex. Dedicated in December 1990, this addition received several architectural awards. The structure contains a modern library with an online bibliographic system, and state-of-the-art laboratories for the college's programs in Radiologic Technology, Chemistry, Biology and Physics. Students in the Allied Health programs also avail themselves of clinical space at hospitals and clinics that are affiliated with these programs. The Hostos Children's Center, licensed by the State of New York, is also located in this building and has recently undergone a renovation that doubled its capacity to serve 120 children.

The building at 500 Grand Concourse contains classrooms, academic and administrative offices, and the administrative computing center. This facility is currently undergoing a phased renovation, which began in the summer of 2003.

Hostos Community College has evolved since the development of its Master Plan in 1986. This plan entailed major construction to expand and improve the educational programs and services the college provides to its students and the community. Some of this expansion was accomplished with the completion of the Allied Health building in 1990, the East Academic Complex in 1994 and Savoy Manor in 1997. Hostos has recently completed its amended Master Plan. This document will be used to guide the college's growth and expansion over the next ten years.

Phase 2 of the 500 Grand Concourse building is completed and included in the construction a new lecture hall, 7 new smart classrooms and new faculty offices for the English and Language and Cognition departments. The Plaza, located between the 500 building and the East Academic Complex has been converted into a Memorial Garden. The East Academic Complex building, which opened in the Fall of 1994, comprises over 279,000 square feet and adjoins the 500 Grand Concourse facility. This building houses the Business and Accounting, Data Processing and Office Administration and Technology programs; the Humanities Department's programs in Africana Studies, Latin American and Caribbean Studies, Modern Languages, and Visual and Performing Arts programs; Physical Education, and numerous student organizations and club offices. In addition, the facility contains ten state-of-the-art digital graphics lab & sound studio, the Hostos Academic Learning Center, a dance studio, a gymnasium, exercise and fitness centers, and a collegiate-size swimming pool. There are also two theaters—the Main Theater and the Hostos Repertory Theater with 892 and 367 seats respectively—as well as a museum-grade art gallery, and a modern college bookstore. A pedestrian bridge spanning the Grand Concourse connects the East Academic Complex to the Allied Health building. The most recent addition to the campus is the Savoy Manor building, which has been in use since 1997. Located at 120 East 149th Street, this building is over 43,000 square feet in size and houses the offices of the Registrar, Bursar, Financial Aid, Business,

Admissions and Recruitment, and Counseling and the Division of Institutional Advancement.

The latest addition to our campus is a leased space at 560 Exterior Street, which is part of the Gateway Shopping Center. This space houses the College's Center for Workforce Development and Continuing Education.

Hostos Center for the Arts & Culture

Located on the ground floor of the college's East Academic Complex, the Hostos Center for the Arts & Culture adds an important dimension to the learning experience. Artists of national and international renown appear on its stages. The Center also presents established and emerging local artists; and it has set a goal of serving as a force for new art. Accordingly, the Center has established an individual artist's program consisting of commissions and residencies. The children's series brings theatre, dance, and music to more than 15,000 children from metro area schools. Another of the Center's signature components is the award-winning Hostos Repertory Company, which presents two to three productions each season.

The Hostos Center for the Arts and Culture enjoys state-of-the-art facilities. These facilities were inaugurated in 1994, and in the current season will have hosted over 300 cultural and academic events. Over the years, the Center has presented and exhibited such artists as Rubén Blades, Dizzy Gillespie, Eddie Palmieri, Dance Theatre of Harlem, Ballet de San Juan, Alvin Ailey American Dance Theatre, Ballet Hispánico, Jennifer Mueller, The Works, Antonio Martorell, Faith Ringold, Celia Cruz, Marc Anthony, Tito Puente and Lucecita Benítez.

Communications

The Hostos Community College Office of Communications serves as the primary liaison to local, national and international media outlets. Its mission is to support and promote the College and the accomplishments of our students, faculty, staff, and alumni.

The Office of Communications is responsible for producing and editing written communications, including press releases, newsletters, statements, talking points, opinion pieces, and a variety of college publications.

The Office collaborates closely with the President and the Executive Cabinet to document and share information with the community. It plays an integral role in the College's relationships with community leaders and organizations, local, state and federal political leadership, and key CUNY administrative departments. The Office works closely with these partners to stay current on strategic priorities, issues and policies.

The Office manages the College's web news pages; may advise faculty and staff on responding to media interview requests; and helps publicize and promote activities and initiatives that support recruitment, institutional branding, fundraising, and marketing.

Hostos Academic Learning Center (HALC)

The Hostos Academic Learning Center (HALC) Center provides a variety of free support services to deepen students' academic experiences and compliment instructiona
l 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 basic skills math and in a variety of college level courses, including Accounting, Biology, Chemistry, History, Spanish, French, XRay, Psychology, and Sociology. Tutors work 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 days, evenings, and weekends including Sunday throughout the semester. For more information call the HALC at (718) 518-6624, or visit http://www.hostos.cuny.edu/halc/.
Prof. Isabel Li, Director.
Silvia Reyes, Assistant Director.

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, E-Reference, and a range of Information Literacy resources for faculty and students are all accessible via the library's web site. See the library website for more in-depth information on library resources: **http://oit.hostos.cuny.edu/library/**

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, a printer/photocopy machine, and a book scanning station. Reference librarians and technology tutors are available to assist students with research as well as technology questions. The library, along with the Hostos Academic Learning Center (HALC), the Academic Computing Center and the Office of Educational Technology (EdTech), which provides a similar venue to faculty through its Faculty Learning Commons is part of the Hostos Information Learning Commons (ILC). For more details on specific services check out the ILC Website http://www.hostos.cuny.edu/oaa/commons/index.htm. The ILC is dedicated to providing access to technology and point of use instruction to students in spaces that foster collaboration and active learning.

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 open workshops, course-integrated sessions and assignments, handouts and instructional guides, and online workshops through Blackboard. 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

The Hostos Community College Archives functions as the institutional memory of the college. The archives collects 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 collections the archives promotes 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 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 Loan Program

The library offers a laptop loan program with a total of 30 laptops available for loan to currently registered Hostos students. Laptops are loaned for 3 days and require the signing of a Use and Liability Agreement. 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. Laptops 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 24 hours in advance. See the Library's Web page 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 and faculty 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 CUNY+, the online 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 Illiad. Pre-registration is required to use the system. For more information, 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. Undergraduates may borrow books for 3 weeks and may renew them for an additional 3 weeks if not

requested by anyone else. Hostos faculty has an extended loan period of two months. Other items available include Leisure DVD's, Texas Instrument IT-83 Plus, TI-Nspire™ CX CAS calculators, and DVD Players. 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.

Reserve Materials

The Reserve 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. Materials on reserve may only be borrowed for two hours. If materials are not located on Reserves, please contact the instructor. Reserve books may be removed from the library during the 2-hour loan period.

Fines

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

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

Damaged Items: Overdue fines up to and including the date the item is reported 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 ($10.00).

Location

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

Hours

Fall and Spring Semesters

Monday - Thursday	9am-9pm
Friday	9am-5pm
Saturday	10am-5pm
Sunday	Announced each semester

Summer hours are posted at the start of each summer session. Check the library website for holidays and exceptions.

Office of Academic Advisement

The Office of Academic Advisement is responsible for the effective coordination and management of a student's academic advisement. Our primary goal is to provide students with critical information and advice that will help them define, and attain, their educational goals.

The Office of Academic Advisement is a resource for:

- Connecting students with Faculty Advisors.
- Advisement tools such as the Hostos Academic Degree Audit System.
- Answering questions about academic policies.
- Assisting with course selection, Registration, and academic concerns.
- Helping students choose a major.
- Referring students to campus resources.
- Troubleshooting academic issues.
- Conducting Academic Advising workshops.

Wendy Small-Taylor
Director of Academic Advisement
C-Building, Room 350 (718) 518-6613
academicadvisement@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 to integrate technology in their pedagogical models;
* Forging partnerships in the research and development of educational technologies;
* Supporting students in the acquisition of technological skills;
* 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, and the Center for Teaching and Learning that the achievement of EdTech's mission is accomplished.

You may contact EdTech, C-559, Mondays through Fridays 9:00 a.m. to 5:00 p.m., or by appointment at (718) 319-7915, or via email: edtech@hostos.cuny.edu. For more information please visit: http://www.hostos.cuny.edu/edtech

HONORS PROGRAMS AT HOSTOS

Dean's List

The Dean's List is recognition from the Provost and Vice President of Academic Affairs. A student does not apply for the Dean's List. Students are recognized by the Provost and Vice President 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.

The Dean's List ceremony is held once a year usually at the end of November. If the student qualifies for the Dean's List, the Provost and Senior Vice President invites the student to the Dean's List's ceremony, and the student receives the Dean's List pin and the Dean's List certificate.

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 seminars and an Honors Institute provide an intellectual community that encourages and supports students in pursuing their goals.

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

In order to graduate with honors, students will be required to complete an honors option, consisting of a minimum of three (3) Honors Courses or Honors Contracts. Students will ordinarily work on only one Honors Course or Contract per semester.
Honors students will participate in an Honors Colloquium every semester.
Students will also perform fifteen (15) hours of voluntary community service per semester as a means of underscoring the importance of civic responsibility.

Attendance at cultural events, academic seminars, and conferences will foster a multicultural academic environment in which all students will learn to appreciate the many cultures which they represent as well as prepare students to participate fully in a diverse global environment. The Honors Student, therefore, will participate in at least two (2) such extracurricular activities per semester. While in the program, students will receive incentives and privileges associated with the Honors Program. All successfully completed honors contracts and honors courses will be indicated on the student's transcript by an "H" designation. Students who complete all Honors Program requirements will receive a certificate and a note stating that they graduated with Honors.

Eligibility:

Full-time and part-time students may be considered for the Honors Program upon entering Hostos, as continuing Hostos students with no more than 30 hours of completed coursework, or as transfer students at the beginning of the second year. Successful completion of CUNY Skills Assessment tests are required for application to the program. Additional requirements may include:

- A minimum of an 85 or better high school average or a 3.5 college GPA
- Combined SAT score of 1000 (pre-2004) or 1600 (post-2004)
- An essay on the educational goals and importance of the Honors Program
- Two letters of reference

Honors students receive:

- Use of the Honors reading room
- Small Honors classes
- Tutoring
- Personal advisors
- Participation in Winter Institute, Summer Institute
- H on the transcript, recognition at graduation

Website:
http://www.hostos.cuny.edu/oaa/honorsprogram.htm

Scholastic Achievement Award

In the January and June 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 and Senior Vice President 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 Phi Theta Kappa acknowledges outstanding scholastic achievement and is available to students who have attained a record of academic excellence, as defined by the national organization and the College.

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

1. Enrollment at Hostos Community College at the time of induction;
2. Completion of a minimum of 12 academic credits by the end of the semester prior to induction;
3. Cumulative grade point average of at least 3.5;
4. Attainment of academic excellence and good moral character, as judged by the faculty.

Students are required to pay a one-time initiation fee to The National Honor Society and to submit a letter of recommendation from a faculty member.

Sigma Delta Mu

Sigma Delta Mu, the National Hispanic Honor Society, had its foundation in Sigma Delta Pi, the nation's largest honor society in the field of foreign language. It was established in 1979. Induction into Sigma Delta Mu acknowledges a four-fold purpose:

- To honor men and women who strive for and attain excellence in the study of Spanish and in the known edge of the literature and culture of Spanish-speaking people.
- To honor those who work to make known to English-speaking people, the Hispanic contributions to world cultures.
- To encourage a greater interest in and a deeper understanding among college students of Hispanic cultures.
- To foster friendly relations and mutual respect between Spanish-speaking and English-speaking people.

The Epsilon chapter of SIGMA DELTA MU was initiated at Hostos Community College in 2005 by the Modern Language Unit of the Humanities Department. In order to be eligible for induction, which takes place annually, students must meet the following criteria:

1. Must be enrolled at Hostos Community College at the time of induction.
2. Must have studied at least two semesters of Spanish with a minimal grade point average of 3.50 on a scale where "A" is assigned a value of 4.00, "B" a value of 3.00, etc.
3. Must have obtained a cumulative grade point average of at least 3.20 on the same above scale.
4. Must have attained academic excellence and exhibited good moral character, as judged by the faculty.

Students are required to pay a one-time initiation fee to The National Hispanic Honor Society and to submit a letter of recommendation from a chapter sponsor.

STUDENT SUPPORT SERVICES

Student Success Coaching Unit

The Student Success Coaching Unit (SSCU) is a student centered department that has a keen focus on academic achievement and life-long learning. The Unit provides centralized and professional "Coaching" to students from the start of their educational career through degree completion.

The Coaches work individually with students in an inclusive environment that fosters academic excellence and personal development. Every incoming First-Year Student is assigned an individual Coach who will remain their Coach throughout their academic career at Hostos Community College.

During their first-year students can expect their Coach to connect them with and facilitate a variety of campus resources available throughout the college community. As students embark upon their second year at Hostos they can expect that their Coaches will work with them regarding degree completion requirements, transfer and career planning.

For more information contact:
The Student Success Coaching Unit, Building B, Room 208
Telephone (718) 664-2560
sscu@hostos.cuny.edu

The Office of Academic Achievement

The Office of Academic Achievement is a bridge into the college for new transfer students. Academic Achievement provides intake advisement to entering transfer students and monitors their academic progress and retention. Advisors work closely with students in the process of selecting a degree program, choosing courses, making future plans, providing referrals to appropriate resources, improving study skills and learning how to succeed as a Hostos student.

Academic Probation

In addition, the Office of Academic Achievement provides advisement and intervention for students on academic probation. These interventions and advisement support services are also available for students seeking readmission.

Other services offered include:

- Review of class schedules for TAP compliance.
- Approval of Change of Academic plan for students transitioning into the Associate in Arts (A.A.) or the Liberal Arts & Science (A.S.) degrees.
- Academic Success Workshops.
- Incomplete Grade reminder letters.
- Assistance with navigating CUNYfirst and using Hostos Academic Degree Audit (DegreeWorks).

For more information contact:
The Office of Academic Achievement, Savoy Building, Room D-101
Office Hours: Mon., Tues., 9-5; Wed., Thurs., 9-6:45;
Fri., 9-4.
Telephone (718) 518-4319

The Student Evening and Weekend Office

The Evening and Weekend Services (EWS) helps students navigate the academic requirements, the college culture, and the self-discovery that a college education implies. The EWS empowers students to become actively engaged in their own education by developing awareness, teaching necessary skills, and challenging them to have high, yet realistic self-expectations that reinforce their educational goals.

The primary direct services of the Evening and Weekend Services (EWS) serve as a bridge for college students who attend class during off-peak hours by promoting College evening and weekend support services and special student events, processing student referrals to College Offices such as the Registrar and Financial Aid; and offering admission counseling for prospective students. Other services include coordinating specialized and targeted retention and student development work shops such as academic counseling, wellness seminars, etc.

The Office of Student Evening and Weekend Services is located in the East Academic Complex, Room C-163

Evening Weekdays Hours*:
Mondays, Thursdays & Fridays 1PM to 10PM
and after 5PM: Room C-163
Phone Number: 518-6559

Weekends Hours*:
Admissions Satellite Office (B-Bldg/First Floor Lobby
Saturdays: 9am-4pm; Sundays 11AM to 3PM
Phone Number: 319-7900

* Schedule while classes are in session

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 by motivating and empowering students to become actively engaged in their future. Our objective 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:

- Four-year college course catalogs and applications.
- Guides and reference materials to four-year colleges and universities.
- Information about majors.
- Information about transfer scholarships and financial aid.
- Updated information about open houses and campus visits.
- Profiles of competitive private and SUNY programs of study.
- Access to on-line applications, career exploration websites and Transfer Information & Program Planning System (TIPPS).
- Unofficial graduation audit and transfer advisement.

Throughout the semester, the office organizes activities such as senior college fairs where students can obtain information about admissions requirements, scholarships and financial aid opportunities. Transfer workshops and campus tours to local four-year colleges and universities are also offered.

For more information contact:
The Transfer Services Office, Savoy Building, Room D-101
Office Hours: Mon., Tues., Fri., 9-5; Wed., Thurs., 9-6:30
Telephone (718) 518-4319 (for appointments)

Career Services Office

The Career Services Office provides individualized career preparation assistance that includes; career counseling, cooperative education placement and employment preparation services. Students are encouraged to visit the Career Services Office to learn more about opportunities

available to them. Career development, as well as employment opportunities related to the chosen curriculum, is essential to the education provided at Hostos. The services of the program are available to all enrolled students and recent graduates.

Career counseling and planning is available with use of the Focus2 program 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 *Suited for Success* resource room houses business suits and accessories for students in need of interview attire. Metrocards are available to provide students with carfare for interviews.

The Employment Counselor develops jobs and coordinates on and off-campus interviews for part-time and full-time employment. He also offers post placement support to current students and recent graduates. In addition, employers come to Hostos for on-campus recruitment approximately three times a month and a job fair is hosted on-campus annually. The Co-op program staff work collaboratively with faculty to prepare and place students in field experiences and internships related to their major.

The Career Resource Lab is open to all students who register in the office, providing access to a fax machine, a phone for job networking, several local journals with current job search-related information, career videos and DVDs. In addition, career programs and online assessment inventories may be completed in the lab. Monthly workshops are offered for "Rewards Points" in all focus areas which include: career planning, interviewing skills; resume and cover letter preparation and the web-based job search. The Career Services Office maintains an online résumé and job posting service at https://hostos-csm.symplicity.com/students/.

For more information contact:
The Career Services Office, Savoy (D) Building, Room 210
Office Hours: Mon., Tues., Wed. & Fri., 9-5; Thurs., 9-7
Telephone (718) 518-4468; (718) 518-4471
Website: www.hostos.cuny/cso
Follow us on:
Facebook/hostoscareerservices
Twitter/HostosCSO

College Discovery

College Discovery (CD) is a university wide special program. The program offers academic support and counseling services to students who have a high potential to succeed but 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 and to discover, develop and apply their talents to pursue a career.

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

CD students are entitled to the CD Book stipend for up to six (6) academic semesters when registered full time and three (3) summer semesters when registered for at least (6) credits. In addition, CD pays a portion of the Student Activity Fee. Upon completion of the Associates Degree, a student can transfer to the SEEK program at a CUNY Senior College. As a SEEK student, 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 five (5) 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 or CUNY Start; no other exceptions can be made. Students who attend the summer program also receive a stipend. During the freshman 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 CD freshman 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 a 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.

The College Discovery Program is located in the Carlos Gonzalez Counseling Center in the Savoy Building, 1st floor, Room 101. Call 718-518-4265 or 4310 or email Ms. Latoya Chiddick us at LChiddick@hostos.cuny.edu.

COPE - College Opportunity to Prepare for Employment

The COPE program is funded by and operated in collaboration with the Family Independence Administration of the City of New York Human Resources Administration. Services are available to anyone who is a current or former CUNY student or applicant and who is either receiving public assistance, Safety Net Assistance or who meets federal income guidelines for families with income under 200% of the federal poverty level. The program provides: Enhanced academic and comprehensive support services; individual and group advisement on a variety of issues; Metrocards for students employed at least 20 hours (if they qualify); Fair Hearing requests and assistance; TRE policies and procedures, preparing school letters and ACD 548 forms; Attendance verification letters, monitor attendance and compliance of students assigned to work/ study or internship, WEP Assistance, Legal Aid Assistance for HRA related issues, Employment counseling, coaching and placement.

The mission of COPE is:

To facilitate program completion and to provide our students with the opportunity of obtaining a challenging job, which in turn will foster financial independence, self-confidence and personal growth?

For more information, call: Maria Cano, Director, at (718) 518-4362. Lourdes Gomera, Coordinator at (718) 518-4339.

Health Services Office

The mission of the Health Services Office is to provide comprehensive health programs that emphasize wellness and cost-effective, readily accessible services tailored to the needs of the college community. Understanding and meeting the physical, spiritual, and emotional health related needs of students is a major focus of the office. The following services are available to students:

- First Aid Emergency Treatment.
- State Mandated Vaccinations on Measles, Mumps, and Rubella (MMR).
- Hepatitis B vaccinations for students matriculated in the Allied Health Sciences.
- Blood Pressure Screening.
- Blood Sugar Screening.
- Over-the-counter Medications.
- Condoms.
- Counseling on Sexually Transmitted Diseases/Infections.
- Counseling on General health Issues.
- Referrals to general health centers/providers or the Department of Health.
- Programming health activities with community health organization (Wellness Festival, World AIDS Awareness, Blood Drive, Workshop related to Health Promotion and Disease Prevention).

Immunizations:

Compliance with Public Health Law 2165 and Public Health Law 2167 are required of all potential college students in the state of New York. Students must provide the following before registering for classes at the College:

- Measles, two doses (administered after 12 months of age).
- Mumps, one dose (administered after 12 months of age).
- Rubella, one dose (administered after 12 months of age).
- OR Lab print-out of Measles, Mumps, and Rubella titers proving immunity.
- Completion of the Meningococcal Meningitis Response Form.

The Health Services Office is staffed by a Registered Nurse. For more information on Health Services contact: Health Services Office, Room A-334C, Telephone: (718) 518-6542.

Hostos Children's Center, Inc

The Hostos Community College Children's Center, Inc. is a privately incorporated, campus-based childcare center licensed by the New York City Department of Health. The Center undergoes a periodic comprehensive inspection and all Center employees must fulfill the clearance requirements mandated by the city and state of New York. These requirements include fingerprinting, screening for child abuse by the New York State Clearance Register and an annual physical examination.

The Center services children of matriculated Hostos students and legal guardians attending Hostos Community College. ***Children ages two (2)--to—four—(4) are eligible for day services.*** Universal Pre–K is available. ***Childcare tuition fees are subsidized for all students.***

The Hostos Children's Center provides a safe, caring, bilingual education and supportive environment for the children. Cultural diversity, first and second language acquisition, and age appropriate practices are viewed as the foundation blueprint in meeting the educational, social, emotional, and physical needs of children and their communities. ***The Center does not offer a drop-off service.***

Enrollment is contingent on the order of the initial requests and available slots. However, the admission policy reserves the right to balance the groups based on age and facility assignment for licensing compliance. All children are eligible for enrollment regardless of ethnicity, color, religion, gender or national origin.

Hostos students interested in placing children at the Center are expected to complete and submit an initial application, which is entered into the Center's database. However, the Center has a general waiting period of between 4 and 6 months based on accessibility. As space becomes available, applicants are then contacted and advised to follow through with the enrollment process in a timely manner.

Registration Process

Once space has become available, applicants are notified by phone, via E-mail, and regular mail with information regarding registration dates. At this time, applicants are advised that the registration process occurs on a ***"first-come first-serve" basis,*** as admission is limited to space availability. Prospective enrollees should prepare to begin the registration process several months prior to each semester.

The Registration Process is conducted in several phases. If a parent or guardian is unable to participate in the initial enrollment process, they are cautioned that there may not be available vacancies during the final period.

Currently, the Center does not offer a Flex Hour Day Program. Children enrolled in the day program must attend a minimum of 7.50 hours per week.

For additional information contact: ***Children's Center, Room A-109, Telephone (718) 518-4176.*** Hours and Days of Operation are: Monday -Thursday, 7:50 a.m. to 5:00 p.m.; Fridays, 7:50 a.m. to 4:30 p.m.

For those interested in attending summer classes, the Children's Center provides a summer program if a sufficient number of children are available for service. The hours of operation during the summer months are: Mon - Thurs. 8:00 a.m. - 4:00 p.m.

Hostos Athletics, Recreation & Intramural

Athletics, Recreation and Intramural programs are viewed as essential components of higher education, supplementing the educational process through enhancements of physical mental and emotional development. Students who participate in recreational sports tend to develop positive self-images, awareness of strengths, increased tolerance and self-control, stronger social interaction skills and maturity.

Athletics, Recreation and Intramural programs are a vital part of the Hostos College experience. Our Athletics Center exists to serve the entire College community by providing the environment and means for a person to enhance his or her quality of life through physical activity. Emphasis is on participation, with a steadfast commitment to the fundamental values of fair play and sportsmanship.

Hostos adheres strictly to the National Junior College Athletic Association (NJCAA) code, as well as 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.

Our recreational and intramural programs offer a range of options for members of the Hostos community, individually or as part of a team, so participants may achieve the physical, mental, and social benefits of participation. 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, and an allegiance to the highest moral principles in every aspect of sportsmanship and wellness.

In alignment with Hostos mission, we believe that participation in athletics and recreational programs provide excellent preparation for achievement in our society. Participants learn how to compete effectively and with integrity in any environment, appreciate the value and benefits of teamwork, and how to be motivational leaders. These lessons instill and strengthen qualities that add to success in our students' personal development as well as their future endeavors.

Athletic Teams	Intramurals	Recreation
Men's Basketball	Co-ed Basketball	Open Gym
Men's Soccer	Co-ed Indoor Soccer	Open Swim
Women's Basketball	Co-ed Volleyball	Open Fitness
Women's Volleyball		

PLEASE NOTE: Further information about all of the programs listed above can be found on the Hostos Athletics web-site. For more information, contact: The Athletics Department at (718) 518-6564 or (718) 518-6551.

Personal & Academic 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 family problems, personal development concerns and other matters of importance to them. Counseling services are available in English, Spanish, French, and German. The Counseling Center maintains a close collaborative relationship with the instructional faculty, who are a source of many student referrals. Counselors are available to consult with faculty on issues affecting student academic performance and retention.

The process begins in a number of ways after a student is admitted to the college. For some, it is initiated through the College Orientation course (see SSD 100, Freshman Orientation) where students are informed about essential academic policy and procedures, and learn academic and personal success skills. Through this course students may develop a relationship with a counselor. Freshmen or continuing students may make appointments by calling or coming to the Center.

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.
- Academic difficulties.
- Domestic violence.
- 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 one of the many resources available outside the College.

How to contact the Center:

By telephone (718) 518-4351, or email infocounseling@hostos.cuny.edu .

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.

SSD 100 Freshman Orientation, 0 credits, 1.5 hrs.

Effective Fall 2003, this course is a graduation requirement for all freshmen Liberal Arts (A.A.) major, however, this course is strongly recommended for all freshmen. In practice, it may be a part of blocked courses for freshmen that are placed in ENG 91- English Basic Skills or in Basic ESL courses. All College Discovery students are required to take and complete this course to maintain eligibility in this CD program. Students in other Allied Health programs are encouraged to take the course.

Students in the course are informed about College policies and procedures that every student must know in order to effectively progress through their studies. Through a process of self-assessment students develop greater self-knowledge, in addition to learning effective study, note taking, test taking, problem solving, and time management skills. Other topics covered in the course are Academic Planning, Career Exploration, and Library and Internet Resources. Common sources of stress in the lives of adults as well as causes for student withdrawal from college are also addressed.

Students may enroll in sections of the course that are taught in a traditional classroom setting or in Hybrid-Online sections where a portion of the course is taught online. Check the Class Schedule for details.

Accessibility Resource Center (ARC)

The Role of the Center

The Americans with Disabilities Act (ADA) prohibits discrimination based on disability and requires all higher education institutions to be physically and programmatically accessible. In order to provide services to help each student maximize his or her potential for success, Hostos Community College has created the Accessibility Resource Center. The Center is solely dedicated to assisting students with disabilities in achieving their academic goals.

Prior to admission, or any time after beginning classes, students with disabilities are encouraged to contact the office to schedule an intake interview. Based on the intake interview and documentation provided by a student, a variety of accommodations may be provided to help students attain their academic objectives. Intake and counseling are provided in English and Spanish.

The first thing the office does is establish what kinds of accommodations might be needed. Accomplishing this requires a student's active participation in the process. Fundamentally, you are the best source of information about your needs. Accommodations can include extended time on exams as well as various forms of assistive technology to help you get the most out of each class. Your commitment to share in this process is essential and doing so will produce success that will extend well beyond your time at college.

How to Apply for Services and Accommodations

In order to receive services and accommodations students must identify themselves to the Accessibility Resource Center. The most effective way to initiate the process of assessing eligibility for accommodations is to do so prior to or during the admission process. Under the ADA, both the student and the college must carry out their responsibilities in a timely manner, so the sooner a student self-identifies, the sooner the college can provide needed accommodations. In summary the steps a student needs to take to receive services and accommodations are:

- Identify him/herself to the Center during the admission process or as soon as possible
- Participate fully in the intake process
- Provide the necessary disability documentation
- Provide additional, specific documentation of need for accommodations
- Participate in and complete the Individualized Learning Contract

Services a Student May Receive

Any student with a disability may receive services from ARC upon providing the appropriate information and documentation. In addition to planning and coordinating accommodations, the office provides counseling to assist students in dealing with the full range of academic, career and personal issues that confront individuals with disabilities in college. The Academic Achievement Center, College Success Coaches, Career Services and Counseling Centers are routinely utilized as part of a comprehensive response to student needs and interests. Consultation with faculty is an essential component of academic support services for students. The office also maintains a close working relationship with external State and not-for-profit vocational rehabilitation and disability services agencies and organizations in order to facilitate student referral and use of their services. In summary, ARC services include:

- Pre-admission counseling
- General academic and personal counseling
- Academic advisement and planning
- Facilitated consultation with faculty
- Referrals for disability-related assessments
- Referral to and follow-up with college and/or external resources
- Other support services

Accommodations a Student May Receive

An accommodation is a modification that is intended to make a physical location, an academic program or a course, service or activity effectively accessible to a student with a disability. Accommodations are provided to students who provide additional, relevant documentation of disability limitations that warrant specific accommodations. The ARC staff works closely with faculty and external resources identified by the student and ARC to provide the most appropriate and effective accommodations based on documented need. Students who provide the appropriate documentation may receive the following accommodations based on individual need:

- Modified testing (for CUNY Placement, retest and regular course exams). This may include extra time; quiet/solitary setting; use of a reader and/or scribe; taped, large print or brailed exams; Assistive Technology
- One-to-one and/or small group tutoring and or tutoring in a distraction-free environment
- Lab Assistant
- Note-taker
- Sign Language Interpreter
- Reader
- Books in Electronic Format
- Large Print and Brailed Materials
- Assistive technology in instructional and support settings
- Classes moved to accessible locations
- Other academic accommodations based on student-specific disability and documented limitations

Assistive Technology

The Accessibility Resource Center offers an extensive selection of personal computers, assistive technology and individualized computer training for students with disabilities. Assistive Technology has expanded enormously over the past 10-15 years and many students find they are able to be more independent and successful when utilizing this support service.

The Center provides training for students in Assistive Technology as well as Computer Literacy and Internet use. One-on-one, personalized training on general technology software and on assistive technology hardware/software is provided upon request. The type and amount of training provided is determined on a case-by-case basis. <u>For some equipment, training is required prior to use or equipment loan.</u>

Students registered with the Center are permitted to borrow equipment such as recorders, Victor Readers, or FM transmitters, for the duration of a semester. They are required to sign a release form, which states that they are responsible for the equipment if lost, stolen, or broken.

Assistive Technology Software and Hardware Devices and Services:

- Use of Assistive Technologies during exam (Software tutorials specializing in areas helpful to the student are offered upon request)
- Scanning Services -Books can be magnified or read aloud with a screen-reading program
- CCTV for students with visual disabilities
- Note Taking, Scan and Record Smart Pen 6
- Digital Voice Recorder
- Talking Calculator
- QuickLook FV – Handheld CCTV
- ClassMate Reader
- Electronic and talking dictionaries
- Digital talking book players such as Victor Reader and Classmate Reader in which textbooks can be downloaded in an electronic format
- Livescribe Smart Pen (a note-taking device which is a part recorder and part pen)
- Dragon Naturally Speaking Professional and Read & Write Gold -Voice Recognition Software Package
- Laptops and netbooks
- Text-enlarging photocopy machine for students with visual disabilities
- Talking calculators
- Portable CCTV
- Personal FM transmitter systems

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.

Center Hours
ARC is open Monday through Friday from 9:00am to 5:00pm. Evening appointments can be arranged on an as needed basis.

How to contact the Center
The main telephone number is (718) 518-4454. Staff may be reached via this number or by email at the following addresses:
Ms. Gabriella Burd, Director
gburd@hostos.cuny.edu

Ms. Simone Sylvester, CUNY LEADS Specialist
ssylvester@hostos.cuny.edu

The College's ADA/504 Compliance Officer works with ARC to ensure that compliance issues are addressed in a timely manner. The officer is located in Room A318 and may be reached at 718-518-4284. **Grievance Procedures for Individuals with Disabilities,** which outlines how a student who believes she/he has been discriminated against because of their disability can file a complaint, is available at this office. The external resource for filing disability discrimination complaints is the U.S. Department of Education's Office for Civil Rights.

Voter Registration Site, the Accessibility Resource Center provides voter registration application forms. The Center can provide assistance with completion of forms on a walk-in basis to students who come to request services for the first time and re-admit students. Posters announcing these services are placed in the ARC area. Assistance with completion of forms will be offered to students who are physically unable to fill out the forms themselves.
For additional useful information, please visit the ARC website at www.hostos.cuny.edu/sswd

STUDENT ACTIVITIES

Extra-curricular activities are an integral part of 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 student clubs and organizations on campus to coordinate intellectual, cultural, social, and recreational programs in order to expand the classroom experience. There are clubs and organizations on campus that sponsor academic, ethnic and athletic programs; these programs include guest speakers, panel discussions, workshops, concerts and cultural events. The programs are a reflection of 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 Student Government Association and student clubs in developing student activities. Faculty and staff members function as advisors to clubs and organizations.

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

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 Learning and Development Outcomes

- Leadership Development
- Meaningful Interpersonal Relationships
- Collaboration
- Social Responsibility
- Effective Communication
- Enhanced Self-Esteem
- Self-Appraisal
- Clarified Values
- Satisfying and Productive Lifestyles
- Appreciating Diversity
- Independence
- Intellectual Growth
- Personal and Educational Goals
- Healthy Behavior
- Spiritual Awareness

The tools utilized to achieve the goals and objectives of the Academy

- Self-Assessment and Reflection
- Skill Building
- Problem Solving
- Mentoring
- Community Involvement/Service
- Public Policy
- Intercultural Issues
- Service Learning and Servant Leadership
- Cultural Activities
- Student Leadership of Programs
- Targeted Training and Development
- Student Recognition
- Scholarship Development
- Transcript and Portfolio Development
- Capstone Experiences

The Student Leadership Academy has several programs:

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 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 conferences, give testimony at hearings, and support the administration and CUNY central at a variety of events and locales.
- Student Ambassadors also provide mentorship, support, do community outreach and plan and implement community service activities for the larger group.
- 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, mask making, ethics and etiquette, leadership skills, 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.

**The Academy also offers a weekly Leadership Film Series for all students at the college. (Hostos Student Ambassadors 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.
- A SOS Team Member commits to one year of service and makes a generous commitment of 40 hours to provide support to students during registration, orientations, college tours and job fairs, (amongst other things.)
- The SOS Team is currently a feeder group for the Hostos Student Ambassadors and if after a semester of service an SOS Team Members shows a great commitment to service and maintains or improves their GPA they can be promoted, through a tier system into the Ambassador Program.
- The SOS Team receives specialized team 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 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 student 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 will represent a third tier in Hostos Leadership Academy's Membership and members of this group will be eligible for promotion into the SOS Team, based upon meeting certain 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.

The Hostos Athletic Leaders Organization

Make a difference in the World Today by Making all the Right Moves Have plans on transferring to a Division I school or a high quality four year institution? Looking forward to having a career in an industry or sports related field? Just want to make a difference in the lives of those around you and in the community? You can do all of this and more, but look around you at the people; athletes, politicians, public figures or even your own family members, who have been successful in life. Many, if not all of them have been or are currently a part of an organization that allows them to not only pursue personal objectives, but also allows them to make a commitment to something bigger than themselves.

HALO is a program built to improve your chances on getting to that next level in whatever it is that you want to pursue. Throughout your time in Hostos, you will have the full support of a team that will be working with you to build on the foundations that you have developed to help you to accomplish the goals and dreams that you have set before you.

If you are a member of any of the four Hostos Athletic Teams; Men's Soccer, Men's or Women's Basketball, or Women's Volleyball you are eligible to earn credits towards a scholarship or you can just earn by learning how to make a difference in your community and become a more effective leader on the court/field and off.

Office of the Hostos Student Leadership Academy
East Academic Complex, Room C-392
(718) 518-6541
E-mail: StudentLeadershipAcademy@hostos.cuny.edu

Veterans Affairs

Veterans and dependents of veterans are entitled to a variety of benefits. To apply under the provisions of the G.I. Bill V A Educational Benefits you must complete a form that is available and may be submitted electronically on the internet www.gibill.va.gov or mailed to the Department of Veterans Affairs, V A Regional Office, P.O. Box 4616, Buffalo, NY 14240-4616.

To apply for Vocational Rehabilitation Benefits the veteran must obtain approval from a VA counselor at the Veterans Administration, 245 West Houston Street, New York, NY 10014.

It is necessary for every veteran and dependent attending Hostos to report to the Veterans' Liaison, Office of the Registrar, each successive session (that is, in September, January, and June) with the Certificate of 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. The receipt of benefits takes approximately twelve weeks.

Veterans applying for benefits must be able to document their service in the military, marital status, and number of dependents they support.

To obtain information regarding the certification process, you may contact:
Veterans Coordinator
Office of the Registrar
Savoy Bldg., Room D-207
(718) 518-4417

The Department of Veterans Affairs has a national Home Page on the World Wide Web (internet) where you can get information about V.A. educational benefit programs. The National Home Page address is www.gibill.va.gov or call toll-free at 1-888-GI-Bill-1/1-800-827-1000. If you are hearing impaired, call toll-free at 1-800-829-4833. You may also log on to www.cuny.edu/veterans for education support services. We give our full support to all veterans.

Office of Student Programming for Veteran and Reservists
The Office of Student Programming for Veteran and Reservists has been established to provide an array of specialized educational support and student development related services for veterans and reservists. Services include organizing and developing student leadership training and mentorship training; collaborating with faculty to provide guidance and support on programming initiatives, conducting orientations on academic policies and procedures; providing guidance and support on programming initiatives that increase awareness of veterans and reservists students at the college; assisting academic support; developing and conducting extra-curricular activities for veterans and reservists affairs at the college; and serving as liaison for community service referrals. Personal and academic counseling are available in the Office of Counseling Services.

The Office of Student Programming for Veteran and Reservists East Academic Complex, Room C-377 Phone Number: 718-319-7713

SPECIAL PROGRAMS

Continuing Education and Professional studies

The Continuing Education and Professional Studies Department at Hostos Community College offers academic, workforce, and personal development course designed to address the educational, cultural and economic needs of the South Bronx, and Upper Manhattan communities. Our quality courses, taught by knowledgeable and caring professors, can lead to new employment opportunities, new careers, and new interests. We offer courses and certificate programs for adults and children on weekdays, evenings, Saturdays and Sundays. Our courses are available at a reasonable cost. You may be eligible for tuition assistance through various voucher programs. We invite you to join the thousands of others who have enjoyed the caring, family-like atmosphere and academic excellence that have made Hostos unique among community colleges.

For more information, contact: Lorraine Altman, Executive Director; Peter Mertens, Deputy Director (718) 518-6656. Email: cedu@hostos.cuny.edu.

CUNY in the Heights, located at 108 Cooper Street in the Inwood/Washington Heights community of upper Manhattan offers both credit and non-credit classes including certificate programs in a host of professions.

For more information contact: Aldrin Bonilla, Site Administrator, (212) 567-7132. Email: cunyintheheights@hostos.cuny.edu.

The Adult Learning Center: The Adult Basic Education Program provides adults with the opportunity to build their basic skills and connect with future educational opportunities and employment. The program is for individuals who are 19 yrs of age or older and who have not completed high school and/or are in need of building their English language skills. The ABE Program offers a free pre-GED/ GED in English and Spanish as well as English for Speakers of Other Languages. For more information, contact: Zenobia Johnson, Director (718) 518-6746. Email: cedu@hostos.cuny.edu

Alumni Relations

The Hostos Alumni Relations Office believes that education is a lifelong endeavor, and that strong relationships between the College and its alumni are mutually beneficial. To this end, the Hostos Alumni Relations Office has the following objectives:

• To promote continued interest on the part of the alumni in the general welfare of the college, and of its students, faculty and staff.

• To promote good will and strong relationships between and among alumni, faculty, staff, friends and supporters of the college.

• To keep the alumni and friends of Hostos informed about the college.

The Alumni Relations Office also offers the following benefits:

Library Services — In-house use of the library for personal and business needs; assistance with research; instructional support for using print and non-print resources; and full access to the Hostos library's online collection.

Career Development Services — Important resources for finding employment and achieving professional advancement.

Athletic and Recreational Facilities — Access to the fully equipped fitness center and pool, and free admission to all athletic events.

Cultural Events — Twenty percent discount on tickets for most cultural events sponsored by the Hostos Center for the Arts & Culture.

Center for Workforce Development and Continuing Education — 15 percent discount on all courses.
Transfer Services — Ability to take full advantage of transfer services.
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.

Networking Activities — Free admission to workshops and special events.

GEICO — Discounts on insurance purchased from GEICO. For more information, go to www.geico.com or call 1-800-368-2734.

LINX2FUNDS — Cost-saving opportunities on a variety of services via LinxwFunds. For more information, go to www.linx2funds.com or call 1-866-814-9771.

The Office has also recently launched the new and dynamic Hostos Alumni Speakers Bureau. Comprised of a growing list of volunteers, these speakers have professional experience in a variety of fields, including education, criminal justice, medicine, health, sciences, nursing, dental hygiene, technology, business, arts, culture and entertainment. Speakers are available to give presentations to Hostos students, high school seniors and guidance counselors, as well as members of community-based organizations and professional associations.

To take advantage of these and other benefits, obtain an alumni identification card today for the nominal servicing fee of $20 by contacting the Alumni Relations Office at 718-518-4246.

Public Relations

The Eugenio María de Hostos Community College Office of Public Relations, in the Division of Institutional Development, is responsible for designing, developing and implementing strategic communications and media relations programs that support the mission and core values of the College.

Among its responsibilities, the Office of Public Relations manages the College's web news pages; advises faculty and staff on responding to media interview requests; serves as liaison to local, national and international media outlets; publicizes and promotes campus events; helps, organizes and promotes activities that support recruitment, institutional branding, fundraising and marketing; conceptualizes, and produces publications, including thehostosconnection (the College's official newsletter), press releases, statements, talking points and opinion pieces; works and collaborates closely with the President and his/her Executive Cabinet to maintain good communication and working relationships with community leaders, organizations and political leadership at the local, state and federal levels; and among other responsibilities, maintains regular contact with key academic and administrative areas of CUNY, in order to stay current on strategic priorities, issues and policies. **Contact:** Néstor Montilla, Director of Public Relations, Office of Institutional Development, Eugenio María de Hostos Community College of The City University of New York 120 East 149th Street, Rm. 214 E Bronx, NY 10451. Tel. (718) 518-4355. Fax #: (718) 518-4240. Email: nmontilla@hostos.cuny.edu

CLIP - CUNY Language Immersion Program

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

CLIP Highlights:

- The Hostos CLIP program is recommended for entering freshmen who have already been admitted to a CUNY college and who need additional English as a Second Language classes prior to entering college. CLIP is also for students who have not been successful in their college ESL courses (did not pass one semester of ESL at the community college level or failed the same ESL course two times at a senior college).
- Students may choose a day or evening schedule. Classes meet Monday through Friday. Day classes meet from 9:00 a.m. to 2:30 p.m. Evening classes meet from 5:00 p.m. to 10:00 p.m.
- Students can enroll in the program for up to one year or for one semester only. There are three cycles of classes: two sessions of 15 weeks in Fall and Spring, and a six-week cycle in the Summer. Students are given the Freshman Skills Assessments Tests before leaving CLIP so that they can be placed in the appropriate classes when they return to their college.
- Students do not use their financial aid in CLIP. The cost of the program including books and materials is $180.00 in Fall or Spring, and $75.00 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. (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. You may also visit our office in Room C-553 Hours: 9:00 a.m. to 7:00 p.m. daily. Our fax number is (718) 518-5745

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 passed one or more of the CUNY placement tests.

Students can take Math, Reading and Writing courses in one semester and have **two** opportunities to retake their CUNY placement tests. In addition, all students participate in a weekly college seminar and engage one-on-one with an advisor throughout the program.

The cost of the program is $75 and includes books, materials, individual tutoring and access to the Hostos services. Students do no use their financial aid package for the program saving up their financial aid resources for college.

Who Is Eligible for CUNY Start?

- Incoming Hostos freshmen who have failed one or more CUNY placement tests;
- Students who failed one or two semesters of remedial classes at Hostos;

Applicants must attend an info session, complete an application and interview with an academic advisor.

When are classes?

Fall: August – January
Spring: February- July

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

How do I apply to CUNY Start?

Please visit our website www.hostos.cuny.edu/cunystart
Call us at 718-518-6851
Visit our office located at:
475 Grand Concourse
2nd Fl. Room A-222
Bronx, NY 10451

CUNY Baccalaureate Program

Established in 1971, the CUNY Baccalaureate Program (CUNY BA/BS) is a small, University-wide individualized degree program intended for self-directed, academically strong students who have well-formulated academic and career goals. Students who are admitted to the program work out an individualized area of specialization with guidance from a CUNY faculty member who agrees to serve as a mentor. Students also complete the Program's liberal arts core distribution and other degree requirements. They are also able to incorporate independent studies and internship into their degrees, and may be able to earn up to 15 credits for documenting learning experiences that occurred prior to entering college. Although students in the Program are matriculated at one CUNY College, they are free to pursue their studies and take courses at any other CUNY college including, in some cases, the CUNY Graduate Center.

To be eligible to apply, students must seeking to design a unique or interdisciplinary area of concentration (that is, wanting to do something different from one of the majors offered by one of the CUNY colleges) and must have completed at least 15 college credits with a grade point average of 2.5 or higher. Students can apply to one of the CUNY colleges at the same time as applying to the CUNY BA Program. Students can stay matriculated at Hostos Community College until they reach 60 credits (many students will be able to complete their Associate's degree on the way to completing the Bachelor's degree). The CUNY BA and BS degrees are fully accredited and are awarded by the City University rather than by one of the individual CUNY colleges.

For more information contact the CUNY Baccalaureate Program at (212) 817-8220, www.cunyba.cuny.edu, or visit the office at 365 Fifth Avenue, New York, New York 10016.

Latin American Writers Institute - LAWI

Founded in 1987 by Professor Isaac Goldemberg while teaching at City College, the Latin American Writers Institute (LAWI) has become, over its first twenty years of existence, a strong supporter of Latino writers whose work appears in Spanish, English, or both languages. In 1991, LAWI received the Manhattan Borough President's "Excellence in Arts Award."

Hostos Community College became the Institute's new home in 1992. LAWI is the central advocacy and service organization for the dissemination of the work of Latino writers in the United States. LAWI offers established and emerging Latino writers many services related to their professional careers. It also develops new talent and encourages understanding of and public interest in new

writers by hosting and sponsoring writing workshops, readings, and conferences. LAWI publishes books under its imprint, The Latino Press, and it also publishes *Hostos Review / Revista Hostosiana*, a journal devoted mainly to Latino culture and to building links between Latino writers, artists and intellectuals living in the United States and their counterparts in Latin America and other parts of the world. LAWI also publishes *LAWI Noticias*, a weekly multilingual electronic newsletter devoted to disseminating news regarding Latino and Latin America literary, artistic, and cultural activities in the United States and abroad. It features reviews of publications by Latino writers; sections on literary contests, grants and residencies; calls for manuscripts and new magazine listings, news regarding other literary organization, writing workshops, and publishing opportunities. *LAWI Noticias* is sent to writers and followers of Latino literature in the United States and abroad, including universities, libraries and cultural and literary centers. Also, LAWI's information services and collaborations in organizing readings, conferences, and workshops are made available to professors, journalists, reviewers, translators, editors, and publishers. In keeping with LAWI's goal of increasing intercultural understanding, its activities are designed for a multi-ethnic audience. The institute seeks to recognize and encourage cultural diversity in its membership and all of its programs.

Study Abroad Programs

Study Abroad Programs provide opportunities for CUNY students, faculty, and staff to increase their understanding of the history, culture, educational system, and language of other communities and countries throughout the world. In addition to creating an institutional environment that promotes respect for cultural and linguistic differences, these programs cultivate skills that prepare participants to compete in the global economy.

For more than a decade, Hostos has collaborated in a series of very successful study abroad/academic exchange programs with institutions of higher education in the Hispanic Caribbean and various European countries.

A study abroad program is three to four weeks in duration. From Monday through Friday, there are four hours of classroom lectures in the morning, and supplementary educational and cultural experiences are provided in the afternoon. The classes feature lectures by distinguished scholars from the host university. The supplementary experiences include visits to artists' studios, museums, historical sites, and other places of interest. These 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. Pre-departure field trips/visits to the Dominican and Puerto Rican communities of New York City 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 artist 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 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 Puerto Rico 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 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. Students have always rated the study abroad program as excellent.
Dominican Republic Study Abroad Program Participants completion and passing rates for 1999-2007 data were 100%.

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

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. Students are accepted from elementary schools in District 7.

The seven year academic program culminates in a Regents diploma and an Associate's Degree. Using the College as a resource for classroom instruction, Hostos-Lincoln Academy provides students with enrichment experiences intended to promote their success at the secondary and college levels. Insideschools 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. Students enroll in college classes and receive extensive college counseling. The students have received many academic awards ranging from the research publications, a nationally recognized literary magazine to the championship basketball team.

Hostos-Lincoln Academy Faculty

Nicholas Paarlberg, Principal
Marsha Armstrong, Assistant Principal
Vincent Marano, Assistant Principal
Esmelda Toribio, Guidance Counselor

College Now

College Now is a collaborative program of the City University of New York (CUNY) and the New York City Department of Education (DOE) which gives students a jumpstart on their college education while helping them succeed in high school courses. College Now at Hostos Community College works with over 40 South Bronx high schools to motivate and prepare students for the reality of higher education and the college experience. Hostos College Now serves over 1000 students each year in approximately 60 college credit and pre-college courses from across all departments. The majority of Hostos College Now college credit courses are held on the college campus, and are open to students from any partner high school. In addition to offering college credit courses after-school, College Now also offers pre-college awareness and college skill building workshops.

For more information about the program, please contact:

Elizabeth Wilson
Director, College Now
ewilson@hostos.cuny.edu/ (718) 518-6839

Liberty Partnership Program

The Liberty Partnership Program is an after-school, weekend and summer program for high and middle school students here at Hostos Community College. The Liberty Partnership Program objective is not only to assist students in developing their academic skills but also to introduce them to a college environment.

We offer enrichment courses geared to arouse attention in the pursuit of careers in Computers, Introduction to Medical Careers, Math, Science, Martial Arts, Film Making, Mouse Certification, Knitting, Calligraphy / Script Writing, Swimming [life guard certification training], Music [all instruments] and Capoeira. In addition, we encourage students to explore the Arts through various hands on activities and trips. Liberty Partnership Program is designed to improve a student's academic capability. Our classes range from the basics as Math and Science to the more non-traditional courses of Digital Photography & Career Workshops which are all accredited courses. Additionally, the program offers Summer Youth Employment opportunities on the Hostos Community College campus.

The program is a partnership between Community Based Organizations, high school students, parents, faculty, businesses, the Department of Education and institutions of higher education. The program is staffed by college faculty, high school teachers, Liberty alumnus and undergraduate students that serve as tutors and mentors. The partner schools are: Hostos Lincoln Academy of Science High and Middle school, Health Opportunities High School.

Liberty Partnerships Program has a partnership with the American Red Cross. This affiliation between us has allowed our students to take part in an American Red Cross Lifeguard Training, CPR, and Babysitting Certifications. Also, a working relationship with the Bronx district attorney office on our yearly crime victims summit, and we are members of Health Occupation Students of America [HOSA]

For more information contact Liberty Partnership Program at:

Room C-491 - (718) 518-4188:
Jose Encarnacion, Director;
Mayra Iglesias, Sr. Administrative Assistant

ADMISSIONS INFORMATION

The office of admissions 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, 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 result in a delay in processing for admission and may possibly incur additional fees and subject students to disciplinary action. Be sure to read the instructions carefully and submit all necessary documentation.

International Transfer 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).

General Transfer Admission
CUNY/UAPC
P.O. Box 359023
Brooklyn, NY 11235-9023

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 applications allow students to apply to six college programs. Transfer applications allow students to apply to four college programs. Transfer students will be admitted to one college ONLY, the first choice for which they are eligible. Freshmen will be admitted to all eligible CUNY Colleges.

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 an equivalent (GED) 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/undergraduate . Students can also visit the Admissions Office for assistance with filing online.

The freshman application requires the following:

1. An official high school transcript or the general equivalency diploma (GED) and scores with a minimum score of 2250 (formerly 225). The following **are not** acceptable:
   - A high school certificate
   - An IEP diploma
   - At - home - study diploma
   - Correspondence High School diploma
2. A $65 money order application fee payable to UAPC (University Application Processing Center). Students can also pay the application fee online with a credit card.
3. Students educated outside the United States should refer to the "Students Educated Abroad" 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 the equivalent (a GED) should file a CUNY Online Transfer Application and indicate Hostos as the first choice by logging onto www.cuny.edu/undergraduate . Students can also visit the Admissions Office for assistance with filing online. A transfer online application requires the following:

1. An official high school transcript, a copy of original high school diploma, or the general equivalency diploma (GED) and GED scores with a minimum score of 2250 (formerly 225). The following **are not** acceptable:
   - A high school certificate
   - An IEP diploma
   - At- home-study diploma
   - Correspondence High School diploma
2. An official transcript from all post-secondary institutions, colleges or universities attended since graduating from high school/secondary school or earning a GED.
3. A $70 money order application fee payable to the UAPC (University Application Processing Center). Students can also pay the application fee online with a credit card.
4. Students currently attending another CUNY college do not have to pay the $70 fee. The transfer application must include the courses in progress. Once grades are posted, an official transcript from that college must be mailed to the Admissions Office.

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 courses are comparable to those offered at Hostos Community College. The Credit Evaluator evaluates transfer credits at the Office of Admissions and Recruitment prior to the first semester of attendance. The maximum number of credits that may be transferred is thirty (30). Credits may be accepted if a grade of at least "C" was obtained. However, students transferring from other CUNY Colleges may have credits transferred in with a 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 and/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 are 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 and/or their designees. Information regarding these timelines is available on the Admissions website.

Students may submit an appeal to the Transfer Credit Evaluator if they would like another review and/or an exception granted regarding the granting of transfer credits and or issues relating to CUNY Pathways. The Transfer Credit Evaluator will then direct the appeal accordingly (e.g. may go to department chair, designee, etc.).

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.) and/or other CUNY recognized secondary school equivalent, when appropriate,
- Official transcripts from any college, university, or other post-secondary school attended since graduation from high school/secondary school.

Guidelines for Official Translation of Documents:

Documents written in languages other than English must be accompanied by an official translation, on letterhead, prepared using the same format as the original document. All translations must be in compliance with the translation guidelines of the International Admissions Unit of UAPC (University Application Processing Center). Contact the Admissions Office to obtain a copy of "Guidelines for Official Translation of Documents".

International Student Admissions Process:

International students should review and follow the above submission of documents requirements for "Freshman", "Transfer" and "Students Educated Abroad" sections in order 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 he/she has been completely processed and accepted into the college through the University Application Processing Center (UAPC).

International Student Initial Attendance 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 US. The total amount necessary for issuance of 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), letter from employer (stating annual salary), 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 istobe filled out by the student's sponsor. You can download this form through the Citizenship and Immigration website at: www.cis.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 & I-94 card.
- 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 US. The total amount necessary for issuance of 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 CIS website at: www.cis.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 Admissions and Recruitment Office in the Savoy Building, Room D-210. 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 do not work toward a degree and are limited to courses on space-availability. Non-degree students are not entitled to financial aid.

Non-degree students must submit the following

1. An official high school transcript or the general equivalency diploma (GED) with a minimum score of 2250 (formerly 225). The following **are not** acceptable:
   - A high school certificate
   - An IEP diploma
   - At-home-study diploma
   - Correspondence High School diploma
2. A transcript from all post-secondary institutions, colleges or universities attended since graduating from high school/secondary school or earning a GED.
3. A $65 money order application fee payable to Hostos Community College.

Senior Citizens

Bona fide residents of New York City who are 60 years of age or older may be admitted by following the regular degree-seeking student 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 CUNY Skills Assessment Tests assess reading comprehension, mathematics, and writing to determine students' readiness in these basic academic areas. Based on their performance, students may be required to take remedial courses to strengthen their academic skills, or ESL courses to develop their English language proficiency. After successful completion of coursework in any of these areas, students are retested. For specific information regarding the CUNY Skills Assessment Test and other testing issues, please see the section on Student Assessment and Testing in this catalog.

Immunization

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 in attendance:

- Partial Compliance: One proof of measles, mumps, and rubella vaccinations and a doctor's appointment for the second measles vaccination. The second proof of measles vaccination must be submitted by the 30th or 45th day of the semester.
- The Registrar's office will alert students in partial compliance that their attendance, 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 minimal requirements must be excluded from class and will not be allowed to return until they are in full compliance. An administrative withdrawal grade ("WA") will be placed on the student's academic record in lieu of a regular grade. Three (3) steps are needed to reverse the "WA" grade before the end of the semester, thereby allowing the student to return to class and receive a letter grade from the instructor:

1. Present proof of immunization to the Nurse Practitioner 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 reversal form to Registrar's Office before the end of the semester. It is essential that all steps be completed to reverse "WA" grades. The "WA" grade is not reversible beyond the semester in question. Even if students satisfy the immunization requirement during the following semester, "WA" 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, sign, and return a meningococcal meningitis response form. PHL 2167 does not require that students be immunized against meningitis.

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

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 Office of Admissions and Recruitment determine the tuition to be charged to students. 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 in another recognized immigration status and meets both of the following conditions on or prior to the first day of class:

a) Continuously maintained his/her principal place of abode in the State of New York for a period of 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 maintained his/her principal place of abode in New York City for at least 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).

Residency Flags- Students may not qualify for the NYC/NYS resident tuition rate if:

1. Student is not a U.S. citizen or a permanent resident.
2. Student's parents reside outside the city or state.
3. Student previously attended college as a non-resident.
4. Student resides outside the state.
5. Students who have immigrant or non-immigrant status (F-1 status, pending refugee, paroled pending, working visa, etc.).
6. Students who are undocumented (except for students with a New York State High School Diploma or GED and students that were enrolled in CUNY for the Fall 2001 semester and qualified for resident tuition at that time).
7. Student has resided in New York State for less than one (1) year. Students verifying residency must complete the City University Residency Form. The form can be picked up at the Admissions and recruitment Office, Savoy room D-210 or the Admissions Satellite Center at 500 Grand Concourse.

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. In the event the county of residence declines to issue the certificate on the basis that the student is not a county resident, the student may appeal to the New York Secretary of State.

Students verifying residency must complete the City University Residency Form. The form can be picked up at the Admissions and Recruitment Office, Savoy room D-210 or the Admissions Satellite Center 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. They can be obtained in the Admissions and Recruitment Office, Savoy room D-210. Students wishing to appeal a negative residency determination must notify the Admissions and Recruitment Office within ten days of notification that he or she has been determined to be a non-resident. A student appeal form will be submitted to the University's Office of the Vice Chancellor for Legal Affairs and General Counsel.

STUDENT ASSESSMENT & TESTING

General Information

As a part of The City University of New York (CUNY), Hostos requires that all entering students take the CUNY Assessment tests in reading, writing, and mathematics to demonstrate their proficiency and readiness to do college level work. A test of Spanish proficiency is given to students for appropriate placement in Spanish-language courses. No student is permitted to register without taking the required placement tests or showing acceptable proof of exemption accepted by the University. A valid government-issued photo ID (driver's license or state identification card) or Hostos Community College ID card is required for all testing – No Exceptions.

Testing Center

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 several types of tests: placement tests for incoming freshmen and new transfer students, exit tests for students completing developmental classes or workshops, the Ability to Benefit (ATB) test to determine eligibility for New York State TAP benefits, and other tests for CUNY assessment purposes.

Testing for Students with Disabilities

Entering freshmen or transfer students who are taking the CUNY Assessment Tests for placement may be eligible for testing accommodations. These students should contact the Accessibility Resource Center (ARC) immediately after filing their admissions application. Please visit the ARC website for further information: **http://www.hostos.cuny.edu/sswd/**

Entering Freshmen

Results of CUNY and Hostos assessment tests are used to determine placement into the appropriate level of classes in reading, writing, English as a Second Language (ESL), mathematics, or languages (Spanish, French or Italian). Students who are placed in remedial or developmental courses will have an opportunity to retake the CUNY assessment test(s) after successfully completing those courses. Students should consult with an academic advisor or counselor to ensure that they meet the progress requirements of specific majors.

Transfer Students

Students transferring from colleges outside of CUNY **must** take the reading, writing, and mathematics skills assessment tests, unless they have an exemption, as outlined below. Students transferring from another CUNY college must have their skills test results transmitted to the Testing Center through the University's UAPC system. CUNY regulations prohibit the acceptance of assessment test scores in the form of paper transcripts or similar records. Students whose testing records are incomplete in the UAPC system must contact the CUNY college from which they are transferring to have their test records updated in UAPC. To avoid delays, this should be done well in advance of registration. Transfer students from other CUNY colleges should also be aware that passing a remedial or developmental course in another college is not the same as passing the associated CUNY assessment tests.

Readmit Students

Students re-admitting to CUNY after a period of non-enrollment may retake their CUNY assessment tests provided those tests not passed were taken at least three years prior to the term of re-admission. Placements will be updated based on the most current test scores provided.

Exemptions from CUNY Assessment Tests

Entering students may be exempt from the reading and writing assessment tests if they achieve a score of 480 or above on the verbal part of the SAT, 20 or above on the ACT, or 75 or above on the English Language Arts Regents. Similarly, students may be exempt from the CUNY Assessment Test in Mathematics if they achieve a score of 480 or above on the mathematics part of the SAT, 20 or above on the ACT, or 75 or above on any of the following Regents examinations: Sequential II, Sequential III, Math A, or Mathematics B.

For freshmen students entering in Fall 2010 or later, there are new regulations governing the Regents exemption in Mathematics. These new regulations are related to the phase in of the new Regents sequence in Mathematics. Consult the CUNY Testing website for the details on these new regulations: www.cuny.edu/testing.

However, students entering with an exemption in mathematics must still take the CUNY Assessment Test in Mathematics for placement purposes, only, to ensure appropriate placement into mathematics courses.

Transfer students who have already earned a bachelor's degree from an **accredited** college may also be exempt from testing. Determination of this exemption is made by the CUNY Office of Admissions Services. Students with the bachelor's degree exemption will still be tested in mathematics for placement purposes. Students whose degree is from an institution in which the language was other than English will also be tested in reading and writing for placement purposes. Transfer students who have taken a college-level course in English or mathematics and earned a grade of C or better may be exempted from the relevant

CUNY assessment test. (Note: English courses in which English was taught as a foreign language are **NOT** eligible for this exemption.) Students exempted in mathematics will be tested in mathematics for placement purposes, only. In addition, if the language of instruction at the previous college was not English, the student may also be tested in reading and writing for placement purposes.

All exemptions from testing **MUST** be requested at the time the student applies for admission to Hostos Community College, either as an entering freshman or as a transfer student. Requests for exemptions at a later date **will not be honored.** Students should discuss all requests for testing exemptions with an admissions counselor when they apply to the college. As progress in certain career programs is measured by scores on the skills assessment test, it may be advisable for students who are exempt from testing to take the tests to determine the appropriate course sequences for them.

Testing Requirements for Transfer to a CUNY Senior College

Students planning to transfer to a CUNY senior college, directly or at a later time, must pass all three basic skills tests. Therefore, students are strongly advised to take and pass the writing, reading, and mathematics skills tests prior to applying for transfer. CUNY senior colleges will not admit students who have not passed all of the basic skills tests or have demonstrated proficiency by passing the required college level writing or math course. Students are urged to seek more detailed information about graduation and transfer requirements from their academic advisors.

Additional Information About Testing

Skills tests in reading and mathematics and Spanish placement are administered by computer. No special computer skills are required in order to take these tests. At the time of testing, students will receive complete instructions in the use of the facility. Office of Student Assessment website on the Hostos website contains current information about the CUNY skills tests. The URL is: http://www.hostos.cuny.edu/sdem/testing.html. The site contains information about the specific tests, as well as the most current requirements and links to recommended testing preparation web sites. Students are also advised to consult the CUNY testing website: www.cuny.edu/testing. The CUNY website contains the most current and up-to-date information about the CUNY tests and current policy.

For more information contact the Testing Center at (718) 319-7921, or visit the office in Room B-207.

Office Hours:

M, T, W & F 9:00am – 5:00pm TH 9:00am – 6:45pm
(* hours may change if testing is in progress)

TUITION & FINANCIAL AID

New York State Residents

New York State Residents, Undergraduate (includes students enrolled prior to 6/1/92, or enrolled as first time freshmen or non-CUNY transfer students from semester or sessions beginning on or after 6/1/92).

Matriculated:
- Full-time (per semester) $2100.00
- Part-time (per billable equivalent credit) $180.00

Undergraduate (all others):
- Non-degree: (per billable equivalent credit)..... $235.00
- Senior citizen fee (per semester or session)..... $65.00
- All Students: (including non-degree and senior citizens)
- Consolidated Services Fee:
- (per semester or session)..... $15.00

Non- State Residents & Foreign Students

Undergraduate (includes students enrolled prior to 6/1/92, or enrolled as first time freshmen, or non-CUNY transfer students for semesters or sessions beginning on or after 6/1/92).

Matriculated:
- Full-time (per billable equivalent credit)..... $280.00
- Part-time (per billable equivalent credit) $280.00

Undergraduate (all others):
- Non-degree: (per billable equivalent credit)..... $370.00
- All Students: (including non-degree and senior citizens)
- Consolidated Services Fee:
- (per semester or session)..... $15.00

Qualifying for the Community College Resident Tuition Rate

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

Residency Verification Process - A community college student may qualify for the resident tuition rate if he or she meets both of the following considerations:

a) Continuously maintained his or her principal place of abode in the State of New York for a period of twelve consecutive months immediately preceding the first day of classes. (A student who has attended a high school in New York City or State for the two semesters immediately prior to the first day of classes satisfies this condition.)

b) Students who are disabled as defined by the American with Disabilities Act (ADA) and are attending part-time (at least 3 academic credits per semester or the equivalent) can be certified for part-time TAP award for any approved term.

c) Continuously maintained his or her principal place of abode in the City of New York for at least the last six months immediately preceding the first day of classes. (A student who has attended a high school in New York City in the semester immediately prior to the first day of classes satisfies this condition.)

Special Situation

County 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. In the event the county of residence declines to issue the certificate on the basis that the student is not a county resident, the student may appeal to the New York Secretary of State.

Students verifying residency must complete the City University Residency Form. The form is distributed at the Admissions & Recruitment Office, Savoy room D-210. No Residency Form will be accepted after the end of the semester for which the student is applying for a determination.

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

A part-time student is one who is enrolled for fewer than 12 credits or billable equivalent. Students taking in excess of 18 academic credits will be charged a Fee for Accelerated Study per the following:

Fees for Accelerated Study

Academic Credits in Excess of 18	**Fee**
Less than or equal to 2	$100.00
Greater than 2 but less than or equal to 4	$230.00
Greater than 4 but less than or equal to 6	$460.00
Greater than 6	$690.00

This fee applies to regular semesters only. Study during intersession, summer session or modules under non-traditional calendars, other than spring and fall, are not subject to this fee.

This fee does not apply to non-degree students who pay on the basis of billable equivalent credits regardless of the number of credits for which they register. This non-instructional fee will be applied uniformly to resident and non-resident students.

The tuition fee rate to be charged shall be determined by a student's status as a full-time or part-time student and his or her residency and degree status.

The schedule of tuition fees shall apply to all scheduled sessions, regardless of duration, subject to such special tuition fee rates as may be established by the Board.
A child of a member of the permanent staff of the Board, or a child of a deceased or retired member of such staff, who has served for more than five years on an annual salary, or a child of an employee of the City of New York or of a city agency who is required to live outside the City of New York in the performance of official duties, shall be charged resident rates.

The resident rate shall be applicable to a student of another college or university that grants exchange resident rates to a student of a college within The City University of New York. Evidence of satisfactory educational qualifications must be presented and the approval of the President of such college within the City University is required.

Special Fees for all Students, Matriculated & Non-Matriculated

Application for Admission (non-refundable)
Freshman $65.00
Transfer Students $70.00
Student Activities Fee
Fall/Spring Semester:
Full-time $61.75
Part-time$28.25
Summer Session:
Each Session $28.75
Technology Fee
Fall /Spring Semester
Full-time $100.00
Part-time $50.00
Summer Session:
Each Session $50.00
University Student Senate Fee (included in

Student Activity Fee) $0.85
Consolidated Service Fee $15.00
Transcripts $7.00
(No charge for transcripts sent to a CUNY college)
Late Registration $25.00
Change of Program $18.00
Duplicate of ID Photo Card or other
college record $10.00
Readmission $10.00
Nonpayment Service Fee $15.00
Returned Check Processing Fee $15.00

Special Examinations
First $15.00
Each Additional $5.00
Senior Citizens Fee $65.00
Cooperating Teachers $25.00
Duplicate Diploma $15.00

Student Notification Regarding Payment of Collection Costs
If you do not make full payment on your tuition and fees and other college bills and your account is sent to a collection agency, you will be responsible for all collection costs, including agency fees, attorney fees and court costs, in addition to whatever amounts you owe the college. In addition, non-payment or a default judgment against your account may be reported to a credit bureau and reflected in your credit report.

Refunds for Tuition
All refunds of the tuition charges appearing in the Colleges catalog, as well as registration material, regardless of whether paid by cash or money order, are subject to the Refund Entitlement Schedules established by The City University of New York Board of Trustees. Any refunds due are also subject to the review by the College of all student accounts. Authorized refunds will be returned to students in the form of a check at the completion of such review.

Other Refunds:
- Official withdrawal from other than summer session courses before the scheduled opening date of the session: 100%
- Official withdrawal within one week after scheduled opening date of the session: 75%
- Official withdrawal during second week after scheduled opening date of the session: 50%
- Official withdrawal during third week after scheduled opening date of the session: 25%
- Official withdrawal after completion of third week after scheduled opening date of the session: None

Please note:

a) These percentages apply to the Fall & Spring semesters only. For summer sessions, please refer to the registration calendar contained in the schedule of classes, and/or the College website for refund information.

b) As per CUNY policy students withdrawing during the first three weeks (before the census date) are not entitled to financial aid.

c) All tuition and fee schedules are necessarily subject to change without notice, at any time, upon action by the Board of Trustees of The City University of New York, regardless of its tuition and fees schedules in effect at the time of registration.

Information on any such changes can be obtained in the Office of the Registrar, the Bursar, the Dean of Students, and Hostos website.

General Breakdown of Estimated Educational Expenses
Expenses for Academic Year 2012-2013 for a student living away from parents:

Tuition[1]	$3900.00
Books and Supplies	$1248.00
Personal Expenses	$2320.00
Housing[2]	$8220.00
Food (At Home)	$1977.00
Lunch (At School)	$1105.00
Child Care[3]	$3159.00
Transportation	$986.00
Technology Fee	$200.00
Student Activities Fee	$123.50
Consolidated Services	$30.00

FINANCIAL AID

The following represents the most recent and/or revised information regarding available financial aid programs for Hostos Community College students. It replaces all information contained in prior Hostos College Catalogs.
Hostos Community College participates in the following financial aid programs:
- Federal Pell Grant (FPG)
- Federal Direct Loan

- Federal Direct Plus
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Federal Perkins Loan (FPL)State:
- Tuition Assistance Program (TAP)
- Aid for Part-time Study (APTS)
- Part-time TAP (PTAP)
- College Discovery (CD)

General Information

The Financial Aid Office provides a myriad of student aid related services, ranging from assistance with financial aid forms to job referrals. It serves an average of 5000 to 8000 students annually, awarding Hostos' students well over $30,000,000→$50,000,000.00 per year. Financial aid counseling is provided through group workshops conducted throughout the academic year. Individual counseling is also available by appointment. Student aid related literature is available at the Financial Aid Office. Students are encouraged to take advantage of these services, and to call the Financial Aid Office at (718) 518-6555 or visit our Web site www.hostos.cuny.edu/ofa

Types of Financial Aid at Hostos Community College:

Grants: Funds that do not have to be repaid.

Work Study: Provides employment opportunities to assist students in paying their educational expenses.

Loans: Borrowed money that must be repaid.

Eligibility Criteria

In general, the student must be currently enrolled in their chosen major, making satisfactory progress, and meeting academic standards. The student must not owe a refund on a Federal Pell Grant (FPG) or a Federal Supplemental Educational Opportunity Grant (FSEOG), or be in default on any loans: Federal Family Education Loan (FFEL), Federal Direct Lending Program, Perkins Loan, as well as any other types of emergency loan.

In general, student aid is awarded on the basis of need. Need is the difference between the student's estimated cost of attendance - including but not limited to tuition, fees, books, transportation, housing and the amount the student and/or his family can afford to pay. For federal student aid programs, a federally approved formula called the Expected Family Contribution (EFC) is used to calculate the amount that a family is expected to pay toward educational expenses. This ensures equity in the awarding process throughout the City University system.

Students With Disabilities

Since July 1, 1998 students with disabilities have been eligible for partial state aid (TAP). Students with disabilities that necessitate additional educational costs should call the Office of Services for Students with Disabilities at 718-518-4454 or the Financial Aid Office at (718) 518-6555.

Citizenship

To be eligible for student aid, a student must be a U.S. citizen, U.S. national, or a U.S. permanent resident who possesses 1-151, 1-551, or I-551C or other eligible non-citizen with an arrival/departure record (I-94) within the following designations: Asylum Granted Refugee, Parolee, Cuban-Haitian Entrant. Individuals in the U.S. with an F1,F2, J1 or J2 Student Visa are not eligible for federal aid.

Transfer Students

If you transfer from another college to Hostos, your financial aid does not automatically transfer with you. Procedures vary depending on the particular student aid program and the time the transfer occurs. Please inquire at the Financial Aid Office.

Method for Selection

Two basic application forms are currently used to process student aid requests:

- Free Application for Federal Student Aid (FAFSA) or FAFSA Renewal for returning students on the WEB is to determine an applicant's eligibility for Title IV Aid which includes: Federal Pell Grant, ACG, Federal SEOG, and Federal Perkins.

- The TAP/APTS Application, TAP on the WEB application and CUNY Supplement form is used to process both New York State and campus based aid. A student can also apply for state aid and CUNY supplement on the Internet by using FAFSA on the WEB.

A minimum of four weeks is required to process these applications. It is the student's responsibility to review the information contained in the application for completeness and accuracy prior to mailing or submitting it online to the processing agent. Deadlines and specific program procedures are posted on the Financial Aid Office bulletin board or on the Web page. Please refer to them for updates and/or legislative changes.

Federal Programs

Federal Academic Standards: Students are required to maintain satisfactory academic progress in their chosen major toward the completion of a degree to receive Federal Student Aid (Title IV). In addition, the student must achieve the minimum GPA required for probationary status at the institution. After two years of enrollment at the College, students must have earned at least a "C" average, its equivalent or academic standing consistent with the requirements for graduation. Students must also accumulate credits toward the degree according to the following standards:

Title IV Satisfactory Progress Quantitative Measure: Students will be measured against the above-mentioned standard at the end of each term as well as the quantitative measure listed below

A. 150% CAP: Students are required to complete their course-work in no more than 150 percent of an academic program's published length. The following formula may be used: See example below for an associate degree program of 64 credits. [(Academic Program's published length in credits) x1.5 =96]

B. Regular Standard: If a student has attempted fewer than 150% of the total program credits, his or her accumulated (or earned) credits must be equal to or greater than two-thirds of the cumulative credits attempted at the College.

C. Conditional Standard: If the standard in the above paragraph is not met, eligibility may be retained by meeting the following conditional standard: For associate degree programs, the accumulated credits must be equal to or greater than [(credits attempted x 0.875) - 21]

Those who fall below the standards may appeal through the normal institutional academic appeal process to regain eligibility.

Attempted Credits

All attempted credits are reflected on the student's file. Accumulated credits are credits that the student has earned toward the completion of the degree program. "W's, (WA, WF, AND WU), "F"s, "R"s, "I"s, and "FIN"s transfer credits, and repeated courses reported on a student's grade transcript are counted as attempted credits. Second degree students shall have their status initialized for Federal Student Aid (Title IV) by using the number of credits accepted towards the second degree as cumulative attempted credits and cumulative earned credits. WN's grades are not counted for Title IV eligibility.

A.A. Degree [64-credit degree x (1.5)]

Attempted Credit	Accumulated Standard	Conditional
12	8	0.0
24	6	0.0
36	24	10.5
48	32	21.0
60	40	31.5
72	48	42.0
84	55	52.5
96	64	64.0

Remedial Courses

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

General Documents Required

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

Federal Student Aid Programs

Federal PELL: Students registered for one or more credits will be considered for an award. Awards are prorated according to the following: a student's enrollment status, based on federal appropriations, the College's cost of attendance, and the applicant's EFC. Awards for eligible applicants range from approximately $555 to $5,550 annual.

Pell Grant Awards

During the 2012-2013 Award year, the maximum Pell Grant award is $5,550. Students that meet the standards below can get up to $11,100 maximum. Students can also review their estimated annual award amount, based on their EFC and enrollment status using the Federal Pell Grant Chart. Your EFC can be found on your Student Aid Report (SAR) at www.fafsa.gov. (Pell Charts are available at the Financial Aid Office).

Campus Based Aid Programs

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

* The amount of aid you receive depends on your financial need, the amount of other aid you will be receiving, and the availability of funds at the College. Once all program funds have been depleted, no more awards can be made from that program.
* Each college determines its own deadlines to apply for Campus Based Aid.
* There are no guarantees that an applicant will be granted an award, even if s/he can demonstrate need or if the applicant received an award previously.
* Generally, applicants must be enrolled for at least six credits per semester.

Federal Supplemental Educational Opportunity Grant (FSEOG) is intended for undergraduates with exceptional need. Priority is given to students with low Expected Family Contributions (EFCs) and to students who are receiving Federal Pell Grants. An FSEOG does not have to be repaid. Award amounts are based on the availability of funds, based on federal allocations, costs of attending and the applicant's EFC. Generally, awards for eligible applicants range from approximately $100 to $600. These awards vary between applicants.

The Federal Work Study (FWS) Program provides employment opportunities for qualified job candidates. The program encourages community service and provides funds to help pay educational expenses. A great variety of work experience is available for students who are interested in working off campus. Jobs on campus are limited and subject to federal allocations, cost of attendance, and the applicant's EFC. Generally, awards for eligible applicants can range from approximately $800 - $2000. These awards vary between applicants.

Federal Perkins Loan is a low interest (5%) loan for undergraduate students with exceptional financial need. Federal Perkins Loans are made through The City University of New York and the Hostos Financial Aid Office. Based on federal allocations, cost of attendance and the applicant's EFC. Awards for eligible applicants range from approximately $550-$4000. The City University is the lender and the loan is made with government funds. If the student borrower drops to less than six credits in a semester or leaves school, s/he is entitled to a six-month grace period before beginning repayment. The repayment period may extend over a period of ten years. An additional ten years may be granted at the discretion of the institution if the borrower submits an application. This extension applies to loans made after October 1, 1980 in accordance with the regulations of the Department of Education. Payments are not required for up to the first three years of active U.S. military service, or service in the Peace Corps, Vista, or a similar national program. This also applies for borrowers with disabled dependents. First time borrowers after July 1, 1987 have nine months in which to begin repayment. Loan deferments are available for individuals that work in certain public service employment. For further details, please contact the Financial Aid Office at (718) 518-6555 or the Student Receivables Office at (718) 518-4359.

How does withdrawing of all classes affect my financial aid?

Effective Fall 2000, students earn their Financial Aid based on the period of time they remain enrolled.

During the first 60% of the term, students earn Title IV funds in proportion to the time they are enrolled, except students who withdraw prior to completion of the third week of the semester are not eligible for Title IV funds as per CUNY policy. If a student received more aid than s/he earned, the unearned portion must be returned to the Department of Education. If a student received less aid than the amount earned, s/he may be eligible for a late disbursement.

The portion of aid the student is entitled to receive is based on percentage by comparing the total number of days in the semester to the number of days completed before the withdrawal. For example, if you completed 20% of the semester, you would have earned 20% of your Title IV aid. If you received 100% of your Title IV aid you would have to return the unearned portion. Students who remain enrolled beyond the 60% point of the term are considered to have earned all their aid and do not have to return any of the Title IV funds upon withdrawal.

New York State Student Aid

Eligibility Criteria: In addition to the previously mentioned citizenship requirements, student aid applicants must be New York State residents for twelve months preceding the award year, have taxable incomes below a certain specified amount, and meet satisfactory academic standards. Only courses in declared major are eligible for state aid. Courses not required for major will not qualify for state aid.

High School Graduation Requirement: First-time recipients in the 1996-97 academic year or thereafter must have graduated from high school, have a GED or other equivalent of high school certificate, or have received a passing score on a federally approved ability-to-benefit (ATB) test.

Students first receiving state aid (TAP) in the 2006-07 academic year who do not have a certificate of graduation from a recognized school within the United States providing

secondary education (a high school diploma or recognized equivalent) must attain a passing score on a federally approved ability-to-benefit (ATB) test. Note: this provision was contained in the TAP appropriations bill and is to be interpreted as only pertaining to TAP eligibility, not for other state programs.

Academic Standards: For the purpose of receiving state aid, students must adhere to the College's previously mentioned academic standards and to the following state standards as well. Students will be permitted a maximum number of six full time semesters (three years) of TAP to earn an associate degree. 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)-518-4475.

*New York State Financial Aid Academic Requirements states that: To qualify for a TAP or APTS award, you must be enrolled for a minimum of 12 billable credits (of which 6 must be academic credits). For part-time TAP and APTS eligibility you must be enrolled for a minimum of 6 to 11 billable credits (of which 3 must be academic credits). All courses must meet graduation requirements for your major/curriculum.

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

TAP Academic Progress Chart
(As of 09/26/2012)

TAP Academic Progress Chart for Undergraduate Students receiving their first TAP award PRIOR to Fall 2006 (to be used in conjunction with the program pursuit chart of New York State financial assistance regulations effective September 1981, Amended in July 1996):						
Before Being Certified for This TAP Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have a Prior Semester Course % Completion of	00	50	50	75	75	100
Must Have Accrued at Least This Many Credits	00	00	06	18	31	45
With at Least This Grade Point Average	0.00	0.00	1.00	1.20	2.00	2.00

Applies to undergraduate students first receiving aid in 2006-07, 2007-08 , 2008-09, 2009-10 & remedial students first receiving aid in 2010-11 and thereafter (if a student's first award was in 2010-11 and thereafter, and he/she does not meet the definition of a remedial student, see charts for non-remedial students)						
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	.5	.75	1.3	2.0	2.0

Applies to non-remedial undergraduate students first receiving aid in 2010-11 and thereafter						
Before Being Certified for This TAP Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have Accrued at Least This Many Credits	00	6	15	27	39	51
With at Least This Grade Point Average	00	1.3	1.5	1.8	2.0	2.0

"**Remedial student**" is defined as a student:

a. whose scores on a recognized college placement exam or nationally recognized standardized exam indicated the need for remediation for at least two semesters, as certified by the college and approved by the State Education Department (SED); or
b. who was enrolled in at least six semester hours of non-credit remedial courses, as approved by SED, in the first term they received a TAP award; or
c. who is or was enrolled in an opportunity program (HEOP, EOP, SEEK CD).

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

Satisfactory Academic Progress Update: N.Y.S. student aid recipients must have achieved at least a C average accumulated or its equivalent after completing the second academic year. Additional information may be obtained from the Financial Aid Office or online at: www.hostos.cuny.edu/ofa.

Other Academic Related Matter: Under the TAP regulations. Section 145-2.1 of the Regulations of the Commissioner of Education defines full-time study at degree-granting institution as enrollment in credit-bearing courses applicable to the students' program of study, for at least 12 semester hours in a semester of not less than 15 weeks or 100 calendar days, inclusive of examination periods. Consistent with the state financial aid regulations, students are advised that potential restrictions on their access to certain forms of aid, particularly TAP may be operative upon matriculation into some programs. Students who are impacted by these regulations should consult with a financial aid counselor to develop a viable financial assistance plan from non-TAP sources in order to maximize opportunities to participate in some programs and avoid compliance issues with the college.

Students who withdraw from all courses during a semester will lose eligibility for state aid in the next semester. Students who fail to meet the above standard and can demonstrate that exceptional circumstances beyond their control impacted negatively on their academic achievement, may be eligible for a onetime waiver. A waiver will be considered if there is a reasonable probability that the student will regain good academic standing and the student is able to present full documentation to substantiate an appeal. Students who wish to apply for a TAP Waiver must first receive counseling and obtain assistance from the Financial Aid Office.

Billable/Equivalent Credits: All developmental courses are charged as billable equivalent credits. Only the credit-bearing portion of the course counts toward the degree, and may be paid for with financial aid funds. The difference between the academic and billable credits does not count toward a degree and may impact on financial aid.

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

Types of New York State Aid

Tuition Assistance Program (TAP): provides tuition assistance to full-time matriculated students. Students must be registered for twelve (12) billable equivalent credits in their chosen major and with six (6) or more academic credits for the semester. Awards are based on the New York State net taxable income. The New York State Higher Education Services Corporation (NYSHESC) directly notifies the applicant of his/her award status. Based on state allocations, awards for eligible applicants range from approximately $275 to $2,800 per academic year. Students who apply early and present their TAP notification before their appointed registration date will receive a credit towards their tuition liability. Students who receive their TAP notification later will be responsible for paying their tuition at registration. The Student Receivables Office will notify the student by mail of their TAP reimbursement. For questions concerning TAP refund contact the Student Receivables Office at (718) 518-4354.

Aid for Part-Time Study Program (APTS): Students who intend to register for 6 to 11.5 billable equivalent credits and have not utilized their six semesters of TAP are eligible to apply for an APTS award. Unlike the STAP and TAP programs which are entitlements, the APTS Program has limited funds and is directly administered by The City University of New York and the Hostos Financial Aid Office. When these funds are exhausted, additional awards cannot be made for the academic year. Based on state allocations, awards for eligible applicants may range from $45.00 to $505.00 per semester.

Part Time TAP (PTAP): State Education Law was amended to create a Part-Time Tuition Assistance Program (PTAP) for students attending SUNY, CUNY and not-for-profit independent degree-granting colleges in New York State. This program is similar to the CUNY PTAP Pilot which ended at the close of the 2005-06 academic year.

Eligibility Criteria:
A student may receive PTAP if he or she has:

- enrolled as a first-time Freshman in the 2006-07 academic year or thereafter;
- earned 12 or more credits toward graduation in each of two consecutive semesters by the time the first PTAP award is sought;
- at least a 2.00 cumulative grade point average;
- satisfied all program requirements for NYS TAP awards except for full-time attendance (refer to the previous section on TAP eligibility criteria);
- enrolled for at least 6 but fewer than 12 semester hours with at least 3 of these being degree credits. Note: No students will be eligible to receive a PTAP award until the 2007-08 academic year. There was no legislation to continue PTAP benefits for CUNY students who were receiving PTAP awards under the CUNY PTAP Pilot.

Award Amounts: A PTAP award is calculated as a proportional fraction of a normal full-time TAP award based on the number of part-time credits a student is registered for.

***Partial TAP for Disabled Students**

Students who are disabled, as defined by the 1990 Americans With Disabilities Act (ADA), do not have to attend school full-time to be eligible for TAP awards. These students are eligible for partial TAP award if they are attending part-time (at least three credits per semester or the equivalent). Students with disabilities that necessitate additional educational costs should call the Office of Services for Students with Disabilities at (718) 518-4454 or the Financial Aid Office at (718) 518-6555.

Other New York State Aid Programs

- Contact the NYSHESC at (518) 4737087 for information and/or an application for the following scholarships: Scholarships for Academic Excellence
- Regents Professional Opportunity Scholarships
- Math & Science Teaching Incentive Scholarships
- Regent's Awards For Children of Deceased or Disabled Veterans (CV).
- Robert C. Byrd Honors Scholarship
- Memorial Scholarships
- Persian Gulf/Vietnam Veterans Tuition Awards
- World Trade Center Memorial Scholarship
- New York State Volunteer Recruitment Service Scholarship

Special Programs

College Discovery (CD): This is a special program that provides assistance in the form of counseling, tutoring, and financial aid to eligible students. It is limited to those who are admitted to the College as a College Discovery student. Based on state funding and allocations, awards for eligible applicants range from approximately $340 to $1,000. For additional information, you may contact the College Discovery Office at (718) 518-4475.

Note: Due to the terrorist attacks that occurred on September 11, 2001, new relief programs have been established. For a complete listing, please check the Financial Aid Web site at www.hostos.cuny.edu/ofa

Special Provisions for Students in the Military: As of this printing, students called for military service before the end of the semester qualify for 100% refund of tuition and all other fees, except application fees. For more detailed information, see: Registrar Policies & Procedures", section on Total Withdrawal for Military Reasons. Students may qualify for late disbursements of their Title IV award. Please contact the Financial Aid Office or call (718) 518-6555 for further information.

Special Provisions for Students in the Military: As of this printing, students called for military service before the end of the semester qualify for 100% refund of tuition and all other fees, except application fees. For more detailed information, see: Registrar Policies & Procedures", section on Total Withdrawal for Military Reasons. Students may qualify for late disbursements of their Title IV award. Please contact the Financial Aid Office or call (718) 518-6555 for further information.

Institutional scholarship and grants vary in amounts. For further information contact the Financial Aid Office at (718) 518- 6555.

REGISTRAR'S OFFICE

The Registrar's Office
The Office of the Registrar, Savoy Building, Room D-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 record. The staff of the Registrar's Office will provide students with information related to their college records and refer those students requiring additional assistance to the proper College official.

Official Transcripts of work taken at other institutions (including high schools) that were presented for admission or for evaluation of credit, become the property of the College and cannot be copied or re-issued. If a transcript of this work is needed, it should be obtained directly from the institution of which originated the document.

Student Identification Number
When students file the initial application to attend Hostos, they are asked to supply the College with their Social Security Number, which is kept confidential. The Social Security Number is used to prevent the misfiling of student records and to enable the college to utilize its data processing facilities for maintaining these records. Entry to the data bank is by numeric identification of the student. In addition, a Student Identification Number is also assigned to each student. The Student Identification Number will facilitate a student's access to his or her academic profile.

DEGREE STATUS

Degree Students
Students admitted to CUNY and Hostos and 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 who wish to register for classes but are not interested in earning a degree or in pursuing a certificate program should file an "Application for Non-Degree Status within the Admissions Office."

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 an Official Transcript detailing the completion of any applicable pre-requisites and co-requisites prior to enrolling into courses.

Furthermore, 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 college compliance requirements and must be in matriculated status at least one semester prior to the semester of graduation.

Furthermore, the aforementioned students must apply for degree status by filing an Admissions application with the Admissions and Recruitment Office.

Readmission
Degree and Non-Degree students may not be readmitted until they have been separated from the University for at least one semester or the equivalent calendar time.

All readmission applications must be on file in the Registrar's Office one month prior to the first day of classes and validated with the appropriate fee of $10.00 (non-refundable).

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

CHANGES OF INFORMATION

Changes of Name and/or Address
Any change of name or address must be reported to the College on a form available online or from the Registrar's Office. In the case of a change of name because of marriage or divorce, the student should

report the change, provide appropriate documents, and indicate the name to be used on College records. In the case of a change of name because of a court order, it is necessary for the student to produce the court order at the time of reporting the change. The court order will be returned to the student.

Change of 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 filled 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 Curriculum request after the third week of classes during the current semester will be effective for the subsequent term.

Furthermore, the aforementioned students should report to the Office of the Registrar to obtain the appropriate Change of Curriculum form.

Leave of Absence
Students, who decide, upon consultation with their Advisor, to arrange for a leave of absence from Hostos, must file a properly completed application for the leave.

The major purpose for filing an application for a leave of absence is to clear the student's record, making it possible for him or her to return to the college with relative ease and to set down clearly the terms of the student's future matriculation and financial aid.

Applications for a leave of absence are available at the Office of the Registrar.

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.

Eligibility for Commencement
Hostos Community College grants degrees at the end of each fall and spring terms and summer session. 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.

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.

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. 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.

For students currently attending or have attended a CUNY college, UAPC will automatically request all CUNY transcripts. Applicants will be notified by UAPC if they are unable to obtain their transcript. Students must submit the UAPC transcript request letter to the Registrar's Office along with their request for an official transcript.

Transcripts, whether for transfer, employment, or any other reason, are never sent automatically. Students ordering over the internet should allow two to three working business days 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.

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.

Certified Statements

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

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.

PERMITS

Note: In keeping with the regulations of the Commissioner of Education of the State of New York, a minimum of 30 academic credits of the total required in a degree program must be completed at Hostos Community College.

E-Permits to attend another CUNY College

Students are responsible for securing a bulletin / catalogs from the prospective host college and fulfilling whatever requirements it may establish for enrollment verification.

Students who wish to take courses at another CUNY college while matriculated at Hostos must have a GPA of 2.0, have passed all three CUNY skills exam in order to attend a CUNY four year college, have no stops on their record, have all required immunizations, and are limited to the maximum number of credits allowable at the home college.

In addition, all ePermit courses taken must meet degree requirements.

Students who register and subsequently cancel their permit without deleting their course are subject to penalty grades from the HOST College that will appear on their Hostos transcript and are subject to tuition liabilities.

Students who do not complete their registration at the host college (e.g. closed or cancelled course) must provide documentation from the HOST College that they did not register. In addition, the student must cancel the course on the e-Permit system, and officially drop from the course at the home college.

Note: Students must adhere to the applicable deadline for filing of an ePermit for both the HOME College, as well as the deadline of the HOST College. Under no circumstances will the issuance of an e-Permit be permitted upon the elapse of the stated deadlines.

Procedures for Hostos Students to file an e-Permit Request.

The City University of New York has put in place an e-Permit system designed to help students find, get approval for, and register for courses at other CUNY colleges.

Permits must be submitted online through the CUNY portal at www.cuny.edu. Chairs or Coordinators must approve requests to take a course on permit at another CUNY college. Students are kept informed of the progress of their permit request throughout the approval process. If a request is rejected, a student will be notified electronically of the reason for the disapproval.

Once on the University Home Page, students initially will have to register for a Portal ID and Password, by clicking on "Register" and following the directions. Once registered and logged in, students will find themselves on their own "My Page," that has a link to the e-Permit system prominently displayed.

Grades for courses taken on permit at another CUNY college are posted to students' records and are counted in the computation of a student's GPA (effective Fall 2004). Students receiving a failing grade (WU, WN, *WN, F, FIN) under no circumstances will benefit from the F-grade policy.

Students receiving TAP must bring a letter from the HOST College in which they have enrolled certifying their enrollment status. This letter should be submitted to the HOME College Registrar by no later than the end of the first week of classes during the current semester; filing dates are posted each semester and are also printed in the Academic Calendar.

Under no circumstances shall more than 30 earned credits granted from another institution be applied toward graduation from Hostos; this includes advanced standing credits.

Through the e-Permit website, students can find listings and descriptions of courses at all CUNY colleges. The CUNY online schedule of classes, accessible through the e-Permit website, enables students to easily determine whether a selected course is being offered in that semester, whether it fits into the student's schedule, and whether seats are still available. Students are encouraged to use the e-Permit application by login on to www.cuny.edu.

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 permit from another CUNY college will pay tuition at their home college.

Note: At the end of the semester, an Official Transcript will be forwarded to the 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.

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 in attendance 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 brought 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.

Withdrawal From The College

Students who find it necessary to withdraw from the college must obtain and file a withdrawal form with the Registrar's Office.

Student should not drop out or withdraw from course(s) without filing the appropriate form. 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".

Students that never attended will receive a grade of "*WN".

Official withdrawals will receive grades of "W".

The date the form is filed with the Registrar's Office is the official withdrawal date, not the day you stop attending classes.

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 Counseling Department in Room D-102, Savoy Building.

Requests for medical leave are reviewed by a Counselor and approved by the Director of Counseling Services.

Total Withdrawal for Military Reasons

The Board of Trustees policies on the treatment of students who leave CUNY to fulfill military obligations 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 of 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 Programming for Veterans and Reservists.

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
VPA 192	C+	2.3	x 3	=	6.9
			Total Credits		**Total Grade Points**
			16		44.2

Grade Point Average (44.2 total grade points divided by 16 total credits) equals 2.76, or approximately a "B-" average.

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 full-time or part-time status, financial aid, veteran's benefits, or foreign student status.

No credit will be given and a grade of "AUD" will be recorded. "AUD" grades cannot be changed to any other grade.

To audit a course a student must:

- Obtain written permission from the 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.

For an instructor to grant an INC, the student must have 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 satisfies the pre-requisite or co-requisite of any requisite course.

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 (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; signifying that the course was not completed. Student attends at least one class session. Replaces NC grades assigned prior to 1980. This grade is included in the computation of the GPA and counts as a failure (F).

R – Repeat (non-punitive):
Given in courses designed as developmental (remedial courses with credit and excess hours) and remedial courses (with no credit).

An "R" grade is given when a student has not reached a minimal level of proficiency for the course, but has fulfilled all three of the following conditions:

a. Satisfactory attendance record;
b. Satisfactory completion of in-class and homework assignments;
c. Satisfactory progress toward the performance objectives of the course.

The "R" grade is considered a non-punitive grade, and is not included in the computation of the GPA. It is given one time only per course, except in the case of ESL 091 or ENG 091, which may be given twice. Students who take ENG 092 Spring 2003 and thereafter may receive an "R" grade twice. As of Spring 2012, **ESL 092 students may receive an "R" grade twice. After that, a student who does not pass will receive an F.**

P – Pass:
A grade assigned to SSD 100 (Freshman Orientation), COOP 101, 102, 103 (Cooperative Education), and MAT 15 (Intensive Integrated Arithmetic / Algebra).

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** for the duration of the student's undergraduate enrollment in the institutions of The City University of New York".

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

- For a grade of "C" or better to replace a grade of F in the calculation of the cumulative GPA, the failing grade cannot have been received at another institution.
- A failing grade may not be partially replaced. If a student has replaced 14 credits of failing grades and subsequently receives a grade of "C" or better in another 3-credit course that was previously failed, the failing grade cannot be replaced.
- If a student has received more than one failing grade for the same course and subsequently earns a grade of "C" or better in the course, the failing grades will be deleted from the calculation of the cumulative GPA, **subject to the 16-credit limit**.
- If a student fails a course that was taken on a pass/fail basis and subsequently retakes the course, a grade of "C" or better must be earned in order for the failing grade to be replaced.

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

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

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.

FIN - Failure due to Incomplete (punitive):
A grade that is given when an "Incomplete" grade converts 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 an "FIN" grade, effective Spring 1998.

Z - Grade:
No grade submitted by Instructor. "Z" is an administrative grade

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.

Absences/ Class Attendance
Students are expected to attend all class meetings in the courses for which they are registered. Classes begin at the times indicated in the official Schedule of Classes. Arrival in class after the scheduled starting time constitutes lateness. The maximum number of absences is limited to 15% of the number of scheduled class hours per semester, and a student absent more than the indicated 15% is deemed excessively absent. In the case of excessive absences or lateness, the instructor has the right to lower the grade, assign a failing grade, or assign additional written work or readings. Absences due to late registration, change of program, or extenuating circumstances, will be considered on an individual basis by the instructor.
Each department and program may specify in writing a different attendance policy.

Note:
- *Any work missed during any period of absence must be made up by the student. If the student did not attend class 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.*

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.)

Program Title	Degree	HEGIS Code
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
Criminal Justice	A.A.	2105.00
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
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
Microcomputers for Business	A.A.S.	5101.00 *(Discontinued)*
(Computer Information System & Network Technology Options)		
Nursing	A.A.S.	5208.10
Office Technology:	A.A.S.	5005.00
(Administrative Assistant; Legal Administrative Assistant; Medical Office Manager Options)		
Police Science	A.S.	5505.00
Public Policy & 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

Certificate Programs

Business Information Systems	(certificate)	5101.00
Community Health	(certificate)	5506.00
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 Community Health 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, 71.5 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, Africana 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, Mathematics, Mechanical Engineering Science, Police Science, and Science for Forensic Science. In addition, there is no modern language requirement for the A.S. degree.

Candidates for the A.A.S., degree follow programs in which there is concentration in the applied field. The professional fields in which programs are offered include Accounting, Aging and Health Studies, Dental Hygiene, Digital Design & Animation, Digital Music, Early Childhood Education, Microcomputers for Business, Nursing, Office Technology, Public Administration, Public Interest Paralegal Studies, and Radiologic Technology.

In keeping with the regulations of the Commissioner of Education of the State of New York, a minimum of 30 academic credits of the total required in a degree program must be completed at Hostos Community College.

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

Graduation Requirements for all Degree Programs (*except where specified*)

1. GPA: Students must have a minimum GPA of 2.0 to be eligible for graduation.

2. SKILLS TESTS: Effective May 1997, CUNY requires that all students pass the writing and reading basic skills tests as a graduation requirement from all community colleges. In addition, students who wish to transfer to senior colleges must also pass the mathematics skills test prior to transferring (1985 policy). (See Assessment for more details)

3. SSD 100: Effective Fall 2003, all first-time freshmen Liberal Arts majors must take the SSD 100 – Freshman Orientation course.

4. Writing Intensive (WI): Effective Fall 2003, all entering students are required to take two (2) Writing Intensive courses prior to graduation. These specially designated sections are designed to help students improve their writing skills along with their understanding of course material. Through both formal and informal writing assignments, students will strengthen their writing proficiencies as they become familiar with the writing unique to particular disciplines. It is expected that, through these intensive, meaningful opportunities for writing, students will be able to become better writers and communicators, skills highly valued both in college and in the job market.

ACADEMIC DEPARTMENTS

ALLIED HEALTH

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

Financial Aid Implications for some programs with Clinical Requirements:

The Radiology Technology and Dental Hygiene programs require extensive clinical course hours in addition to the major core courses that are pre-requisites 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

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

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 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 wrist, 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 patients 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 which 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 may result in immediate dismissal from the program.
3. A student may only repeat a Dental Hygiene course once, assuring that the overall GPA is 2.0 and above. A GPA below 2.0 requires immediate dismissal from the program.
4. The retained students will be required to remediate all courses to assure the retention of essential skills.
5. Due to the highly competitive nature of the program repeated failures or withdrawals does not provide the academic profile required for progression into the Clinical Phase of the Dental Hygiene program
6. Dental Hygiene students are expected to conduct themselves in accordance with the professional conduct standard required of health care professionals.

Misconduct includes but is not limited to:

1. Submission of assignments, examinations or other academic work which 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 controlled 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. 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. Courses, for which a "D" grade is earned, must be repeated if the student is recommended by the faculty to remain in the program. This may have Financial Aid implications. Consult with a Financial Aid Counselor.

Special Requirements for Dental Hygiene Students

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 ENG110.
- 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. These stipulations have been set forth by the Division of Professional Licensing. Please visit 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.

Dental Hygiene Program Affiliations

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

PROGRAM OF STUDY LEADING TO THE ASSOCIATE IN APPLIED SCIENCE (A.A.S.) DEGREE IN DENTAL HYGIENE

Liberal Arts & Sciences	29 Credits
Dental Hygiene	41 Credits
Total for Degree	70 Credits

General Education Requirements		**Credits**
BIO 230	Anatomy & Physiology I	4.0
BIO 240	Anatomy & Physiology II	4.0
CHE 110	Intro to Chemistry I (Lecture and Lab)	4.0
CHE 120	Principles of Organic Chemistry	2.0
ENG 110	Expository Writing	3.0
ENG 111	Literature & Composition	3.0
PSY 101	Introduction to Psychology	3.0
SOC 101	Introduction to Sociology	3.0
VPA 192	Fundamentals of Public Speaking	3.0
Subtotal		**29.0**

Major Requirements

Dental Hygiene Clinical Phase		**Credits**
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
Subtotal		**41.0**
Total Credits for Dental Hygiene Major		**70.0**

Clinical Sequence

First Year

Fall Semester		**Credits**
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
Subtotal		**5.5**

First Year

Spring Semester.		**Credits**
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
Subtotal		**8.5**

First Year

Summer Semester		**Credits**
DEN 130	Nutrition	2.0
DEN 131	Dental Radiology 2: Technique & Interpretation (Lecture and Lab)	2.0
DEN 132	Dental Materials	2.0
Subtotal		**6.0**

Second Year

Fall Semester		**Credits**
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
Subtotal..... .....10.0

Second Year
Spring Semester . .....Credits
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
Subtotal..... .....11.0
Total Credits 70.0

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

First Semester: All students starting the Dental Hygiene curriculum will need the money to buy all first semester books, equipment, and material by the second week of classes. Therefore, students beginning the program must prepare in advance to pay for these expenses:
Books $550.00
Dental Hygiene Kit $2000.00
SADHA Dues $50.00
CPR $65.00
Total..... $2,665.00

Second Semester
Books $300.00
Total..... $300.00

Summer Semester
Books $300.00
Laboratory Supplies ..... $ 50.00
Total..... ..... $350.00

Third Semester
Books $300.00
SADHA Dues $50.00
Clinic Supplies..... ..... $440.00
Medical Exams $1000.00
Total..... $1,790.00

Fourth Semester
Books.....$350.00
NERB State Board Exam.....$975.00
National Board Exam.....$265..00
Malpractice Insurance.....$35.00
SADHA Annual Conference.....$400.00
NYS Registration Requirement courses ..$250.00
School Pin $30.00
Clinic Supplies $200.00
Total $2,505.00
Grand Total $7,610.00
SADHA: Student American Dental Hygienist Association
SNDHA: Student National Dental Hygienist Association
SHDA: Student Hispanic Dental Association
Note: Students applying for financial aid should include these expenses. The grand total of **$7,610.00** can make a significant financial impact.
State and National Board Exam fees are subject to change on an annual basis.

LICENSED PRACTICAL NURSING

The Certificate Program in Practical Nursing addresses the need for an alternative career option in the Allied Health Sciences. The two-semester 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.

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. 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:

1. Have a high school average of 75% or a GED score of at least 275;
2. Have passing scores on Math, Reading, and Writing on CUNY Skills Tests, specifically:

   a. Pass CUNY Reading and Writing examination and placement into ENG 110.

   b. Pass the CUNY Math Test.

   c. Students who are exempted from the Math Test (SAT score of 480 or better, or corresponding Regents score of 75 or better) must take MAT 105 – Math for Allied Health)

   d. Students who do not pass the CUNY Skills Tests must take the appropriate remedial course(s) and re-test after they successfully complete the course.

   e. ESL students may apply for entry after completing their ESL courses, passing all CUNY Assessment Tests, and passing all pre-requisite courses.

Pre-requisites for Transfer Students

Transfer students seeking LPN certification must ensure that all transcripts and test results have been submitted to Hostos Office of Admissions for review by the Nursing Admissions Committee.

Transfer students must meet the following criteria:

1. Overall GPA of 2.5 at previous institution(s) and GPA of 2.5 in all courses equivalent to those required in the LPN sequence. (See 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.

   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.

   e. Students who have failed out of an RN Program may have an opportunity to enter the LPN program, on a space-available basis, if they meet all the above requirements. Students must successfully complete each LPN course on the first attempt or be dropped from the LPN Program.

   f. Students in the LPN Program who had failed out from an associate or bachelor's

degree nursing program will be dropped from the program if they fail a clinical nursing course.

Entrance to the LPN Program

Entry into the LPN Program is competitive.

1. The NLN (National League of Nursing) Pre-Nursing examination must be taken and scheduled at student convenience at an NLN approved testing site. Only official scores released to Hostos will be accepted. Students may repeat the examination if necessary after one year has elapsed. A score at or above the 50th percentile or better must be achieved.
2. Students who successfully complete all pre-requisites, who are currently registered at Hostos Community College, and have achieved a passing NLN score, become eligible to take the ATI (Assessment Technologies Institute), computerized examination. The ATI (TEAS) assessment examination will be offered in Spring of each year on a space - available basis.
3. There are fees for each of these examinations.
4. Students who successfully complete the ATI will then be eligible for an evaluation by the Nursing Admission Committee.
5. Students who achieve the highest combined scores on the examinations and cumulative GPA will be selected for available spaces in the LPN Program.

   Each year the process begins anew. An applicant is considered an LPN candidate when selected by the Nursing Admissions Committee.

Progression in the LPN Program

1. Students must maintain a GPA of 2.5.
2. The minimum acceptable grade for any required course is "C". The exceptions are NUR 111 and ENG 110; 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 by the time of registration. 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 110, NUR 112, 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 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 testing each semester.
9. All applicants for admission into clinical nursing courses must provide documentation in one of the following categories:

   1. US Citizenship
   2. Permanent Residency
   3. International Student with F1 status
   4. 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 department of Nursing at Hostos Community College does not require a criminal background check for admittance, but the Department'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.

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 may also 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 may 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 given by the American Heart Association and (4) completion of Infection Control and Child Abuse courses. More detailed information is provided in the LPN Student Handbook.

The documentation must be presented prior to registration for NUR 110.

Attendance Policy

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

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 105	Mathematics for Allied Health Sciences	3.0
Total Semester Credits		**13.0**

Semester II, Spring Term		**Credits**
BIO 240	Anatomy & Physiology II	4.0
BLS 150	Ethnicity Health and Illness	3.0
PSY 110	Lifespan Development of Behavior	3.0
Total Semester Credits		**10.0**

LPN CLINICAL COURSE SEQUENCE

Semester III, Fall Term		
NUR 110	Clinical Nursing I	6.0
NUR 111	Pharmacology I	2.0
NUR 112	Maternal / Child	2.0
Total Semester Credits		**10.0**

Semester IV, Spring Term		
NUR 120	Clinical Nursing II	8.5
BIO 310	Microbiology	4.0
Total Semester Credits		**12.5**

Total General Education Credits	**27.0**
Total Nursing Credits	**18.5**
Total Credits for Certificate	**45.5**

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 MAT 105 and CHE 105
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 nursing program.
6. Completion of all RN pre-requisites.
7. Passed the ACT Reading, Writing and Math examinations.
8. Have passed the MATH – Compass examination and placed in MATH 105.
9. 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 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
Total Semester Credits		**8.0**

Semester II		**Credits**
NUR 227	Nursing Care of the Childrearing Family I	3.0
NUR 228	Nursing Care of the Childrearing Family II	3.0
NUR 220	Pharmacology	3.0
Total Semester Credits		**9.0**

Semester III		**Credits**
NUR 316	Nursing Care of the Client With Mental Illness	3.0
NUR 317	Nursing Care of the Adult I	6.0
HLT 215	Nutrition	3.0
Total Semester Credits		**12.0**

Semester IV		**Credits**
NUR 326	Nursing Care of the Adult II	7.0
NUR 320	Issues & Trends in Nursing Practice	3.0
Total Semester Credits		**10.0**

Ancillary Expenses for Practical Nursing Students

Pre-Entrance NLN (National League of Nursing) RN Exam	$50.00
ATI Examination	$20.00
NLN End of Course Exam for all students	$70.00
Professional Basic Life Support Certification (AHA)	$100.00
Uniforms	$80.00
Name Pin	$10.00
Shoes	$50.00
White Hose, one pair	$10.00
Class Pin	$70.00
Instruments and Carrying Case	$65.00
Texts (LPN)	$500.00
Malpractice Insurance	$22.00
Health Clearance	$500.00
NCLEX-PN or NCLEX – RN Licensure Exam	$200.00
NYS registration	$165.00
ATI computer program (LPN)	$330.00
Background checks	*****TO BE DETERMINED
Grand Total	$2244.00*

* These are current prices and are subject to change without notice.

REGISTERED NURSE PROGRAM

The Nursing Program leads to an Associate in Applied Science (A.A.S.) degree for students who successfully complete the required five semesters of study. Students are prepared to become registered nurses upon successful completion of the course of study and satisfactory performance on the National Council Licensure Examination-Registered Nurse (NCLEX-RN). The framework for the nurse education program embodies basic needs, the nursing process, and the Associate Degree Nurse (A.D.N.) competencies. Students utilize the nursing process in the care of patients in acute general care hospitals and nursing homes. In addition to hospitals, students work within community settings. Teaching/learning environments also include lecture halls and patient simulated laboratory, where students practice and achieve proficiency in their technical skills to prepare them for patient assignments. Students, under the direct guidance of qualified professional nurse instructors, learn to provide nursing care for patients of all ages in a variety of settings. All students are encouraged to join the National Student Nurses Association of New York and the on-campus, Gonzalez-Tubman Nursing Club. Some scholarships are available to nursing students.

Goals 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.

Application/Entrance Process for All Nursing Applicants

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. Have a high school average of 75% or a GED score of at least 275;
2. Have passing scores on CUNY Skills Tests of Mathematics, Reading, and Writing, specifically:

   a. Pass CUNY Reading and Writing examinations and placement into ENG 110.

   b. Take and Pass the MATH – Compass examination and place into MAT 105. Students may be advised to take a remedial mathematics course to prepare for success in the required nursing curriculum.

   c. Students who do not pass the CUNY Skills Tests must take the appropriate remedial course(s) and re-test after successful completion of each course.

   d. ESL students may apply for entry to the pre-clinical phase of the nursing program after completing their ESL courses, passing all CUNY skills tests, and passing all pre-requisite courses.

Pre-requisites for Transfer Students*

Transfer students seeking entry to the Nursing Program should ensure that all transcripts and test results have been submitted to Hostos for review by the Nursing Admissions Committee. To be considered "nursing-bound," transfer students must meet the following criteria:

1. Have an overall GPA of 3.0 at previous institution(s) and a GPA of 3.0 in all courses equivalent to those required in the nursing sequence. (See #3 below for more details about transferring courses.)
2. Standardized testing requirements.

a. Transfers from non-CUNY colleges must take all required CUNY basic Assessment tests.

b. Have passing scores on CUNY/ACT Reading and Writing CUNY Assessment Tests.

c. Take and Pass the MATH – Compass examination and place into MAT 105.Students may be advised to take a remedial mathematics course to prepare for success in the required nursing curriculum.

d. Transfers from another CUNY college, who retest at Hostos, will be placed in English and Math courses based on their Hostos placement test results only.

e. Students who are exempted from the Math test must take MAT 105.

f. Students who do not pass the CUNY Skills Assessment Tests must take the appropriate remedial course(s) and re-test after successful completion of each course.

g. ESL students may apply for entry to the pre-clinical phase of the nursing program after completing their ESL courses, passing all CUNY Assessments tests, and passing all pre-requisite courses.

3. Transferring Courses

a. Any student who has not been permitted to enter, progress, or graduate from another nursing program may not transfer any credits into the Hostos Nursing Program. They are, however, permitted to begin the program of study.

b. Nursing courses taken at another college are not transferable to Hostos.

c. Students must maintain a GPA of 3.0 or higher. 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 RN 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.

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 with no grade less than "B-" in ENG 110, and the sciences, NUR 220.
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. Students are officially nursing majors upon notification of entry into NUR 216, Fundamentals of Nursing.

The Clinical phase of the Nursing Program has limited capacity. When more students seek entry than can be accommodated, entry will be competitive based on:

1. Highest GPA in courses required for Nursing;
2. Highest scores on NLN, ATI Exams and Writing Sample;
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:
   1. US Citizenship
   2. Permanent Residency
   3. International Student with F1 status
   4. 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. 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 department of Nursing at Hostos Community College does not require a criminal background check for admittance, but the Department's educational requirements include placemen 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.

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 may also 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 may 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.

Attendance Policy

Attendance in all courses is required for both lecture and clinical components, from start to adjournment. Attendance is mandated for the study group hour attached to the lecture. Absences are reviewed by the Nursing faculty to determine if a student may remain in the program.

Clinical Phase Requirements:

1. Prior to first day of Clinical, students must meet and have documented current state-mandated requirements:
   - Health Requirements;
   - Liability Insurance;
   - Professional Basic Life Support for Health Care Professionals.
2. Completion of Infection Control and Child Abuse courses;
3. Completion of required personal health examinations and clearances, including toxicology screening:
   - Anyone who fails a toxicology-screening test must withdraw from nursing courses. Students may apply for re-admission to the program, no sooner than one year, on a space-available basis.

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.
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.
8. All nursing students in clinical courses are required to pay for external testing measures.
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. Proficiency Examination), which is a graduation requirement.
4. Completion of two (2) WI (Writing Intensive courses).
5. Upon successful completion of all requirements, graduates are eligible to take the NCLEX-RN licensing examination.
6. All senior nursing students are required to pay for on-going NCLEX-RN review courses.

NOTE: To license nurses, the New York State Education Department requires applicants to be "of good moral character" and requires the review of anyone with a felony record.

b. Information will be disseminated by the Nursing Department.

NURSING A.A.S

General Education Requirements		Credits
BIO 230	Anatomy & Physiology I	4.0
BIO 240	Anatomy & Physiology II	4.0
BIO 310	Microbiology	4.0
CHE 105	Chemistry for Allied Health Sciences	4.5
ENG 110	Expository Writing	3.0
ENG 111	Literature and Composition	3.0

HLT 215 ..... Nutrition 3.0
MAT 105 ..... Mathematics for Allied Health Sciences 3.0
PSY 101 ..... General Psychology 3.0
PSY 110 ..... Life-Span Development of Behavior 3.0
SOC 101 ..... Introduction to Sociology 3.0
Subtotal..... ..... 37.5

Major Requirements
NUR 216 ..... Fundamentals of Nursing Practice ... 6.0
NUR 220 ..... Pharmacology 3.0
NUR 227 ..... Nursing Care of the Childrearing Family I 3.0
NUR 228 ..... Nursing Care of the Childrearing Family II 3.0
NUR 316 ..... Nursing Care of the Client with Mental Illness 3.0
NUR 317 ..... Nursing Care of the Adult I 6.0
NUR 320 ..... Issues & Trends in Nursing Practice 3.0
NUR 326 ..... Nursing Care of the Adult II 7.0
Subtotal..... ..... 34.0
Total credits 71.5

Progression into the Nursing Clinical Sequence
All students must be approved by the Nursing Screening 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 sequence. Screening takes place during the spring semester for fall acceptance. A minimum grade point average of 3.0 and a minimum score of 50% on the NLN examination are necessary to be eligible for screening. A student's composite score of the GPA, NLN score and ATI 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 student's overall GPA and the GPA in the following courses: English 110, English 111, Biology 230, Biology 240, MATH 105 and Chemistry 105.

RN PRE-REQUISITE COURSES

Fall semester I
BIO 230 ..... Anatomy & Physiology I 4.0
ENG 110 ..... Expository Writing 3.0
MAT 105 ..... Mathematics for Allied Health Sciences 3.0
PSY 101 ..... General Psychology 3.0
SOC 101 ..... Introduction to Sociology 3.0
Subtotal 16.0

Spring semester II
BIO 240 ..... Anatomy & Physiology II 4.0
ENG 111 ..... Literature and Composition 3.0
PSY 110 ..... Life-Span Development of Behavior 3.0
CHE 105 ..... Introduction to General Chemistry . 4.5
Subtotal 14.5

Summer III
BIO 310 ..... Microbiology 4.0
HLT 215 ..... Nutrition 3.0
Subtotal 7.0

RN CLINICAL COURSES
Fall semester IV
NUR 216 ..... Fundamentals of Nursing Practice **6.0**
Spring semester V
NUR 220 ..... Pharmacology 3.0
NUR 227 ..... Nursing Care of the Childbearing Family I 3.0
NUR 228 ..... Nursing Care of the Childbearing Family II 3.0
Subtotal 9.0

Fall semester VI
NUR 316 ..... Nursing Care of Client with Mental Illness 3.0
NUR 317 ..... Nursing Care of the Adult I 6.0
Subtotal 9.0

Spring semester VII
NUR 320 ..... Issues and Trends in Nursing Practice 3.0
NUR 326 ..... Nursing Care of the Adult II 7.0
Subtotal **10.0**
Total Credits for Degree 71.5

The NCLEX - RN examination is taken upon successful completion of the degree requirements for the AAS Program in Nursing.

Ancillary Expenses for Nursing Students*

Pre-Entrance NLN (National League of Nursing) RN Exam $50.00
ATI Examination $27.00
Professional Basic Life

Support Certification (AHA) $100.00
Uniforms $80.00
Name Pin $10.00
Shoes $50.00
White Hose, one pair $10.00
Class Pin $70.00
Instruments and Carry Case $100.00
Texts(RN) ..... $700.00 – 900
Malpractice Insurance (annually) $22.00
Health Clearance $500.00
NCLEX – RN Licensure Exam $200.00
NYS registration $165.00
ATI computer program (RN .....)$440.00
Background checks*****TO BE DETERMINED
Grand Total $2724.00
*These are current prices, subject to change without notice.

Description of the Clinical Simulation Laboratory

The clinical simulation laboratory for nursing students is located on the fourth floor of the Allied Health Building. The laboratory simulates a hospital setting and provides a realistic environment for patient care and skills development. Students have the opportunity to learn and practice skills in a nurturing, safe, supportive, stimulating and comfortable environment before attempting them in an actual clinical site. This promotes confidence and improves skills, as well as awareness necessary for providing safe patient care under supervision in the clinical area.

The laboratory serves as a classroom, audiovisual, computer room and authentic patient settings. Nursing faculty and staff provide a total educational experience by using visual aides, anatomical simulators, and other faculty/staff directed activities.

RADIOLOGIC TECHNOLOGY

Radiologic Technology is the art and science of using radiation to provide images of the tissues, organs, bones, and vessels that comprise the human body. These images may be recorded on film or displayed on a video monitor. The radiologic technologist is responsible for the production of these images and is an essential member of the health care team. The Radiologic Technology Program is designed to provide students, who will work under the direction of a radiologist, with the essential skills needed to use ionizing radiation as a means of determining the nature of disease or injury.

Students participate in classroom lectures, in activities in the department's energized laboratory, and in clinical experiences at affiliate hospitals. Learning approaches include the use of audio tapes, radiographic films, slides, computers, and laboratory assignments.

Students will be required to adhere to all regulations and policies as outlined in the Radiologic Technology Student Handbook. Clinical education commences in the spring semester of the freshman year and continues through the six-semester program. The Radiologic Technology Program is accredited by The New York State Department of Health, Bureau of Environmental Radiation Protection, and The Joint Review Committee on Education in Radiologic Technology.

Program Mission Statement

The mission of the Radiologic Technology Program at Hostos Community College is to provide an educational experience that culminates in the production of a competent, professional radiologic technologist who can function effectively as a member of the health care team. The Radiologic Technology Program faculty believe that every student will be able to perform all routine radiographic procedures after completion of the program.

The Radiologic Technology Program's mission is consistent with the College's mission in that it strives to provide educational opportunities, leading to socioeconomic mobility for first and second generations Hispanics, Blacks, and other residents of New York City who have encountered significant barriers to higher education.

Program Goals and Student 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.
- Students will be able to apply the principles 6 radiation protection to patients, self and other.
- Students will be able to formulate and compute appropriate technical factors.
- Students will be able to 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 six 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.
- Students will be able to adapt exposure factors for various patient conditions.
- Students will be able to recognize emergency conditions and initiate appropriate treatment.

Graduate students from a learning environment that encourages high ethical standards, professional development and growth:

- Students/Graduates will demonstrate a high level of professional work ethics in the clinical setting.
- Graduates will exhibit professional development and growth through participation in professional organizations.
- Graduates will demonstrate professional development and growth by seeking advanced degrees and/or certifications.

Graduate students who will be able to communicate effectively:

- Students will communicate effectively with supervisors, technologist, and patients.
- Students will communicate effectively through writing.
- Students will communicate effectively through computers.

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

The Radiologic Technology Program can only accept a limited number of students each year into the clinical phase of the program. This number is mandated by the Program's accrediting agency: The Joint Review Committee on Education in Radiologic Technology (J.R.C.E.R.T.). If more students qualify than the accepted limit, the students will be competitively evaluated.

The Selection Process

The program utilizes a "rolling admissions policy" whereby students are accepted for fall clinical courses upon completing all their pre-requisite course work.

1. Students who have completed all their Pre-requisites by the end of the fall semester will be admitted into the clinical phase of the program (for September) during the spring advisement period.
2. If additional seats are available, those students who have completed the Pre-requisites during the spring semester will be considered. Transcripts will be reviewed during the summer and students will be notified in July.
3. If additional seats are still available, those students who complete the Pre-requisites during the summer will be considered.
4. If at any time during the admissions process more students qualify than seats are available, a departmental committee will review transcripts. Admission into the clinical phase of the program will be competitively evaluated based upon the student's cumulative GPA for all general education courses required for the degree.

Program Readmission and Withdrawal Policy

Students who withdraw from any XRA 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.

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 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 hospitals 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 Unites 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 school 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 school 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 school 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 school days after the change in their academic standing. Upon receipt of the letter, the Program Coordinator will convene an appeal hearing within 15 school 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 school 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 requires that all applicants for licensure be of good moral character. Anyone who has been convicted of a felony must submit a Pre-Application Review of Eligibility to the American Registry of Radiologic Technologists. This

Pre-Application determines the impact these convictions may have on the student's eligibility to receive national certification and registration.

Transfer Students

Students transferring into the Radiology Program must make an appointment to meet with the Program Coordinator. Transfer students must meet the same criteria outlined above to progress to the clinical phase of the program.

Certification

Upon successful completion of all coursework, the graduate is eligible to take a national certifying examination sponsored by the American Registry of Radiologic Technologists. Successful completion of this exam will provide the applicant with National Certification and a New York State License.

Ancillary Expenses for Radiologic Technology Student (Approximate)

Ancillary Expenses for Radiologic Technology Student (Approximate)

Textbooks	$1,100
Uniforms and Shoes	$300
Radiographic Accessories	$100
Radiographic markers	$50
Pre-graduation Registry Review Fees	$50
Post Graduation Examination Fees	$320
CPR Course	$80
Total	**$2000**

PROGRAM OF STUDY FOR THE A.A.S. DEGREE IN RADIOLOGIC TECHNOLOGY

A. Credit Distribution

General Education Requirements	23.0
Major Requirements	41.5
Total Credits for A.A.S. Degree	**64.5**

B. General Education Requirements

These courses will introduce and educate students in fundamental areas of knowledge.

English		**Credits**
ENG 110	Expository Writing	3.0
ENG 111	Literature and Composition	3.0
Natural Sciences		
BIO 230	Anatomy and Physiology I & Lab	4.0
BIO 240	Anatomy and Physiology II & Lab	4.0
Mathematics		
MAT 105	Mathematics for Allied Health	3.0
MAT 130	Computer Literacy	3.0
Health & Human Services		
HLT 124	Medical Terminology	3.0
Total General Education Requirements		**23.0**

C. Major Requirements

These courses will provide knowledge in both fundamental and advanced areas of the radiologic sciences. They will provide an educational experience that culminates in the production of a competent, professional radiologic technologist who can function effectively as a member of the health care team.

Radiologic Technology		**Credits**
XRA 110	Radiography I & Lab	2.5
XRA 111	Radiologic Science I & Lab	2.5
XRA 112	Radiologic Physics	2.0
XRA 113	Topographic Anatomy I	2.0
XRA 114	Professional Practice Issues in Diagnostic Imaging	2.0
XRA 120	Radiography II & Lab	2.5
XRA 121	Radiologic Science II & Lab	2.5
XRA 122	Radiation Protection	2.0
XRA 123	Topographic Anatomy II	1.0
XRA 124	Contrast Media	1.0
XRA 129	Clinical Radiography I	2.0
XRA 139	Clinical Radiography II	3.0
XRA 210	Radiation Biology	1.0
XRA 211	Advanced Procedures I	1.0
XRA 219	Clinical Radiography III	2.5
XRA 220	Pathology	2.0
XRA 221	Advanced Procedures II	1.0
XRA 222	Applied Quality Assurance	2.0
XRA 229	Clinical Radiography IV	2.5
XRA 230	Seminar	2.0
XRA 239	Clinical Radiography V	2.5
Total Major Requirements		**41.5**

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-Clinical Course Sequence

To progress into the clinical phase of the program, students must meet the following criteria:

- **Minimum cumulative grade point average (GPA) of 3.0 at Hostos.**
- **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.

Pre-Clinical Requirements		Credits
BIO 230	Anatomy & Physiology I & Lab	4.0
BIO 240	Anatomy & Physiology II & Lab	4.0
ENG 110	Expository Writing	3.0
ENG 111	Literature & Composition	3.0
HLT 124	Medical Terminology	3.0
MAT 105	Mathematics for Allied Health Sciences	3.0
MAT 130	Computer Literacy	3.0
Total		**23.0**

Clinical Course Sequence

First Year Fall Semester		Credits
XRA 110	Radiography I & Lab	2.5
XRA 111	Radiologic Science I & Lab	2.5
XRA 112	Radiologic Physics	2.0
XRA 113	Topographic Anatomy I	2.0
XRA 114	Professional Practice Issues in Diagnostic Imaging	2.0
Total		**11.0**

First Year Spring Semester		Credits
XRA 120	Radiography II & Lab	2.5
XRA 121	Radiologic Science II & Lab	2.5
XRA 122	Radiation Protection	2.0
XRA 123	Topographic Anatomy II	1.0
XRA 124	Contrast Media	1.0
XRA 129	Clinical Radiography I	2.0
Total		**11.0**

First Year Summer Session		Credits
XRA 139	Clinical Radiography II	3.0
Total		**3.0**

Second Year Fall Semester		Credits
XRA 210	Radiation Biology	1.0
XRA 211	Advanced Procedures I	1.0
XRA 219	Clinical Radiography III	2.5
Total		**4.5**

Second Year Spring Semester		Credits
XRA 220	Pathology	2.0
XRA 221	Advanced Procedures II	1.0
XRA 222	Applied Quality Assurance	2.0
XRA 229	Clinical Radiography IV	2.5
Total		**7.5**

Second Year Summer Session		Credits
XRA 230	Seminar	2.0
XRA 239	Clinical Radiography V	2.5
Total		**4.5**

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.

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
The student will demonstrate procedures relative to the eight dental specialties recognized by the American Dental

Association.

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 227, NUR 228
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
(Formerly NUR 7003)
3 credits, 2hrs. lecture, 1 hrs. lab, 10 hrs. clinical.
Pre-requisites: NUR 216
Co-requisites: NUR 220, 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
(Formerly NUR 7003)
3 credits; 2 hrs. lecture, 1 hrs. lab, 10 hrs. clinical
Pre-requisite: NUR 216
Co-requisites: NUR 220, 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 220, NUR 227, NUR 228
Co-requisite: NUR 317
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 220, NUR 227 and NUR 228
Co-requisite: NUR 316
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 316 and NUR 317
Co-requisite: NUR 326
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 316; NUR 317
Co-requisite: NUR 320
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
The student will identify and perform the basic radiographic positions of the body.

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
The student will identify the basic principles of radiographic exposures and image formation as well as the chemistry of the processing solutions, darkroom accessories, and the composition of the radiographic film and film holders.

XRA 112 Radiologic Physics
(Formerly XRA 5217)
2credits, (3equated/ billable), 3 Hours
Pre-requisites: ENG 110; MAT 105
Co-requisites: XRA 111
The student will examine the physics of radiographic equipment, especially the circuitry, accessories, image intensification, optics, and fundamentals of preventive maintenance.

XRA 113 Topographic Anatomy I
(Formerly XRA 5115)
2credits, (3equated/ billable), 3 Hours
Co-requisite: XRA 110
The student will identify the radiographic anatomy of the skeleton.

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
The student will identify and perform the advanced radiographic positions of the body and the skull.

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
The student will identify the principles of radiation protection, the interaction of X-rays with matter, quantities and units of radiation.

XRA 123 Topographic Anatomy II
(Formerly XRA 5120)
1 credit, 1.5 hours lecture
Pre-requisite: XRA 113
Co-requisite: XRA 120
The student will identify the basic points, planes, lines, and bony anatomy of the skull.

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
The student will apply the basic radiographic procedures

under the direct supervision of a qualified radiologic technologist.

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 Seminar
(Formerly XRA 5216)
2 credits (6 equated/billable), 16 hours
Co-requisites: XRA 239
The student will be exposed to several guest lecturers who will speak on a variety of topics related to radiography. The student will be required to participate in a comprehensive review of all material covered in previous technical courses.

XRA 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.

ALLIED HEALTH DEPARTMENT ► FACULTY & STAFF

Charles Drago, Chairperson, Allied Health Department, B.S., M.S.Ed., D.H.Ed, R.T. (R, CT), L.R.T
Christine A. O'Reilly, Associate Professor and Coordinator, Nursing Programs, B.S., M.S., Ed.D.,R.N.
Salim Rayman, Coordinator and Assistant Professor, Dental Hygiene, A.A.S., B.S., M.P.A., R.D.H.

Dental Unit
Mary L. Errico, Professor, A.A.S., B.A., R.D.H., D.D.S.
Alida Pastoriza-Maldonado, Professor, A.A.S., B.S., M.S., M.Ed., Ed.D., R.D.H.

Joyce Dais, Associate Professor A.A.S., B.A., M.P.H., M.S.Ed., R.D.H.,
Julie Bencosme, Assistant Professor, A.A.S., B.S., M.A., R.D.H., CHES
Elvir Dincer, Associate Professor, B.A., D.D.S
Salim Rayman, Coordinator and Associate Professor, Dental Hygiene, A.A.S., B.S., M.P.A., R.D.H.
Jo-Ann Rover, Assistant Professor, A.A.S., B.S., M.P.A., R.D.H
Denice Brown, College Laboratory Technician, A.A.S., B.S., R.D.H.
Sandra Castellanos, Substitute Instructor, A.A.S., B.S., R.D.H.
Petal Leuwaisee, Substitute Instructor, A.A.S., B.S., R.D.H.
Mary R. Manning, Substitute Instructor, A.A.S., B.S., M.S., R.D.H.

Nursing Unit

Christine A. O'Reilly, Associate Professor, B.S., M.S., Ed.D.,R.N.
Nieves Aguilera, Associate Professor, Nursing B.S., M.A.
Carolyn Johnson, Assistant Professor, B.S.N, M.S.N, R.N., C.R.N.A.
Hamide Laucer, Assistant Professor, R.N., B.S., M.S.N., A.N.P.
Riesa Toote, Assistant Professor, R.N., B.S.N., M.S.N.
Juan B. Lacay, Pre-Clinical Coordinator, B.S., B.E.E.E., M.A., M.E.E.E.,
Rowland Ramdass, Assistant Professor, B.S., M.S.N., ARNP., DNP.
Kathleen Ronca, Assistant Professor, R.N., B.S., M.S.N., PNP, ANP, DNP(c).
Reagan Anusionwu, Nursing Adjunct faculty, R.N., M.S., FNP
Elizabeth Lindsey, Nursing Adjunct faculty, R.N., M.S.N.
Velda Burgess, Nursing Adjunct faculty, R.N., M.S.N.
Diahann Riley, Nursing Adjunct faculty, R.N., M.S.N.
Carole Dufour, Nursing Adjunct faculty, R.N., M.S.N.
Grace Onovo, Nursing Adjunct faculty, R.N., R.N., M.S., FNP., Ph.D
Kathleen Parreno, Nursing Adjunct faculty, R.N., M.S.N.
Ronette Shaw, Nursing Adjunct faculty, R.N.,M.S
Doris Dominguez-Olmo, Nursing Adjunct faculty, R.N., M.S.N.
Briana Morrison, Nursing Adjunct faculty, R.N., M.S.N.
Irma N. Colon, College Laboratory Technician, Nursing A.A.S.

Radiologic Technology Unit

Geraldine Ruiz, Professor, B.S., M.A., R.T., (R, N, M) L.R.T
Charles Drago, Professor, B.S., M.S.Ed., R.T. (R, CT), L.R.T
Dennis D. Gibbons, Assistant Professor, B.A., M.P.H., Ed.M., ABD,R.T.(R), L.R.T.
Rayola Chelladurai, Instructor, B.S., R.T. (R)
Jarek Stelmark, Assistant Professor, M.B.A., B.S., R.T. (R, CT, MR, CV, QM,BD) ARRT.
Ramon Tejeda, Senior Laboratory Technician, Radiologic Technology B.S., A.A.S., R.T.(R)
Arthur Carosi, Adjunct Lecturer B.S., R.T.(R), L.R.T.
Maria Parreno, Adjunct Lecturer, B.S., R.T. (R), L.R.T.
Eric Gallo, Adjunct Lecturer, B.S., R.T. (R), L.R.T.

Dental Hygiene Advisory Committee*

Shilpi Ahluwalia, D.D.S.
Maribel Aybar, R.D.H.
Lawrence Bailey, D.D.S.
Su-Yan Barrow, R.D.H.
Michael Bolden, D.D.S.
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

The Behavioral and Social Sciences Department consist of the following units: Behavioral Sciences, Social Sciences, Public Administration, and Paralegal Studies. The Behavioral Sciences unit offers courses in the disciplines of psychology, sociology, and anthropology. The Social Sciences unit offers courses in the disciplines of history, economics, political science, interdisciplinary social sciences, and political economy. The Public Administration unit offers courses in public administration, criminal justice, and paralegal studies.

The Behavioral and Social Sciences disciplines are essential elements of a liberal arts education. In recognition of this, the College requires the successful completion of twelve (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.

CRIMINAL JUSTICE

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 Arts in Criminal Justice (B.A.) 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.

Hostos Community College
PROGRAM OF STUDY LEADING TO THE A.A DEGREE IN CRIMINAL JUSTICE

General Education Requirements		Credits
ENG 110	Expository Writing	3.0
ENG 111	Literature and Composition	3.0
ENG 200, 210, 211, 212, 213, 214, 223, 225, 226	English Literature	6.0
MAT 120	Intro to Probability & Statistics	3.0
HIS 201	World History to 1500 **OR**	
HIS 202	Modern World History	3.0
POL 101	American Government	3.0
VPA 192	Fundamentals of Public Speaking	3.0
Subtotal		**24**

Distribution Requirements		Credits
A. Cultural Studies		
Foreign Languages†		6-8
Ethnic Studies - Select ONE of the following courses:		
LAC 101	The Latino Experience in the United States	3.0
BLS 114	The African-American Experience	3.0
SOC 140	Race & Ethnicity**	3.0
Fine Arts - Select ONE of the following courses:		
VPA 111	Arts and Civilization I	3.0
VPA 112	Arts and Civilization II	3.0
VPA 113	Introduction to Art	3.0
VPA 114	Modern Art in the City	3.0
VPA 141	Music Appreciation	3.0
VPA 153	Music Theory	3.0
B. Social Sciences		
SOC 101	Introduction to Sociology	3.0
C. Natural Sciences - Select ONE of the following courses:		
BIO 110	Concepts in Biology	4.0
CHE 110	Introduction to Chemistry	4.0
ENV 110	Environmental Science I	4.0
Total		**43-45**

Major Requirements		Credits
CJ 101	Intro to Criminal Justice	3.0
CJ 150	Role of Police in the Community	3.0
CJ 202	Corrections and Sentencing	3.0
LAW 150	Criminal Law	3.0
SOC 150	Criminology	3.0
Subtotal		**15**
Free Electives		**0-2**
Total Degree Credits		**60**

† French, Italian or Spanish

John Jay College of Criminal Justice
PROGRAM OF STUDY LEADING TO THE B.A. DEGREE IN CRIMINAL JUSTICE

Third Year - Fall		Credits
LAW 203	Constitutional Law	3.0
LAW 206	The American Judiciary	3.0
PHIL 231	Knowledge, Being & Doing	3.0
Liberal Arts electives		6.0
Subtotal		**15**

Third Year - Spring		Credits
Skills course:	Statistics 250 **OR** Social Science Research 325	3.0
Concentration of choice: First choice*		3.0

Liberal Arts Electives.....9.0*
Subtotal 15

Fourth Year - Fall **Credits**
Concentration of choice: Second course
.....3.0**
A "Part Five" - Humanistic Perspectives course 3.0
Liberal Arts Electives.....9.0
Subtotal 15

Fourth Year - Spring **Credits**
Concentration of choice: Third course 3.0
Liberal Arts Electives.....12.0
Subtotal 15
Total John Jay Credits 60
Total Degree Credits 120

* Students select one concentration and complete three courses in it. They are required to take a 300 - level course in any concentration as part of the major. While this course can be one outside their chosen concentration, students should be aware that the choice of a 300-level course outside their concentration implies the need to take a fourth course in the major (to satisfy the requirement that three course be taken in the concentration.)
** One of the three courses students must select in their chosen concentration must be a 400-level course. It is recommended that they do this in the fall or spring semester of their senior year.

POLICE SCIENCE

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.

GENERAL REQUIREMENTS **CREDITS**
ENG 110 .....Expository Writing.....3.0
ENG 111 .....Literature and Composition.....3.0
Ethnic Studies - Select ONE of the following courses:
LAC 101.....The Latino Experience in the United States 3.0
BLS 114 .....The African-American Experience.....3.0
MAT 100 .....Intro to College Mathematics 3.0
POL 101 .....American Government.....3.0
Natural Sciences 4.0
VPA 192 .....Fundamentals of Public Speaking ...3.0
Liberal Arts Electives 3.0
Choose one course from the following courses:
ENG 200, 210, 211, 212, 213, 214, 223, 225, 226
OR
HIS 201, 202, 210, 211
OR
PHI 100
SOC 101.....Introduction to Sociology 3.0
General Requirements.....28.0

Major Requirements
PS 101 .....Introduction to Police Studies 3.0
PS 201 .....Police Organization 3.0
CJ 150.....Role of Police in the Community 3.0
CJ 202.....Corrections and Sentencing.....3.0
CJ 250.....Criminal Justice Workshop.....2.0
LAW 101 .....Law and Social Change.....3.0
LAW 202 .....Law & Evidence 3.0
LAW 203 .....Constitutional Law 3.0
SOC 150.....Criminology.....3.0
Electives Courses: Choose one courses from the following
LAW 120 .....Penal Law.....3.0
LAW 150 .....Criminal Law.....3.0
Free Electives..... .....3.0
Subtotal 29
Total Degree Credits 60

PUBLIC POLICY & ADMINISTRATION

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.

PROGRAM OF STUDY LEADING TO THE A.A.S. DEGREE IN PUBLIC POLICY & ADMINISTRATION

ENG 110 ..... Expository Writing 3.0
ENG 111 ..... English Literature 3.0

ETHNIC STUDIES / HISTORY

BLS 114 ..... The African-American Experience ... 3.0
OR
HIS 201 ..... World History to 1500 ..... 3.0
OR
HIS 202 ..... Modern World History 3.0
OR
LAC 101 ..... The Latino Experience in the United States 3.0
MAT 100 ..... Intro to College Mathematics I 3.0
SOC 101 ..... Introduction to Sociology 3.0
POL 101 ..... American Government 3.0
NATURAL SCIENCES 4.0
Subtotal 22.0

MAJOR REQUIREMENTS 29

PPA 101 ..... Fundamentals of Public Administration 3.0
PPA 110 ..... State & Local Government 3.0
PPA 111 ..... Federal Administration 3.0
CJ 101 ..... Introduction to Criminal Justice 3.0
CJ 150 ..... Role of Police in the Community 3.0
CJ 201 ..... Issues in Law Enforcement 3.0
CJ 250 ..... Criminal Justice Workshop 2.0
LAW 101 ..... Law & Social Change 3.0
LAW 150 ..... Criminal Law 3.0
LAW 202 ..... Law & Evidence 3.0

AREA ELECTIVES: CHOOSE ONE COURSE 3.0

PPA 120 ..... Unions and Labor 3.0
PPA 121 ..... Social Service Administration 3.0
PPA 122 ..... Health and Welfare Administration 3.0
PPA 123 ..... Administration of Personnel Resources 3.0

MAJOR ELECTIVES: CHOOSE ONE COURSE..... 3.0

LAW 120 ..... Penal Law 3.0
.....
LAW 125 ..... Immigration Law 3.0
LAW 126 ..... Family Law 3.0
LAW 127 ..... Public & Employee Benefit Law 3.0
LAW 203 ..... Constitutional Law 3.0
SOC 150 ..... Criminology 3.0
Free Electives..... ..... 3.0
Total Credits..... ..... 60.0

PUBLIC INTEREST PARALEGAL

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.

The following represents the requirements for the A.A.S. degree in Paralegal Studies:

ENG 110 ..... Expository Writing 3.0
ENG 111 ..... Literature & Composition 3.0
Behavioral & Social Sciences 6.0

Choose two courses:

HIS 201 .....World History to 1500 .....3.0

OR

HIS 202 .....Modern World History.....3.0

OR

HIS 210 .....United States History: Through the Civil War.....3.0

OR

HIS 211 .....United States History: Reconstruction to the Present 3.0

OR

POL 101 .....American Government.....3.0

OR

SOC 101.....Introduction to Sociology.....3.0

OR

PSY 101.....General Psychology 3.0

Humanities..... .....3.0

Choose one course:

BLS 114 .....The African-American Experience **OR**

HUM 100 .....Introduction to Humanities **OR**

LAC 101.....The Latino Experience In the United States **OR**

PHI 100 .....Introduction to Philosophy **OR**

VPA 192 .....Fundamentals of Public Speaking

Natural Science 4.0

Mathematics 100, 120 or 130 .....3.0

Subtotal 22

MAJOR REQUIREMENTS 36

LAW 101 .....Law & Social Change.....3.0

LAW 202 .....Law & Evidence.....3.0

LEG 101 .....Intro to Legal Systems 3.0

LEG 102 .....Law Office Management 3.0

LEG 130 .....Legal Research.....3.0

LEG 131 .....Legal Writing.....3.0

LEG 240 .....Legal Practicum I.....3.0

LEG 241 .....Legal Practicum II 3.0

LEG 250 .....Hearing & Trial Advocacy 3.0

MAJOR ELECTIVES:

CHOOSE 3 COURSES:

CJ 101 .....Intro to Criminal Justice 3.0

LAW 120.....Penal Law.....3.0

LAW 125 .....Immigration Law.....3.0

LAW 126 .....Family Law 3.0

LAW 127 .....Public & Employee Benefit Law.....3.0

LAW 150 .....Criminal Law 3.0

Free Electives 2.0

Total Credits 60

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
(Formerly ECO 4643)
3 credits, 3 hours

In this course we learn how individuals and other decision-makers, such as consumers, resource owners, business firms, and public institutions, maximize gains and/or minimize losses. The determination of prices, output through supply, and demand in different market organizations will be examined.

ECO 102 Economics: Macroeconomics
(Formerly ECO 4645)
3 credits, 3 hours

This course studies the major components of the economy such as the household, business, and government. It deals with the aggregate (total) level of output and employment, the level of national income, and the general price index. Private and government investment expenditures as well as imports and exports of goods and services are examined in depth.

ECO 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: Criminal
Justice 101 or Police Science 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 Workshop
(Formerly ADM 2531)
2 credits, 2 hours
Pre-requisite: 12 credits in Criminal Justice, Law, Police Science or Public policy.
The course is designed for students who are interested in the potential for research in criminal justice management. Students will explore idealistic principles that have served to define, for both criminal justice practitioners and the public, social roles and expectations in the criminal justice field. Moreover, students will examine why these principles are often difficult to apply in the administration of justice.

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 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
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 202: Law and Evidence
3 Hours 3 Credits
Prerequisites: Law 101: Law and Social Change
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 populations 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 also be studied, including women and juveniles. Alternatives to incarceration such as community correction, probation and parole will be explored.

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)
2 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)
2 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 107 Political Systems of Latin America
(Formerly POL 4707)
3 credits, 3 hours
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-requisite: PSY 101 or SOC 101 or ANTH 101or by permission of instructor
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)
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 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.

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 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.

ADM 2508 Field Practicum / Organization Theory
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 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
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
(Formerly ADM 2514)
Pre-requisite: PPA 101
3 credits, 3 hours
This course is intended to study the development, growth, and trends of unionism and to acquaint the student with the history of collective bargaining in America. Attention will be paid to definitions and concepts of arbitration, grievances, complaints, negotiation, and mediation. The

impact of strikes, legislation, and government regulation on employer-employee relationships, employee organizations, and the civil service system will also be examined and evaluated. Unionism as a phenomenon in both the public and private sector will be traced and analyzed.

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
(Formerly ADM 2533)
3 credits, 3 hours
Pre-requisite: PPA 101
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 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
3 credits, 3 hours
The student will be exposed to an in-depth analysis of the diverse ethnic and racial structure of the urban community. The student will explore the different aspects of multi-pluralism, but also searching for common experiences, theories of assimilation, amalgamation, and prejudice and discrimination will be discussed.

SOC 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

Linda Anderson, Professor, Chairperson, Behavioral Sciences Unit, B.A., M.S., M.Phil., Ph.D.
Felix Cardona, Assistant Professor, Public Administration Unit, B.A., J.D.
Peter Roman, Professor, Coordinator, Social 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.
Marcella Bencivenni, Associate Professor, Social Sciences Unit, B.A., M.A., Ph.D.
Ernest Ialongo, Assistant Professor, Social Sciences Unit, B.A., M.A., Ph.D.
Synos Mangazva, Lecturer, Social Sciences Unit, B.A., M.A.
Amy Ramson, Associate Professor, Coordinator Public Administration Unit, B.A., J.D.
Howard Jordan, Assistant Professor, Public Administration Unit, B.A., J.D. Law
Adrian Benítez, Assistant Professor, Behavioral Sciences Unit, B.A., M.S.
Felipe Pimentel, Assistant Professor, Behavioral Sciences Unit, B.A., M.A., M.Phil., Ph.D.
Marta Rivera, Lecturer, Coordinator, Behavioral Sciences Unit, B.A., M.A., M.A.
Rupert Phillips, Lecturer, Behavioral Sciences Unit, B.A., M.A.
Karen Steinmayer, Assistant Professor, Behavioral Sciences Unit, B.S., M.A., Ph.D.
Antonios Varelas, Assistant Professor, Behavioral Sciences Unit, B.A., M.A., Ph.D.
Azizi Seixas, Assistant Professor, Behavioral Sciences Unit, B.A., M.A., M.PSYCH., Ph.D.
Kate Wolfe, Assistant Professor, Behavioral Sciences Unit, B.A., M.A., Ph.D.
Hector Soto, Assistant Professor, Public Administration Unit, B.A., J.D.
Kristopher Burrell, Assistant Professor, Social Sciences Unit, B.A., M.A., Ph.D.
Sarah Hoiland, Assistant Professor, Behavioral Sciences Unit, B.A., M.A., Ph.D.

BUSINESS

The Business Department offers programs of study in Accounting, Business Management, Microcomputers for Business, 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 Certificate Programs in the following options: Administrative Assistant, Medical Office Manager, and Legal Administrative Assistant.

ACCOUNTING

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.

Liberal Arts & Sciences	**21.0 credits**
Business and Accounting	**39.0 credits**
Total Credits for Degree	**60.0 credits**

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, ENG 25 Intermediate English as a Second Language or ESL 84 Intensive ESL Reading and Conversation II AND must be able to register for or have completed MAT 20 Elementary Algebra.

PROGRAM OF STUDY LEADING TO THE A.A.S. DEGREE IN ACCOUNTING

Liberal Arts and Sciences		**Credits**
English	ENG 110 & 111	6.0
Mathematics	MAT 160	4.0
Social Science	ECO 101 or 102	3.0
Humanities	VPA 192 (recommended)	3.0
Natural Sciences		4.0
Physical Education		1.0
Subtotal		**21.0**

Business & Accounting		**Credits**
ACC 100	Introduction to Accounting	2.0
ACC 101	Accounting I	3.0
ACC 102	Accounting II	3.0
ACC 201	Intermediate Accounting I	3.0
ACC 250	Federal Personal Income Tax	3.0
ACC 199	Internship Seminar	1.0
ACC 150	Computerized Accounting	3.0
BUS 100	Introduction to Business	3.0
BUS 105	Personal Financial Planning	3.0
BUS 210	Business Law I	3.0
BUS 215	Business Applications using Excel	3.0
BUS 222	Principles of Finance	3.0
OT 103	Introduction to Computer Software Packages	3.0
Subtotal		**36.0**

Choose one (1) course from the following:

ACC 106	Federal Business Income Taxes	3.0
BUS 110	Business Ethics	3.0
BUS 201	Principles of Management	3.0
BUS 203	Business Communications	3.0
BUS 212	Business Law II	3.0
BUS 220	Principles of Marketing	3.0
BUS 230	E-Commerce	3.0
BUS 240	Entrepreneurship	3.0
Subtotal		**3.0**
Total Credits for Degree		**60.0**

ACCOUNTING AS

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.

ASSOCIATE IN SCIENCE DEGREE IN ACCOUNTING

Liberal Arts and Science		**Credits**
ECO 101	Microeconomics	3
ECO102	Macroeconomics	3
ENG 110	Expository Writing	3
ENG 111	Literature and Composition	3
Ethnic Studies:		
BLS 114	The African-American Experience	
OR		
LAC 101	The Latino Experience in the United States	3
HISTORY		3
MAT 160	Precalculus	4†
NATURAL SCIENCE		4
PSY 101	General Psychology **OR**	
SOC101	Introduction to Sociology	3
VPA 192	Fundamentals of Public Speaking	3
Total		**32**

Major Courses		
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
Total		**26**
Liberal Arts Elective		2
Total Degree Credits		**60**

† Students who intend to transfer to Baruch College should complete MAT 210 Calculus I

A.S. IN ACCOUNTING FOR FORENSIC ACCOUNTING

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.

Hostos Community College

General Education Requirements		**Credits**
ECO 101	Microeconomic	3
ENG 110	Expository Writing	3
ENG 111	Literature and Composition	3
English Literature - **choose one of the following**:		
ENG 200, 210, 211, 212, 213, 214, 215, 222, 223, 224, or 225		3
HIS 201	World History to 1500 **OR**	
HIS 202	Modern World History	3
MAT 120	Introduction to Probability and Statistics	3
MAT 160	Precalculus **OR**	
MAT 210	Calculus I	4
Natural Science		4
SOC 101	Introduction to Sociology	3
VPA 192	Fundamentals of Public Speaking	3
Total		**32**

Major Requirements		
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

Select one of the following elective sequences:

BUS 100	Introduction to Business **AND**	
BUS 210	Business Law I **OR**	
LAW 101	Law and Social Change **AND**	
LAW 150	Criminal Law	
Total		**26**
Free Elective		**2***
Total Hostos Credits for Degree		**60**

*Advisor approval is needed prior students registering.

John Jay College of Criminal Justice - B.S. in Economics

ACC 307 .....Forensic Accounting I.....3
ACC 308 .....Auditing 3
ACC 309 .....Forensic Accounting II.....3
ACC 410 .....Seminar in Forensic Financial Analysis.....3
ECO 220 .....Macroeconomics.....3
.....
ECO 225 .....Microeconomics.....3
Foreign Language 6
LAW 202 .....Law and Evidence.....3
PHI 231 .....Knowing, Being and Doing.....3

Major Electives from Category C (Select two)
ECO 215 .....Economics of Regulation and the Law
ECO 235 .....Economics of Finance
ECO 330.....Quantitative Methods for Decision Makers
ECO/SOC 360 .....Corporate and White-Collar Crime
LAW 203 .....Constitutional Law
Liberal Arts Electives 9
Free Electives 15
Total JOHN JAY Credits.....60
TOTAL DEGREE CREDITS 120

BUSINESS MANAGEMENT

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.

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.

BUSINESS MANAGEMENT

Liberal Arts & Sciences Courses **Credits**
*ENG 110 ..... Expository Writing 3.0
ENG 111 ..... Literature and Composition 3.0
*MAT 120..... Probability and Statistics..... 3.0
Natural Sciences 4.0
*ECO 101..... Micro Economics..... 3.0
*ECO 102..... Macro Economics 3.0
Choose 4..... Liberal Arts Electives..... 12.0
Four (4) courses chosen from at least three of the following groups: Group1:Anthropology,History, Political Science, Psychology, Sociology
Group 2: English 210 to 230, Women's Studies
Group 3: Africana Studies, Humanities, Latin American and Caribbean Studies, Philosophy, Visual &Performing Arts 111, 112, 113, 115, 171, 192.
Group 4: Mathematics 160, 210* (for students transferring to Baruch College)
Group 5: French, Italian, Spanish
Total Liberal Arts & Sciences Courses 31.0

Major Courses **Credits**
ACC 100* ..... Introduction to Accounting 2.0
ACC 101 ..... Accounting I 3.0
ACC 102 ..... Accounting II 3.0
BUS 100 ..... Introduction to Business 3.0
BUS 210*..... Business Law I..... 3.0
BUS 201 ..... Principles of Management 3.0
BUS 215 ..... Business Applications using Excel .. 3.0
Choose 3..... Business and accounting electives ... 9.0

Three courses from the following:
ACC 201 ..... Intermediate Accounting I
ACC 250 ..... Federal Personal Income Tax
BUS 110 ..... Business Ethics
BUS 203 ..... Business Communications
BUS 212 ..... Business Law II
BUS 220 ..... Marketing
BUS 230..... E-Commerce

BUS 240 .....Entrepreneurship
Total for Major Courses.....29.0
Total Credits 60.0
* Students transferring to Baruch College, Zicklin School of Business must take Mat 210, Calculus I, as part of the Liberal Arts electives and have an overall 2.25 GPA plus a 2.25 in courses indicated by an asterisk*

OFFICE TECHNOLOGY

The Office Technology Program prepares administrative support professionals for today's technological offices. The program offers three (3) options leading to an Associate in Applied Science (A.A.S.) degree: Administrative Assistant, Legal Administrative Assistant, and Medical Office Manager. Students in degree options are provided with work-related experience through a required internship program.

The Office Technology Program also offers three (3) credit bearing certificate programs: Administrative Assistant, Legal Administrative Assistant and Medical Office Manager. Courses in the certificate programs can be applied toward degree options.

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 Administrative Assistant, Legal Administrative Assistant, Medical Office Manager

PROGRAM OF STUDY LEADING TO THE A.A.S. DEGREE IN OFFICE TECHNOLOGY

Administrative Assistant, Legal Administrative Assistant, Medical Office Manager

General Education Requirements **Credits**
ENG 110 .....Expository Writing 3
ENG 111 .....Literature and Composition.....3
Mathematics .....MAT 100 or 120 3
Behavioral & Social Sciences 3
Natural Sciences 4
Humanities 3
Liberal Arts Elective 3
Total 22

Major Requirements **Credits**
BUS 100 .....Introduction to Business 3
BUS 201 .....Principles of Management 3
BUS 203 .....Business Communications 3
OT 101 .....Basic Computer Keyboarding & Document Formatting 3
OT 102 .....Intermediate Computer Keyboarding & Document Formatting 3
OT 103 .....Introduction to Computer software Packages.....3
OT 104 .....Office Systems and Procedures.....3
OT 201 .....Advanced Computer Keyboarding & Document Formatting.....3
OT 202 .....Transcription 3
COOP 101 .....Introduction to Career Practices.....1
COOP 102 .....Work Experience I 1
Total 29

Select one option from the following:
Administrative Assistant
ACC 100 .....Introduction to Accounting 2
BUS 240 .....Entrepreneurship 3
BUS 210 .....Business Law I 3
Plus free elective credit 1
OR
Legal Administrative Assistant
LEG 101 .....Intro to the Legal System 3
OT 205 .....Legal Terminology/ Transcription 3
Plus free elective credits 3
OR
Medical Office Manager
HLT 124 .....Medical Terminology 3
OT 206 .....Medical Billing and Insurance.....3
OT 204 .....Medical Terminology/ Transcription 3
Total Option Requirements 6-9
Total 60

Certificate Programs in Administrative Assistant, Medical Office Manager, and Legal Administrative Assistant

First Semester **Credits**
OT 102 .....Intermediate Computer Keyboard & Document Formatting 3
OT 103 .....Introduction to Computer Software Packages.....3
OT 104 .....Office Systems & Procedures 3
OT 202 .....Transcription 3
Elective.....Humanities 3
Subtotal 15

Second Semester **Credits**

Elective .....Behavioral/Social Sciences 3
OT 201 .....Advanced Computer Keyboarding & Document Formatting 3
ENG 110 .....Expository Writing 3

Select one Option from the following:
Medical Office Manager (6 credits)
OT 204 .....Medical Terminology / Transcription.....3
OT 206 .....Medical Billing and Insurance.....3
Legal Administrative Assistant (6 credits)
OT 205 .....Legal Terminology/Transcription 3
LEG 101 .....Introduction to Legal System.....3
Administrative Assistant (6 credits)
OT 208 .....Professional Office Mgmt.....3
BUS 240 .....Entrepreneurship 3
Subtotal 15
Total for Certificate 30

BUSINESS ► COURSE DESCRIPTIONS

ACCOUNTING

ACC 100 Introduction to Accounting
(Formerly ACC 1841)
2 credits, 3 hours
Pre-requisite: MAT 20, ENG 091/ESL 091
Co-requisites: BUS 100
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: BUS 100, ENG 110, MAT 30
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: BUS 100 and ENG 091 or ESL 091
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
Pre-requisite: BUS 100
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
Pre-requisite: BUS 100
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: OT 103
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: BUS 100; 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
Pre-requisite: BUS 100
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
Pre-requisite: BUS 100
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.

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 Basic Computer Keyboarding and Document Formatting
(Formerly MSS 5602)
3 credits, 4 hours
Pre-requisite: ESL 025 or ESL 081
The student will acquire basic keyboarding skills, learn computer terminology, format and process documents including reports, manuscripts, letters, and memoranda. The student will develop proofreading and English skills, and will be required to key a minimum of 25 wpm for three minutes.

OT 102 Intermediate Computer Keyboarding and Document Formatting
(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 manuscripts, outlines, tables, newsletters, two-page letters, and other documents using word processing and other software. The student will develop English skills by composing at the computer. The student will continue to develop keyboarding skills and will be required to key a minimum of 35 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 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 101
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.

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, Chair of the College Senate; A.S., B.S., M.B.A., M.S. Ed., D.B.A.
Sandy Figueroa, Assistant 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.
Claude Fernandez, Assistant Professor, Unit Coordinator – Business & Accounting; B.S., M.B.A., C.P.A.
George Cheng, Assistant Professor, Business & Accounting; B.B.A., M.S.
Carol Huie, Assistant Professor, Business & Accounting; A.A.S., B.S., M.S.
María Marisa Rodríguez, Senior College Laboratory Technician A.A., B.S.

COUNSELING CENTER

The Carlos L. González Counseling Center
Counselors are available by appointment or on a walk-in basis. You can make an appointment in person or by calling (718) 518-4351.
We offer free confidential, goal-oriented, counseling and crisis intervention. Our staff includes professional counselors as well as graduate interns and fellows who are supervised by licensed mental health professionals. Services are offered that can help you deal with the real pressures of college life and the personal and social transitions you may be experiencing. We also provide referral services for issues that require psychiatric intervention and/or long term follow-up.

Counselors teach the Freshman Orientation course (SSD 100), which is required for graduation. In the SSD 100 course the students learn effective study skills, problem

solving and time management, among other topics. Workshops and seminars are also provided throughout the year for student self-growth.

In an emergency, when a student needs to see a counselor, no appointment is necessary. Intake staff will facilitate an immediate meeting with a counselor.

COUNSELING ► FACULTY & STAFF

Ms. Linda E. Alexander Wallace, Director of Counseling Services, MPA
Dr. Fernando Alvarez, Associate Professor, Ph.D. (Clinical Psychology)
Dr. José Del Pilar, Associate Professor, Ph.D. (Clinical Psychology)
Dr. Sonia Maldonado, Lecturer, Ed.D (Education)
Prof. Lizette Colón, Lecturer, M.A. (Student Personnel Administration)
Ms. Barbara Rivera-Berger, Mental Health Counselor, M.A. (Psychology/Drama Therapy)
Ms. Susan Miceli, Counselor, MSW

ENGLISH

By providing all students with a solid grounding in reading, composing, and critical thinking skills, English Department courses enable them to use language as a tool for expressing ideas, thinking analytically and creatively in academic and career contexts, and for reading literature with sensitivity and enjoyment.

The specific goals of the English Department are threefold: first, to further develop students' language and literary skills; second, to give students a liberal arts perspective through the offering of electives in literature and linguistics; third, to contribute to the transfer process by offering courses accredited in other institutions.
To complete English courses successfully, students are required to demonstrate their achievement of course objectives through essays, research assignments, and other measures of assessment.

On the basis of performance on placement tests, the entering student will be advised as to whether s/he may register for: (1) Freshman Composition (ENG 110, Expository Writing); or (2) the developmental Libra Program (ENG 91, Core English, and/or ENG 92, Developmental Reading).

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 several Sophomore-level Elective courses. In order to enter ENG 110, all students must have passed the CAT-W Writing Exam and the COMPASS Reading Exam or be exempted from them. For such students, the following six-credit sequence is required for satisfying the Core requirements of the A.A. and A.S. degrees:

- ENG 110 Expository Writing
- ENG 111 Literature & Composition

In addition, some Clusters (e.g. Cluster I and Cluster II), and some Options (e.g. Women and Gender Studies and Pre-Engineering) require one or more Elective English courses which range from ENG 200 to ENG 230 and include WGS 100 and ENG 202.

After completing Core English requirements, students may elect to study for an Option in English. In order to complete one of the English Options and receive a Hostos degree in Liberal Arts, students must:

- Pass or be exempt from the CUNY Reading and Writing tests,
- Complete sixty credits distributed over various academic areas,
- Pass ENG 110 and 111 with a minimum grade of "C" or better,
- Obtain grades of "C" or better in a number of English elective;

Hostos has agreements with John Jay, Hunter, Lehman, Queens and York Colleges whereby students who graduate with an Option in Women and Gender Studies can transfer seamlessly into any of these college's programs in this field; after completing additional 300 level courses there, they are eligible to obtain a major or minor in Women and Gender Studies.

For entering students who do not pass the CUNY-mandated Reading and Writing tests, and whose native language is English, or who are English dominant, the following sequence is required to satisfy Core requirements for the

A.A. and A.S. degrees.

- ENG 91 Core English
- ENG 92 Developmental Reading (unless exempted by having passed the CUNY/ACT Reading Test)
- ENG 110 Expository Writing
- ENG 111 Literature & Composition

The Libra Program

The Libra Program, which is a one-semester program, provides a total learning environment for the student who requires further development of basic English skills. The emphasis is on communication of all kinds - reading, writing, speaking, listening - in a context of intellectual inquiry focused upon subject matter related to the Health Sciences or Arts and Sciences programs. The schedule for the student in the Libra Program can include:

- ENG 91 Core English
- ENG 92 Developmental Reading (Unless exempt)
- VPA 192 Fundamentals of Public Speaking
- Core Subject (Health Sciences, Social Sciences, Visual and Performing Arts, Africana or Latin American and Caribbean Studies, Business)
- PED Elective
- SSD 100 Freshman Orientation

The goal of the Libra Program is to develop those skills which enable the student to succeed in the regular college program. Under advisement from an academic counselor, the student may enroll in a mathematics course.

ENGLISH ► COURSE DESCRIPTIONS

ENGLISH

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 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 110 Expository Writing (EC)
(Formerly ENG 1302)
3 credits, 3 hours
Pre-requisite: Passing CUNY/ACT Reading and Writing tests, or Exemption
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
In this course students will read, discuss, and closely analyze works by playwrights such as Ibsen, García Lorca, Williams, Brecht, Miller, Hansberry, Wilson, and Deveare Smith. Whenever possible, the class will see selected plays in live performance or by viewing videos. Students will demonstrate their ability to analyze and interpret drama through a variety of writing assignments, including a research paper using both print and on-line resources. By the end of the semester, students will have gained an understanding of different performance styles, dramatic structures, and theatre movements.

ENG 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 students to the literary meaning and use of the central religious text of Western literature, the Judeo-Christian Bible, and will examine the textual history and exegesis of a selection of Biblical texts, for example: Genesis, the Book of Job, the Book of Jonah, the Song of Songs, the Psalms, the Gospel according to Matthew, and Revelations- and consider their use in contemporary literary

texts. Students will acquire the mastery of the Modern Language Association (MLA) system of parenthetical citation and will work at incorporating quotations and paraphrases into their analysis of literary texts. Students will be required to complete a research paper using refereed literary sources. A consistent and correct use of university-level English is required to pass this class.

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 or Department permission
In this course, students will examine representations of women in literature from several historical periods and cultures, reading works by well-known and little-known women writers. Analyzing literature from the perspective of feminist studies, students will consider why women writers have been excluded from the canon, how patriarchal culture and gender stereotyping have influenced women's lives, and women's imaginative writing. This course requires students to complete a research paper using conventions for citation and both print and on-line sources. By the end of the semester, students will be able to identify important differences and similarities among diverse women writers and will have gained knowledge of contributions that women writers have made over time. Credit will be awarded in either English or Women and Gender Studies.
Credit will be awarded in either English or Women and Gender Studies.

ENG 224 Literature & Psychology (IS)
(Formerly ENG 1351)
3 credits, 3 hours
Pre-requisites: ENG 111, PSY 101 or Department permission
In this course students will analyze works of literature by using psychological concepts to illuminate symbol, motivation, themes, and narrative strategy. Assigned literary texts will focus students' attention on subjects such as psychoanalytic theory, adolescent development, group processes, scapegoating, madness, and moral decision-making. Students will demonstrate their grasp of course materials by writing interdisciplinary essays, including one researched essay in which they use conventions for citation and both print and on-line sources. At the end of the course, students will have acquired an ability to interpret literary works through the various psychological perspectives studied in class.

ENG 225 Literature of the Black American (USED)
(Formerly ENG 1358)
3 credits, 3 hours
Pre-requisite: ENG 111 or Department permission
Students will study autobiography, fiction, poetry, and drama of African Americans by examining the works of writers such as Douglass, Jacobs, Wright, Baldwin, Hurston, and Hansberry. In this course students will demonstrate their understanding of the development of African American literature by completing several short essays and one research paper using print and on-line sources. By the semester's end, students will be able to analyze and compare different works with special attention to the dynamics of history, culture, and the production of literary texts in the African American community of writers.

ENG 226 Literature of Science Fiction
(Formerly ENG 1360)
3 credits, 3 hours
Pre-requisite: ENG 111 or Department permission
This course will introduce students to alternate visions of society. It will move from Plato's Republic to works by Shelley, Bellamy, Clarke, Atwood, Huxley, and Bradbury. Students will explore the role of science, the technological explosion, world famine, gender roles, human relationships, and the location of power sites in visions of possible futures. Where available, films will be shown. There will be four to six short papers and a long research project using print and on-line resources. Upon completion of this course, students will have gained a sharper insight into the relationship between time present and time future and the role of literature in imaginatively examining philosophical, scientific, and cultural issues.

ENG 227 Literature & Aging
(Formerly ENG 1364)
3 credits, 3 hours
Pre-requisite: ENG 111 or Department permission.
This course will introduce students to issues affecting senior citizens: the loss and reconstruction of identity, interpersonal relationships, illness, and death. Readings will include poetry, fiction, and drama from authors such as Welty, Walker, Saul Bellow, Vonnegut, Olsen, and Albee. Four to six short papers and/or exams will be required, together with a research project using print and on-line resources. Upon completion of this course, students will have acquired an in-depth perspective on the aging process as depicted in literature, which they may apply in their personal as well as professional lives.

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 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 English
3 Credits 3 Hours
Pre-requisite: ENG 111
This class will familiarize students with the major elements of the female detective novel 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 this genre through works by authors such as Christie, James, Muller, Grafton, Paretsky, Garcia-Aguilera and Taylor Bland both in terms of their own 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 student's 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 223 / ENG 223 Women in Literature
3 Credits, 3 Hours
Pre-requisite: ENG 111
In this course, students will examine representations of women in literature from several historical periods and cultures, reading works by well-known women and little-known women writers. Analyzing literature from the perspective of feminist studies, students will consider why women writers have been excluded from the canon, how patriarchal culture and gender stereotyping have influenced women's lives, and women's imaginative writing. This course requires students to complete a research paper using conventions for citation and both print and on-line sources. By the end of the semester, students will be able to identify important differences and similarities among diverse women writers and will have gained knowledge of contributions that women writers have made over time. Credit will be awarded in either English or Women and Gender Studies.

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

Craig Bernardini, Chairperson, Assistant Professor, B.A., Ph.D
Gregory Marks, Deputy Chair, Assistant Professor, B.A., M.A., Ph.D
Sue Dicker, Professor, B.A., M.A., Ed.D.
Diana Díaz, Professor B.A., M.A., Ed.D
Jerilyn Fisher, Coordinator, Women and Gender Studies, Professor, B.A., Ph.D.
Linda Hirsch, Professor B.A. M.A., Ph.D.
Paul Italia, Professor B.A. M.A., Ph.D.
John Scarry, Professor B.A. M.A., Ph.D.
Frances B. Singh, Professor, B.A., M.Phil., Ph.D.
Carl James Grindley, Associate Professor, B.F.A, M.A., Ph.D.
Kathleen Kane, Writing Coordinator, Associate Professor, B.A., M.A., Ph.D.
Francis Kayondo, Associate Professor B.A., M.A., M.Ed., Ed.D.
Remy Roussetzki, Associate Professor B.A., M.A., Ph.D.
David Weiser, Associate Professor, B.A., Ph.D.
Maria Bennett, Assistant Professor B.A., M.A., Ph.D
Michael Cisco, Assistant Professor, B.A.M.A., Ph.D
Andrea Fabrizio, Assistant Professor, B.A., Ph.D
Nelly T. Justicia, Assistant Professor B.A., M.A., Ph.D.
Maya Sharma, Assistant Professor B.A., B.Ed., M.A., M.Ed., Ed.D.
Elyse Zucker, Assistant Professor, B.A., M.A., Ph.D
Vermell Blanding, Lecturer B.A., M.A., M.Ed.
Andrew Hubner, Lecturer, B.A., M.F.A.,
Cynthia Jones, Lecturer, B.A, M.A.,
Lucinda Hughey-Wiley, Lecturer B.A., M.A.,
Leigh Phillips, Assistant Professor, B.A., M.A., Ph.D.
Christine Hutchins, Assistant Professor, B.A., M.A., Ph.D.

EDUCATION

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

Physical Education/Athletics
The philosophy of the Physical Education/Athletics Unit is to provide students with educational experiences to help them meet the needs of individual physical fitness and leisure living. The unit attempts to express its philosophy in the following ways:

1. Through a service program, the Unit seeks to insure that each student acquires a comprehensive understanding of physical fitness, dynamic health, and leisure living; the ability to identify personal fitness and leisure living needs on a continuing basis; the experience of counseling techniques which explore available options toward meeting individual fitness and leisure living needs; and basic and advanced skills in healthful physical activities of the student's own selection.
2. The Unit offers a program of intramural, recreational, and special activities designed to meet student skills and interests.
3. The Unit offers varsity, intercollegiate athletic programs to meet student needs and interests when feasible. Students who are interested in planning a concentration in physical education are advised to consult with the Physical Education/Athletics Unit Coordinator.

All required physical education modules within the service program are to be taken from among modules PED 100 to PED 146. Courses identified with an asterisk (*) will be offered when there is sufficient demand.

Athletic/ PED credit
Students may fulfill ONE academic credit by participating a full season in a varsity sport sanctioned by the National Junior College Association at Hostos Community College. In addition, interested students must register for PED 144 (Independent Study), in order to fulfill the requirements for an academic credit. Other requirements include: written work in the form of a report or a Journal of pre- and post-season conditioning exercises.

Urban Health Studies
The mission of the Urban Health Studies Unit is four-fold:
1. The Urban Health Studies Unit serves to introduce students to a wide range of educational experiences within the health field by offering an interdisciplinary overview of basic health concepts (common to all the health professions) derived from biological, behavioral, and social sciences. Emphasis is placed on human relations skills essential for effective performance in the health professions. The generic curriculum is organized around three major components: scientific knowledge, attitude exploration, and behavioral

concepts related to health.

2. The Urban Health Studies Unit offers students, enrolled in career programs, courses which are accepted by the appropriate accrediting agencies and designed to complement their professional studies. Courses are regularly offered and reserved in order to accommodate their rigorous, professional schedule. The Urban Health curriculum relies heavily on an interdisciplinary approach developing guided learning experiences which are relevant to these emerging health professionals. Students who want to prepare for a career that involves working with older adults may pursue a course of study leading to an A.A.S. Degree in Gerontology.

3. The Urban Health Studies Unit strives to meet the needs of Spanish dominant students by offering them the opportunity to take required career courses in their native language while they continue to develop their English skills.

EARLY CHILDHOOD EDUCATION

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.

General Requirements		**Credits**
ENG 110	Expository Writing	3.0
ENG 111	Literature and Composition	3.0
MAT 100	Introduction to College Mathematics	3.0
PSY 101	General Psychology	3.0
Natural Sciences		4.0
Modern Languages		3.0-4.0
Physical Education		1.0
HLT 103	Interpersonal Relations	3.0
HLT 111	Health and the Young Child	3.0
HIS 210	U.S. History: Through the Civil War	
OR		
HIS 211	U.S. History: Reconstruction to the Present	3.0
Total		**29-30**

Major Requirements

EDU 101	Foundations of Education	3.0
EDU 107	Creative Arts for Young Children	
OR		
EDU 109	Music and Movement	3.0
EDU 111	Science and Mathematics for Young Children	3.0
EDU 113	Field Experience in Early Childhood Education I	3.0
EDU 116	Child Development	3.0
EDU 130	Teaching in the Multicultural/ Multilingual Classroom	3.0
EDU 150	Introduction to Special Education	3.0

CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS:

Early Childhood Education

EDU 104	Language Arts for Young Children	3.0
EDU 105	Social Studies for Young Children	3.0

Bilingual Education

EDU 131	Language Arts in a Bilingual Classroom	3.0
EDU 132	Social Studies in a Bilingual Classroom	3.0
Total		**27.0**
Free electives.		**3-4**
Total Credits		**60.0**

COMMUNITY HEALTH

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.

Paraprofessionals who are not seeking an A.S degree, but want to update their skills and expand their employment opportunities may choose to seek a Community Health Worker (CHW) Certificate. The Community Health Worker Certificate could be applied towards satisfaction of College graduation requirements.

A.S. DEGREE IN COMMUNITY HEALTH

General Requirements		Credits
ENG 110	Expository Writing	3
ENG 111	Literature and Composition	3
MAT 120	Intro to Probability & Statistics	3
HISTORY		3
BLS 150	Ethnicity, Health & Illness **OR**	
VPA 192	Fundamentals of Public Speaking	3
PSY 101	General Psychology	3
SPA 101	Elementary Spanish I **AND**	
SPA 102	Elementary Spanish II **OR**	
SPA 117	Spanish for English Dominant Hispanics I **AND**	
SPA 118	Spanish for English Dominant Hispanics II **OR**	
SPA 121	Spanish Composition I **OR** HIGHER	3-8**
BIO 230	Anatomy & Physiology I	4
BIO 240	Anatomy & Physiology II	4
Subtotal		**29-34**

Major Requirements		Credits
HLT 110	Intro to Community Health Education	3
HLT 212	Bilingual Issues in Community Health	3
HLT 214	Substance Use and Abuse	3
HLT 215	Nutrition	3
HLT 220	Contemporary Health Issues	3
HLT 299	Field Experience in Community Health	3
Subtotal		**18**

Select three credits from the following:

Program Electives		Credits
GERO 101	Introduction to Gerontology	3
HLT 103	Interpersonal Relations	3
HLT 111	Health of the Young Child	3
HLT 117	First Aid and Safety	2
HLT 118	CPR	1
HLT 119	Mental Health	3
HLT 120	Human Sexuality	3
HLT 124	Medical Terminology	3
HLT 133	AIDS Perspectives and Implications for Health Professionals	3
Subtotal		**3**
Free Electives		**5-10**
Total Credits for Degree		**60**

**Based on placement, native speakers of Spanish will be required to complete 3 credits and non-Spanish speakers will be required to complete 8 credits of Spanish.

PROGRAM OF STUDY LEADING TO A CERTIFICATE IN COMMUNITY HEALTH (Community Health Worker).

HLT 110	Intro to Community Health Education	3
HLT 117	First Aid and Safety	2
HLT 118	CPR	1
HLT 212	Bilingual Issues in Community Health	3
HLT 214	Substance Use and Abuse	3
HLT 220	Contemporary Health Issues	3
Total		**15**

Note: A minimum grade of "C" is required in each course to receive credit toward the certificate.

AGING AND HEALTH STUDIES

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.

General Education Requirements

ENG 110	Expository Writing	3.0
ENG 111	Literature and Composition	3.0
English elective course above ENG 111		3-4
OR		
One course in a Foreign Language		
PSY 101	General Psychology	3.0
PSY 180	Psychology of Aging	3.0
SOC 101	Introduction to Sociology	3.0
SW 101	Introduction to Social Work	3.0
OR		
PPA 121	Social Service Administration	3.0
BLS 150	Ethnicity Health and Illness	3.0
OR		
LAC 118	Caribbean Society & Culture	3.0
MAT 20	Elementary Algebra or Higher level Mathematics	2-3
BIO 110	Principles of Biology	4.0
AND		
BIO 130	Organismic Biology	4.0
OR		
BIO 230	Anatomy and Physiology I	4.0
AND		
BIO 240	Anatomy and Physiology II	4.0
PED 100	Physical Fitness	1.0
PED elective		1.0

Major Requirements

GERO 101	Introduction to Gerontology	3.0
GERO 103	Health & Aging	3.0
GERO 199	Fieldwork with Older Population	3.0
GERO 102	Therapeutic Recreation in Long Term Care	3.0
HLT 103	Interpersonal Relations and Teamwork	3.0
HLT 215	Nutrition	3.0
Free electives		4-6
Total Credits		**60.0**

EDUCATION DEPARTMENT COURSE DESCRIPTIONS

AGING & HEALTH STUDIES

GERO 101 Introduction to Gerontology
3 credits, 3 hours
Pre-requisite: ENG 91 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-requisite: ENG 91 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 199 Fieldwork with an Older Population
3 credits, 1-hrs. lecture plus fieldwork
Pre-requisites: ENG 110, HLT 130, 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

EDU 101 Foundation of Education
(Formerly EDU 6802)
3 credits, 3 hours Lecture, 1 Fieldwork
Pre/Co-requisites: ENG 91 or ESL 91
This course introduce 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 fifteen (15) 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
Co-requisites: ESL 35 or ESL 91 or ENG 91 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
Co-requisite: ENG 91 or ESL 91 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
Co-requisite: ENG 91 or ESL 91 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
Co-requisites: ENG 91 or ESL 91 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 minimum of 3 additional credits in Early Childhood Education
Co-requisites: ENG 91 or ESL 91 or SPA 121
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 minimum of three additional credits in Early Childhood Education
Co-requisite: ENG 91 or ESL 91 or higher
The student will observe and participate in early childhood programs such as day care centers, kindergarten, and infant care programs. The student will also participate in weekly seminars.

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
Co-requisites: ENG 091 or ESL 091 or higher when offered in English or SPA 121 when offered in Spanish
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 possesses. 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. lecture/5-hrs. fieldwork per week
Pre-requisite: EDU 101
Co-requisite: ENG 091 or ESL 091 or higher
Study of 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 economical 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. lecture/5-hrs. fieldwork per week
Pre-requisites: EDU 101 and EDU 130
Co-requisites: ENG 91 or ESL 91 or higher and SPA 222
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 effectively read, tell and dramatize children's stories and participate in language games and reading/writing readiness activities. The course is required for all students in the Bilingual Education Option. Students not in the bilingual program 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 and EDU 130
Co-requisites: ENG 91 or ESL 91 or higher and SPA 222
The student will become familiar with the concept of the social studies curriculum in a bilingual class, as well as the basic concepts and skills to be taught. Students will demonstrate his/her 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 Option.

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
Co-requisite: ENG 91 or ESL 91 or higher
The student will become acquainted with current theories and techniques of identification and treatment, and with methods and materials found to be effective in educating the disabled or exceptionally able child. The student will gain basic understanding in preparation for teaching the mainstreamed child and the bilingual special child.

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, 45 hours
Pre-requisite: EDU 101
The students will learn basic information about appropriate educational technology, both theoretical concepts, as well as, hands-on applications. They will also examine various ways in which they can effectively apply their knowledge in classroom settings (K-12) in order to assist children to enhance their educational and developmental experiences. When appropriate, students will also prepare educational materials for different audiences and attain a basic level of instructional technology literacy for the preparation of their professional tasks.

EDU 299 Independent Study in Education
3 credits, 3 hours
Pre-requisite: EDU 101
This course offers the students the opportunity for an intensive individually guided advanced research in a topic in education. Only one course in Education maybe taken on an independent study basis.

URBAN HEALTH STUDIES

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: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish
The student will demonstrate knowledge and use of various interpersonal skills in the area of human relationships by participating in small T-groups, role playing, and lecture-demonstrations. The student will also identify and analyze certain psychological concepts necessary to understand the dynamics of human behavior. Offered in English and Spanish.

HLT 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: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish
The student will study and analyze the dynamics of human sexuality by exploring basic knowledge and attitudes related to human sexual behavior. 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.

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, 2 hours
Pre/Co-requisite: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish
The student will study and analyze the dynamics of human sexuality by exploring basic knowledge and attitudes related to human sexual behavior 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, 2 hours
Pre/Co-requisite: ENG 110
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 299 Field Experience in Community Health
3 credits, 3 hours
Pre-requisite: HLT 110 and 6 credits in HLT
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.

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
The student will learn the basic concepts (the how's and why's) of jogging and running. The student will participate in a vigorous jogging exercise session during each class. The student, in conjunction with the instructor, will design his or her own jogging exercise plan and will implement that plan during class.

PED 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).

EDUCATION ► FACULTY & STAFF

Madeline Ford, Chief Librarian and Chairperson, B.A., M.S., M.L.S.
Christine Mangino, Associate Professor, Education Department, A.A.S, B.A., M.A., Ed.D.
Juan Preciado, Professor and Interim Coordinator, Health Education, B.A., M.A., Ed.S., Ph.D.
Sarah Church, Assistant Professor, Teacher Education, A.B., Ed.M., Ed.D.
Eunice Flemister, Lecturer and Coordinator, Gerontology, B.S., M.P.H.
Iris Mercado, Assistant Professor, Health Education, CDN, Ed.D
Sherese A. Mitchell, Assistant Professor, Teacher Education, B.A., M.S.Ed., Ed.D
Jacqueline DiSanto, Assistant Professor and Coordinator, Teacher Education, Ed.D.
Sonia Maldonado, Assistant Professor, Teacher Education, B.A., M.A., Ed.D.
Sarah Pfenninger, Assistant Professor, Teacher Education, B.A., MS. Ed, Ph.D
Elys Vásquez-Iscan, Assistant Professor, Health Education, B.A., M.P.H., Ed.D.
Michael Gossett, Lecturer and Coordinator, Physical Education, B.S., M.A., P.D.
Karen Winkler, Assistant Professor, Health Education. Ph.D., M.S., R.N.
Luz Rivera, College Laboratory Technician, Teacher Education, A.A.S. B.S

HUMANITIES

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: Africana 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.

The Epsilon Chapter of SIGMA DELTA MU (the nation's largest honor society in the field of foreign languages) was initiated at Hostos Community College in 2005 by the Modern Languages Unit of the Humanities Department.

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.

DIGITAL DESIGN & ANIMATION

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 & ANIMATION

General Requirements		Credits
ENG 110	Expository Writing	3.0
ENG 111	Literature and Composition	3.0
MAT 100	Intro to College Mathematics	3.0
PSY 101	General Psychology	3.0
Natural Sciences..		4.0
Foreign Language †		3-4
Liberal Arts Electives		4-5
General Requirements		**24.0**

Major Requirements

VPA 121	Painting & Drawing I	3.0
DD 101	Intro to the Digital Toolbox	3.0
DD 102	Media Design in the Digital Age	3.0
DD 104	Color Theory & Design	3.0
DD 105	2D Design	3.0

Choose one major sequence

Digital Design Sequence

DD 106	Intro to Usable Design	3.0
DD 112	Intro to Web Design	3.0
DD 114	Digital Illustration	3.0
DD 201	Communication Design	3.0
DD 204	Typographic principles	3.0
Subtotal		**15.0**

Electives Courses: Choose two courses from the following

DD 103	Digital photography	3.0
DD 113	Intro to Motion Graphics	3.0
DD 203	Digital Photography for Design	3.0
DD 205	3D Design	3.0
DD 301	Advance Digital Illustration	3.0
DD 302	Advance Web Design	3.0
Subtotal		**6.0**
Total Degree Credits		**60.0**

Animation Sequence

DD 107	Concepts in Animation	3.0
DD 113	Intro to Motion Graphics	3.0
DD 114	Digital Illustration	3.0
DD 205	3D Design	3.0
DD 207	Introduction to Maya	3.0
Subtotal		**15.0**

Electives Courses: Choose two courses from the following:

DD 103	Digital Photography	3.0
DD 111	Intro to Sound Design	3.0
DD 202	Digital Video with Final Cut Pro	3.0
DD 208	Sound Design in Context	3.0
DD 302	Advanced Web Design	3.0
DD 305	After Effects	3.0
DD 307	Advanced Maya	3.0
Total Degree Credits		**60.0**

† Spanish, French or Italian

DIGITAL MUSIC

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

Liberal Arts and Sciences		Credits
ENG 110	Expository Writing	3.0
ENG 111	Literature & Composition	3.0
MAT 100	College Mathematics	3.0
PHY 105	Physics of Sound	3.0
PSY 101	General Psychology **OR**	
SOC 101	Introduction to Sociology	3.0
Liberal Arts Elective		3.0
Total		**18**

Major Courses

MUS 101	Fundamentals of Music at the Keyboard	3.0
MUS 102	Music Theory & Ear Training I	3.0
MUS 118	History of Western Musical Styles.	3.0

Music Electives: Choose any two of the following

BLS 161	Hip Hop World View **OR**
LAC 262	History of Latin American and Caribbean Music **OR**
MUS 114	History of the Film Score **OR**

MUS 116 .....World Music 6.0

Digital Music Sequence
DM 103 .....History of Electronic Music 3.0
DM 106 .....Introduction to Recording Techniques 3.0
DM 201 .....Synthesizers, Sampling & MIDI Production 3.0
DM 202 .....Sound Lab 1 .....3.0
DM 205 .....Sound Design.....3.0
Total 30.0

Major Area Electives
(Choose one area concentration).....12.0
Sound Engineering
DM 206 .....Production I 3.0
DM 301 .....Sound Lab II..... 3.0
DM 310 .....Sound as Story 3.0
DM 316 .....Production II 3.0

Music Production
DM 206 .....Production I 3.0
DM 310 .....Sound as Story 3.0
DM 315 .....Sound Design in Context.....3.0
MUS 207 .....Music Theory & Ear Training II 3.0
Total Degree Credits 60.0

GAME DESIGN

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.

General Requirements **Credits**
ENG 110 .....Expository Writing.....3.0
ENG 111 .....Literature and Composition.....3.0
Foreign Language 3-4
MAT 100.....Intro to College Mathematics 3.0
Natural Sciences.. .....4.0

PSY 101.....General Psychology
OR
SOC 101.....Introduction to Sociology.....3.0
Liberal Arts Electives 3.0
General Requirements..... 22-23

Major Requirements
DD 101.....Intro to the Digital Toolbox 3.0
DD 102.....Media Design in the Digital Age.....3.0
DD 105.....2D Design.....3.0
DD 112.....Intro to Web Design.....3.0
GD 101.....Introduction to Games 3.0*
GD 102.....Beyond Games.....3.0*
GD 105.....Intro to Actionscript Programming.3.0*
GD 201.....Digital Games.....3.0*
GD 210.....Game Studio 3.0*
Total 27

Major Electives: Choose three courses from the following
DD 107.....Concepts in Animation 3.0
DD 111.....Introduction to Sound Design.....3.0
DD 113.....Introduction to Motion Graphics.....3.0
DD 207.....Introduction to Maya.....3.0
DD 307.....Advanced Maya 3.0
GD 205.....Game Programming 3.0*
Total 9.0
Free Electives..... .....3.0
Total Degree Credits 60.0

HUMANITIES DEPARTMENT ► COURSE DESCRIPTION

BLACK STUDIES

BLS 101 Introduction to Black Studies (WCGI)
3 Credits 3 Hours
Pre/Co-requisites: ENG 110
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: ENG 91 or ESL 91
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: ENG 91 or ESL 91
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
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
Co-requisite: SPA 121 or ENG 91
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 mosiac 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: ENG 91; ESL 91
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
The student will survey the literature from the slave narratives to the present time. S/he will relate the literature to the historical and cultural context in which it is set. S/he

will analyze and criticize such writers as Isaac Jefferson, Langston Hughes, Richard Wright, and John A. Williams. Credit will be awarded in English and Africana Studies.

BLS 125 The Harlem Renaissance
(Formerly CUB 320)
3 credits, 3 hours
Pre/Co-requisite: ENG 110
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, Counte 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-requisite: ESL 91
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 110
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.

DIGITAL DESIGN

Digital Design 101 Introduction to the Digital Toolbox
3 credits 3 hours
This course provides students with a foundational understanding of the essential software for beginning their careers as digital designers. These will include the Adobe Creative Suite software (Photoshop, illustrator, ImageReady, & InDesign), Apple's iMovie, Garageband, and KeyNote as well as Microsoft's Power point. The class will provide an overview of the various interface elements and program capabilities through a variety of engaging design projects. The course allows students who are considering pursuing that Associates degree in Digital design to sample the many different possible directions and methodologies that they might follow.

Digital Design 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.

Digital Design 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.

Digital Design 104 Color Theory & Design
3 credits 3 hours
This course provide 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.

Digital Design 105 2D Design
3 credits 3 hours
This course will help students to build a familiarity with the use of point, line, shape, texture and color in order to create designs that build a sense of space, time and motion. Knowledge of these tools and how they work will help them to better understand design for 2D mediums such as screen based and print media as well as photography and film. Students will develop important familiarity with concepts of harmony, scale and proportion, contrast and emphasis, as well as rhythm by means of exercises and readings. These readings and exercises will help them to realize these important concepts in their work as digital designers.

Digital Design 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.

Digital Design 107 Concepts in Animation
3 credits 3 hours
Prerequisites: VPA 121 Painting & Drawing; DD 101 Introduction to the Digital Toolbox
This course introduce students to principles and techniques of animation. With emphasis on process, experimentation, and critical thinking, students will explore techniques for depicting movements, expression and emotion through an assortment of projects working with traditional and digital animation techniques. Projects will involve physical movement, narrative structure, character development, sound design, and considerations of perspective. By terms end each student will have the beginnings of a sophisticated animation portfolio.

Digital Design 111 Introduction to Sound Design
3 credits 3 hours
Prerequisites: DD 101 Introduction to the Digital Toolbox
This course is an introduction to audio production and sound design. Students will focus on the importance of listening as a means for developing an understanding of music while utilizing audio tolls to build their own creative sound works from scratch. The course will cover concepts such as designing sound for music and multimedia with attention to physical acoustics, analog and digital recording tools including dynamic processors and effects units, techniques for recording and editing with various popular audio outboard gear and computer software packages, mixing, editing, etc.

Digital Design 112 Introduction to Web Design
3 credits 3 hours
Prerequisite: ESL 91 / ENG 91
This course introduces Web design principles and basic programming techniques for developing effective and functional Websites. 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 information design, hierarchical and navigational models, usability considerations, and performance issues. The course will familiarize students with hypertext markup language (HTML), cascading style sheets (CSS), dynamic HTML (DHTML) and scripting, as well as Adobe's Dreamweaver & Flash.

Digital Design 113 Introduction to Motion Graphics
3 credits 3 hours
Prerequisites: DD 101 Introduction to the Digital Toolbox; DD 102 Media design in the Digital Age
This course introduces Students to Motion graphics by means of an overview of digital video techniques. Students will gain insight into filmmaking, editing, titling and special effects through critical viewing, lectures, in-class exercises, and creative projects.

Digital Design 114 Digital Illustration
3 credits 3 hours
Prerequisites: DD 101 Introduction to the Digital Toolbox; DD 102 Media design in the Digital Age; DD 112 introduction to Web design (suggested).
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.

Digital Design 201 Communication Design
3 credits 3 hours
Prerequisites: DD 101 Introduction to the Digital Toolbox
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.

Digital Design 202 Digital Video with Final Cut Pro
3 credits 3 hours
Prerequisites: DD 101 Introduction to the Digital Toolbox; DD 102 Media design in the Digital Age; DD 113 Introduction to Motion Graphics.
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 helps students to develop their strengths, explore new forms if visual expression and experience the thrill of creating their own professional quality video projects.

Digital Design 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.

Digital Design 204 Typographic Principles
3 Credits 3 Hours
Prerequisites: DD 101 Introduction to the Digital Toolbox
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 and digital design. It is often used yet seldom understood, and so this course strives to help the design student understand the effect of well used typography in addition to and poorly used typography. The course will explore the power of communication that the letter form holds, and the rules that guide a typographer's hand. Through a series of reading and exercises, students will gain insight into the world of typography and begin designing letter forms of their own.

Digital Design 205 3D Design
3 Credits 3 Hours
Prerequisites: VPA 121 Painting and Drawing I; DD 101 Introduction to the Digital Toolbox; DD 105 2D Design.
This course introduces students to three-dimensional design through a series of informative readings, enlightening gallery/museums visits, and by means of design projects exploring the issues and techniques discovered. Particular attention will be paid to the importance of forms and objects in space and time, how three-dimensional constructs inform, and how they dialogue with the world around them.

Digital Design 207 Introduction to Maya
3 Credits 3 Hours
Prerequisites: DD101 Introduction to the Digital Toolbox; DD102 Media design in the Digital Age; DD107 Concepts in

Animation; DD205 3D Design
This class introduces students to the powerful 3D animating program Maya with a series of exercises and projects created to develop a strong foundation with the program. Students will develop necessary modeling, rigging, and animating skills, as well as solid understanding of the program's complex interface. Along the way students will be exposed to stronger project development experience as well as more complex issues dealing with 3D design.

Digital Design 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.

Digital Design 298 – Independent Study
Pre-requisites: DD101, One additional Digital Design course, and the approval of the program coordinator.
1 Credit, 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.

Digital Design 299 – Independent Study
Pre-requisites: DD 298 and the approval of the program coordinator.
1 Hour, 1 Credit
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.

Digital Design 301 Advanced Digital Illustration
3 Credits 3 Hours
Prerequisites: DD101 Introduction to the Digital Toolbox; DD102 Media design in the Digital Age; DD112 Introduction to Web Design (suggested); DD 114 Digital Illustration.
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.

Digital Design 302 Advanced Web Design
3 Credits 3 Hours
Prerequisites: DD101 Introduction to the Digital Toolbox; DD102 Media design in the Digital Age; DD105 2D Design; DD106 Introduction to Usable Design; DD112 Introduction to Web Design; DD113 Introduction to Motion Graphics (advised); DD201 Communication Design.
This course starts off where Introduction to Web Design (DD112) let off enhancing students` understanding of web design principles and programming techniques for developing exciting Web content. The course explores more conceptual issues such as whether authoritative online content can be recognized, issues of anonymity and socialization in online culture, and the inherent ramifications of universally accessible information on larger social networks such as nations and states. Students will be asked to explore on-line communities, develop web personas, and create creative and experimental content to enhance and augment this personality.

Digital Design 305 After Effects
3 Credits 3 Hours
Pre-requisites: DD 101 Introduction to the Digital Toolbox; DD 102 Media Design in the Digital Age; DD 113 Introduction to Motion Graphics
This course is an introductory After Effects class designed to develop fluency in visual expression within time based digital environments. Students will gain a solid foundation in motion graphic and effect techniques that will enhance their creative expressions. Complementary relationships between commercial and fine arts work will also be explored.

Digital Design 307 Advanced Maya
3 Credits 3 Hours
Prerequisites: DD101 Introduction to the Digital Toolbox; DD102 Media design in the Digital Age; DD107 Concepts in Animation; DD113 Introduction to Motion Graphics; DD205 3D Design; DD207 Introduction to Maya.
In this class students will explore the animation program Maya to a far deeper extent than previously experienced in its prerequisite class Introduction to Maya. Students will explore rigging, animating and rendering their own animations 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: DM 103, DM 106, MUS 101 and PHY105
Co-requisite: DM 202
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 this important element in the history of electronic music and gain a better awareness of how synthesis, sampling, and MIDI continue to play an important role in sound production. Students will learn how to work with the electronic keyboard as a tool in audio production, music composition, arranging, and sound design. 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 music professional's arsenal.

DM 202 Sound Lab 1
3 credits, 3 hours
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-requisites: DM 103, DM 106 and MUS 101
Co-requisite: PHY 105
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 to 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 1
3 credits, 3 hours
Pre-requisite: DM 205
Building on the students' experience in Introduction to Recording Techniques (DM106) and Sound Design (DM205), this class will focus on more advanced techniques and the execution of in depth assignments mirroring real world production projects. Students will work collaboratively on projects developing sound for radio, theater and/or film. In doing so their experience with technical, as well as content related challenges will inform their practice and help to build confidence in their own abilities in collaborating with other artists, engineers, and producers.

DM 298 Independent Study
Pre-requisites: DM 101, One additional Digital Music course, and the approval of the program coordinator.
1 credit, 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.
1 credit, 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-requisites: DM 201, DM 202 and DM 205 (MUS 114 Recommended)
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: DM 206
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 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 201or 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: ENG 110
This course explores the revolutionary effect that games have had on our culture at large and how artists, sociologists, politicians, musicians and others have used games and gaming tools to create new forms of expression. The class will be divided into five sections focusing on: Sociology and games, games as art, games as story, games in education and games for change. Students will read and analyze a variety of articles relating to these topics. Students will develop written proposals for educational games, research related topics and develop papers about their research. In addition students will have the opportunity to create game art as well as an animated 3D narrative using a game engine.

GD 105 Introduction to Actionscript Programming
3 *credits, 3 hours*
Pre-requisite: DD101, MAT 100
This course introduces students to the Adobe Flash application and its Actionscript programming language, a leading tool for the creation of online-based interactive media. Students will explore the tools and core concepts of this program and its many interactive possibilities, including the use of illustration, images, text, animation, and sound. The will introduce students to basic object oriented programming through the opportunity to explore Actionscript, which is the underlying coding language of Flash. This course will also serve as an introduction to programming within the Flash environment to create small game interactions.

GD 201 Digital Games
3 *credits, 3 hours*
Pre-requisite: DD101, DD112, GD101
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 Game Programming
3 *credits, 3 hours*
Pre-requisite: GD101, GD 105, DD112
This course is a continuation of programming concepts introduced to students in GD105 Introduction to Actionscript Programming. Here students will work on foundational fundamentals of programming to focus on the creation of games using Adobe Flash. Students will build a familiarity with programming concepts such as variables, scope, iteration, conditionals as well as basic animation techniques, and with these tools they will create a series of game interactions in preparation for conceptualizing and building a final small online game. This course also covers Artificial Intelligence, Collision, and Physics algorithms as well as teaching students how to incorporate pre-built programming libraries into the Flash Environment.

GD 210 Game Studio
3 *credits, 3 hours*
Pre-requisite: GD101, GD 105, DD112
This course focuses first on introducing students to 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 group project where in the class creates a casual game from initial
concept to launch on the Web using Flash. Over the course of the semester students are introduced to the principles of developing a project and character design, programming games as well as testing game play in order to understand methods of quality assurance.

HUMANITIES

HUM 100 Introduction to the Humanities (WCGI)
(Formerly HUM 3001)
3 credits, 3 hours
Co-requisite: SPA 121 or ENG 91
This course will introduce the student to the richness and variety of the Humanities, presenting the various fields involved: Philosophy, Literature, Art, and History. This will allow the student to discover a sense of relationships among life, work, and circumstances, to understand self and society from different times and places and through different eyes, and to reflect on the way personal origins and beliefs affect actions and values.

HUM 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.

LATIN AMERICAN AND CARIBBEAN STUDIES

LAC 101 The Latino Experience in the United States (USED)
Pre-requisites: ENG 91 and SPA 121 when taught in Spanish
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-requisite: ESL 91 or ENG 91 when offered in English; SPA 121 when offered in Spanish
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-requisite: ESL 91 or ENG 91 or higher when offered in English; SPA 121 when offered in Spanish
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-requisite: ESL 91 or ENG 91 when offered in English; or SPA 121 or higher when offered in Spanish
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-requisite: ESL 91 or ENG 91 or higher when offered in English; SPA 121 or higher when offered in Spanish
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 216 The African Presence in Caribbean & Latin American Culture
(Formerly CUP 3216)
3 credits, 3 hours
Pre-requisite: ESL 91 or ENG 91 or higher when offered in English; SPA 121 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 CUB African Civilization I course.

LAC 244 Women in Caribbean & Latin American Literature
(Formerly CUP 3344)
3 credits, 3 hours
Pre-requisite: ESL 91 or ENG 91 or higher when offered in English or SPA 121 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 Latino Literature in the United States
(Formerly CUP 3346)
3 credits, 3 hours
Pre-requisite: ESL 91 or ENG 91 or higher when offered in English or SPA 222 or SPA 202 or higher when offered in Spanish
This course will focus on the literature of the Latino population in the United States. It begins with an overview of Hispanic literary production in this country and a brief survey of the writings of the early Spanish explorers and colonizers of what is now the U.S. Organized by themes, the course will examine the Latino experience as it is reflected in the literature of the Hispanic population of the United States. Major topics to be considered include the literature of the immigration, the defense of culture and civil rights, attempts to preserve cultural traditions, militant aesthetics, and contemporary reflections on identity.

LAC 252 History of the Caribbean and Latin American Art
(Formerly CUP 3252)
3 credits, 3 hours
Pre-requisites: ESL 91 or ENG 91 or higher when offered in English; SPA 222 or SPA 202 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 91 or ENG 91 or higher when offered in English; SPA 222 or SPA 202 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 272 Latin American Film and Literature
3 Credits, 3 Hours
Co-requisites: ENG 110 or SPA 222 when taught 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 290 Seminar & Fieldwork in Caribbean Society & Culture
(Formerly CUP 3290)
Winter 2 credits, 2 hours
Summer 3 credits, 3 hours
Pre-requisite: ESL 91 or ENG 91 when offered in English; SPA 117 or 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 & Marti: Trailblazers for Freedom & Progress in the Americas
(Formerly CUP 3350)
3 credits, 3 hours
Pre-requisites: ESL 91 or ENG 91 or higher when offered in English; SPA 222 or SPA 202 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 Marti'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 91 or ENG 91 or higher when offered in English; SPA 222 or SPA 202 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.

PHILOSOPHY

PHI 100 Introduction to Philosophy
(Formerly PHI 3403)
3 credits, 3 hours
Pre-requisites: HUM 100; ENG 91 or ESL 91.
Students will analyze and compare the basic ways in which philosophers have interpreted reality and the meaning of life. The basic terminology and concepts used in philosophy will also be introduced. The readings include selections by Aristotle, Plato, Saint Augustine, St. Thomas Aquinas, Erasmus, Machiavelli, Descartes, Rousseau, Mill, Marx, Ortega, Gasset, Sartre, and works in Buddhist and African philosophy.

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 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 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 & Civilization I
(Formerly VPA 3502)
3 credits, 3 hours Co-requisite: ENG 91 or ESL 91
An arts forum in which the student will analyze examples of the visual and performing arts of several outstanding civilizations and will discuss the role of the artists in various societies, the relationship of the arts to historical events, and the development of culture beginning with pre-historic times up to the fifteenth century. Offered in English and Spanish.

VPA 112 Arts & Civilization II
(Formerly VPA 3504)
3 credits, 3 hours
Co-requisite: ENG 91 or ESL 91
An arts forum in which the student will analyze and discuss appropriate material (as in Arts and Civilization I) from the 15th century to the present. Offered in English and Spanish.

VPA 113 Introduction to Art
(Formerly VPA 3552)
3 credits, 3 hours
Co-requisite: ENG 91 or ESL 91

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 91 or ESL 91 or above
This course will explore the city as it has been seen through the eyes of painters, photographers, sculptors and architects on the 20th and 21st century. Using the resources of the web, students in this online course will examine the ways in which artists have responded to the city: sections of the course include 1) documenting urban society and culture; 2) cityscape and landscape; 3) the individual in the city; 4) war and the city; 5) living and working spaces in the city; 6) the family in the city.

VPA 115 Twentieth Century Art
3 credits, 3 hours
Co-requisite: ENG 91 or ESL 91
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
Pre-requisite: ESL 91 or ENG 91
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: ENG 91 or ESL 91
Co-requisite: ENG 110
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. Offered in English and Spanish.

VPA 171 Introduction to Theater
(Formerly VPA 3582)
3 credits, 3 hours
Co-requisite: ENG 91 or ESL 91
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 181 Acting I (CE)
(Formerly Theater Production)
(Formerly VPA 3598)
3 credits, 3 hours
Co-requisite: ENG 91 or ESL 91
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)
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; ENG 91 or ESL 91
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: VPA 192
Co-requisite: ENG 91 or ESL 91
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

Rees E.E. Shad, Associate Professor, Chairperson and Program Coordinator of the Hostos Media Programs. B.A., M.S., M.F.A.
Alberto J. Bird, Professor and Coordinator, Visual and Performing Arts Unit, B.M., M.M., M.A
Isaac Goldemberg, Distinguished Professor, Modern Languages Unit, B.A., M.A.
Orlando J. Hernández, Professor, Modern Languages Unit, B.A., M.A., Ph.D.
Walter Rada, Assistant Professor and Coordinator, Modern Languages Unit, B.A., M.A., M.Phil., Ph.D.
Miguel Correa, Assistant Professor, Modern Languages Unit, B.A., M.A., Ph.D.

Ian C. Scott, Assistant Professor, Visual and Performing Arts Unit, B.A., M.F.A.
Isabel Li, Lecturer, Modern Languages Unit and Director of Academic Learning Resources, B.A., M.A., M.Phil.
Rosa Velázquez, Lecturer, Modern Languages Unit, B.A., M.A., M.A. Phil.
Angel Morales, Lecturer, Visual and Performing Arts Unit, M.A.
Carlos Sanabria, Associate Professor, Coordinator, Latin American & Caribbean Studies Unit, B.A., M.A., Ph.D.
Weldon Williams, Assistant Professor and Coordinator, Black Studies Unit, B.A.,J.D., Ph.D.
Alisa Roost, Assistant Professor, Visual and Performing Arts Unit, B.A., M.A., Ph.D., M.Ph.
Thelma Ithier-Sterling, Lecturer, Visual and Performing Arts Unit, B.M., M.M.
Catherine Lewis Cannon, Assistant Professor Media Design Programs, B.F.A., M.F.A.
Sarah Sandman, Assistant Professor Media Design Programs, B.F.A., M.F.A.
Matthew Bethancourt, Assistant Professor Media Design Programs, B.F.A., M.F.A.
Philip Warner, Assistant Professor Modern Languages Unit, B.A., M.A., Ph.D.
Ana Ozuna, Assistant Professor, Latin American & Caribbean Studies Unit/ Black Studies Unit, B.A., M.A., Ph.D.
Inmaculada Lara-Bonilla, Assistant Professor, Modern Languages Unit/ Latin American & Caribbean Studies Unit, B.A., M.A., Ph.D.
Emmanuel Diaz, College Laboratory Technician, Music/Piano Laboratory, Visual and Performing Arts Unit
Marino A. Corniel, College Laboratory Technician, Photography and Digital Imaging, Visual and Performing Arts Unit, A.A.S.
William Sorice, College Laboratory Technician, A.A.S., B.F.A.

LANGUAGE & COGNITION

The Board of Trustees unanimously incorporated the Department of Language and Cognition on January 27, 1999. The department seeks to:

- Facilitate the acquisition of second language and academic skills, within a sequential program of content based ESL instruction leading to success on CUNY mandated tests and in the College's academic programs;
- Develop various programmatic options of interdisciplinary study suited to the academic needs and aspirations of different student groups;
- Offer Linguistics for Liberal Arts and Education majors;
- Serve as a pedagogic resource to departments seeking to further develop teaching techniques for making content comprehensible to ESL students and for developing strategies to optimize class participation and oral/written response to content by such students.

ESL - English as a Second Language

Placement into English as a Second Language (ESL) - Entering students whose native language is other than English, whose performance on the ACT Writing Exam is designated ESL by CUNY-wide readers, are referred to the ESL Placement Committee for evaluation and placement. Depending on their original placement level and progress, ESL students take a sequence of courses to complete the requirements for the A.A. or A.S. degree. The number of credits will depend on their original level of placement and progress.

Content-Based Program of ESL Instruction

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

- ESL 15 ESL in the Content Areas I and
  Co-requisite: ESL 16
- ESL 25 ESL in the Content Areas II and
  Co-requisite: ESL 26 or ESL 27
- ESL 35 ESL in the Content Areas III and
  Co-requisite: ESL 36 or ESL 37

After completing the ESL sequence, students may take the CUNY reading and writing skills tests and, if passed, may proceed to ENG 110 Expository Writing. If not passed, they must take ESL 91 Basic Composition, and/or ESL 92 Foundations of Critical Reading, and be retested.

College Language Policy

The College offers a transitional ESL Program designed to foster the movement from native language to English:

- 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 equated/billable), 9 hours
- ESL 83 Intensive ESL Reading and Conversation I - 2 credits (6 equated/billable), 6 hours

Level IIA

- ESL 82 Intensive ESL Writing and Language Workshop II - 3 credits (9equated/billable), 9 hours
- ESL 84 Intensive ESL Reading and Conversation II - 2 credits (6 equated/billable), 6 hours

Level II B

- ESL 86 Intensive ESL Writing and Language 3 credits (9 equated/billable), 9 hours
- ESL 88 Intensive ESL Reading and Conversation 2 credits (6 equated/billable), 6 hours

In addition, content courses include selected courses in mathematics, word processing, humanities and visual and performing arts. ESL 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.

The Department of Language and Cognition offers basic skills support services within the Academic Support Center. Under the auspices of the Academic Support Center, trained tutors offer students, at all levels of the ESL and English course sequences, the opportunity to develop their fluency, clarity, and grammar, and to refine reading and writing skills requisite to passing the ACT. Students referred to the center, upon a teacher's recommendation, may seek assistance in

meeting course requirements or requirements for passing CUNY exams. They may also seek enrichment to accelerate progress through their ESL/English sequence of study. Individual students may also drop into the center for assistance, subject to tutor availability.

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 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
(Formerly ESL 035)
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 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 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. The course will also include preparation for the ACT examinations. 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 Intensive ESL Writing & Language Workshop III
(Formerly ESL 086)

3 credits (9 equated/ billable), 9 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
(Formerly ENG 091)
3 credits, (6 equated/ billable), 6 hours
Pre-requisite: ESL 35 or ESL 82 or ESL 86
Co-requisite: ENG 92 (unless exempt)
Suggested Co-requisite: VPA 193
This interdepartmental course, housed in both the English and the Language and Cognition departments, is designed to prepare English as a Second Language students to perform successfully on the CUNY/ACT exam mandated for entrance into the English Department's freshman composition course, ENG 110 (Expository Writing). The course will focus on writing as an effective means of communication with particular emphasis on persuasive writing, along with critical reading and analysis of selected works. The course will also emphasize grammatical structures and language usage.

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.

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 035 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 35 or higher
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.

LANGUAGE & COGNITION ► FACULTY & STAFF

Karin Lundberg, Assistant Professor and Chairperson, M.A., Ph.D.
Norma Peña de Llorenz, Lecturer and Deputy Chair, B.A., M.A.
Robert Cohen, Professor, B.A., M.A., Ph.D.
Linda Watkins-Goffman, Professor B.A., M.A., Ph.D.
Henry Lesnick, Professor; B.A., M.A., Ph.D.
Lewis Levine, Assistant Professor, Intensive ESL Program Coordinator, B.A., M.A. Ph.D.
Alexander Astor, Assistant Professor, B.A., M.A., Ph.D.
Gail August, Associate Professor, B.A., M.A., Ph.D.
Merce Pujol, Professor, B.A., M.A., Ph. D.
Barbara Radin, Adjunct Assistant Professor, B.A., M.A., Ph.D.
Kim Sanabria, Professor, B.A., M.A., Ph.D.
Minerva Santos, Associate Professor, B.A., M.A., Ed.D.
Patricia Frenz-Belkin, Assistant Professor, B.A., M.A., M.Ed., Ed.D.
Thomas Mencher, Lecturer, B.A., M.A.
Aida Ortiz-Ruiz, Adjunct Lecturer, B.A., M.A., M.Ed.
Mildred Rabry, Lecturer, B.A., M.A.

LIBERAL ARTS & SCIENCES

LIBERAL ARTS (A.A)

The A.A. Liberal Arts core/general education curriculum requirement is a group of lower-division courses that ensure that graduates of Eugenio María de Hostos Community College have the preparation necessary to succeed in a diverse and changing work environment and to develop as thoughtful and responsible citizens, ready to participate and contribute to their communities. The courses selected also prepare students to transfer to senior colleges to continue their education within The City University of New York system. Core Components are: General Education Requirements (21-22 credits); Cluster (18 credits); and Electives/Options (20-21 credits).

General Education Requirements (21-22 credits)
The General Education Requirement (GER) is a group of lower-division courses that provide graduates of Hostos the preparation necessary to succeed in a diverse and changing work environment, and to develop as thoughtful and responsible citizens, ready to participate and contribute to their communities. These courses will introduce and educate students in fundamental areas of knowledge. All students in the Liberal Arts must take the GER.

Requirements for the Associate In Arts (A.A) Liberal Arts Degree
These courses will introduce and educate students in fundamental areas of knowledge.
A. General Education Requirements ..... 21.0 - 22.0 crs
English 6.0
ENG 110 ..... Expository Writing 3.0
ENG 111 ..... Literature and Composition 3.0

SSD 100 .....College Orientation..... 0.0

Science - One (1) sequence of courses from the following:
BIO 110 .....Principles of Biology 4.0
BIO 120 .....Plants and Society 4.0
BIO 130 .....Organismic Biology..... 4.0
OR.....
BIO 210 .....General Biology I..... 4.0
BIO 220 .....General Biology II 4.0
OR
BIO 230 .....Anatomy and Physiology I 4.0
BIO 240 .....Anatomy and Physiology II..... 4.0
OR
CHE 210 .....General Chemistry I..... 4.0
CHE 220 .....General Chemistry II..... 4.0
OR
ENV 110 .....Environmental Science I..... 4.0
ENV 120 .....Environmental Science II..... 4.0
OR
PHY 110 ..... Physics I..... 4.0
PHY 120 ..... Physics II..... 4.0
PHY 210 .....General Physics 4.0
PHY 220 .....General Physics II..... 4.0

History - One (1) course from the following:..... 3.0
HIS 201 .....World History to 1500
HIS 202 .....Modern World History
HIS 210 .....United States History: Through the Civil War
HIS 211 .....United States History Reconstruction to the Present

Mathematics-
One (1) course from the following:…….3.0-4.0
MAT 100 .....Introduction College Mathematics I 3.0
MAT 120 .....Intro to Probability & Statistics..... 3.0
MAT 160 .....Pre-Calculus..... 4.0
MAT 210 .....Calculus I..... 4.0
Physical Education 1.0
Total General Education Requirements……...21.0 -22.0

B. Clusters .... 18.0 - 20.0
The courses in the clusters will provide a broad background in the liberal arts and sciences and will help students acquire skills in the disciplines they want to major when attending a senior college. All students in the liberal arts program must choose one cluster according to their academic interests. Four clusters are offered:

CLUSTER I - Communication and Cultural Skills
This cluster is recommended for students interested in international studies, Computer Information Technology, Languages, Humanities, Performing Arts, and Library Sciences.
Mathematics 3
MAT 130 - Computer Literacy
Health or Education 3
HLT; EDU
Humanities .... 6 - 8
HUM; BLS; PHI; DD; LAC; VPA ; SPA; FRE; ITA .
Behavioral & Social Sciences 3
(PSY; SOC; BSC; ANT; HIS; POL; ECO; SSC)
English Elective.. 3
Total for Cluster I ..... 18 - 20

CLUSTER II - Arts and Humanities
This cluster is recommended for students interested in Arts, Humanities, Philosophy, Literature, Music, Theater, Africana studies, and Caribbean and Latin American studies.
Humanities - Modern Languages* ..... 6 - 8
SPA; FRE; ITA;
*Once a language is selected, the student is urged to complete one year (6 – 8 credits) in that language. Only one semester or fewer than one semester is generally not transferable to other colleges.
English Elective.. 3
Humanities 6
BLS; LAC; HUM; VPA

Behavioral and Social Sciences 3
(PSY; SOC; BSC; ANT; HIS; POL; ECO; SSC)
Total for Cluster II..... 18- 20

CLUSTER III - Processes in Education and Health
This cluster is recommended for students interested in Teacher Education and Health Education.
Behavioral & Social Sciences 9
(PSY; SOC; BSC; ANT; HIS; POL; ECO; SSC)
Health OR Education..... 3
EDU; HLT
Humanities .... 6 - 8
BLS; LAC; PHI; FRE; ITA; SPA; VPA
Total for Cluster III ..... 18 - 20

CLUSTER IV - Processes in the Behavioral & Social Sciences
This cluster is recommended for students interested in Psychology, Sociology, Anthropology, Social Work, History, Government, Social Issues, Political Sciences and Economy.
Behavioral & Social Sciences 9
(PSY; SOC; BSC; ANT; HIS; POL; ECO; SSC)
Courses to be suggested by the Behavioral & Social

Sciences Department.
English Literature or Spanish Literature **3**
Humanities..... ..... **6 - 8**
Total for Cluster IV ..... **18 - 20**

C. Electives & Options ..... **20 - 21**
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.
Note: at least six (6) credits of these electives must be in the area of Liberal Arts.
Options: The options allow students to increase their knowledge in specialized, academic disciplines and may be used as a foundation for advanced study at a senior college.

Africana Studies
BLS 110, CUB 3160, and 3 additional credits in BLS (Africana Studies)
Education
EDU 101, and any two from the following: EDU 113, 116, 150
English
English Option I: See English Department
English Option II: See English Department
Women's and Gender Studies: WGS 100, ENG 223, and PSY 140 / WGS 140
Linguistics
LIN 100, LIN 102, LIN 103
Total Credits for A.A. **60**
Hostos has the following Articulation Agreement for those students wishing to pursue a Baccalaureate degree:
Official Articulation Agreement with Medger Evers College.
Official Articulation Agreement with Hunter and Lehman Colleges.

REQUIREMENTS FOR THE ASSOCIATE IN SCIENCE (A.S.) DEGREE

The requirements for the Associate in Science Degree make it versatile and appealing to students planning to enter professions in the Sciences or to Medical related programs and provide students with the first two years of study required to major or minor in these fields at the senior college level.

AS DEGREE IN LIBERAL ARTS

I. General Requirements
English
ENG 110 ..... Expository Writing..... 3.0
ENG 111 .....Literature and Composition..... 3.0
Mathematics
MAT 210 ..... Calculus I 4.0

History
HIS 201 or 202 or 210 or 211 ..... 3.0
Physical Education **1.0**
Behavioral and Social Sciences: **3.0**
Choose one from the following: PSY, SOC, ANT, SSC, ECO or POL
Humanities **3.0**
Choose one from the following: BLS, LAC, HUM or VPA
Total .... **.20.0**

II. Science Requirements..... **16.0**
Select two course sequences from two different areas of concentration.
Areas of Concentration:
A. BIOLOGY: BIO 210 and BIO 220; or BIO 230 and BIO 240
B. CHEMISTRY: CHE 210 and CHE 220
C. PHYSICS : PHY 110 and PHY 120 or PHY 210 and PHY 220

III. **Major Electives..... **12.0-16.0**
Choose from the following credits:
BIO 260; BIO 310; BIO 299; CHE 299; CHE 310/312 OR 314; MAT 220; MAT 310; PHY 299.
*Free Elective..... ..... 8.0-12.0
Total Credits for A.S **60.0**
*Students pursuing Middle and High School certification in Education at Lehman College should complete the following courses: EDU 101, 117, 130 and 140.
**Students should consult Natural Science or Mathematics faculty or Education advisors to discuss their choice of disciplines.
Students may use the major electives in any number of ways.
Students may choose to take courses from different concentrations that satisfy interdisciplinary major requirements at senior colleges.

LIBRARY DEPARTMENT

As an academic department, the Library functions as a dynamic center of teaching and learning. The Library provides information resources and 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. We partner with each academic department to build collections and provide services that broaden and contextualize all areas of study, selecting and using the necessary instructional materials, related

equipment and services that will assist the college in meeting its educational, cultural and social obligations. The Library's information literacy program provides instruction on locating, accessing, and evaluating information resources in a variety of formats, research strategies, and avoiding plagiarism. Our information literacy instruction employs a variety of methods, including group and individual instruction and is offered through open workshops, course-related research workshops, handouts, instructional guides and self-guided online tutorials.

LIBRARY DEPARTMENT ► FACULTY & STAFF

Madeline Ford, Chief Librarian, B.B.A., M.L.S., M.S.E.D
William Casari, Assistant Professor, Head of Archives, M.S.L.I.S., M.A.
José A. Diaz, Associate Professor Library, B.A., M.A., M.L.S.
Matthew Flaherty, Assistant Professor Library, B.A., M.S.L.I.S., M.A.
Rhonda Johnson, Assistant Professor, Head of Access Services, B.A., M.A., M.L.S.
Miriam Laskin, Assistant Professor, Instructional Services, B.A., M.A., PhD, M.L.S.
Catherine Lyons, Assistant Professor Library, B.A., M.S., M.S.
Jennifer Tang, Assistant Professor Library, M.F.A., M.L.S.
Elisabeth Tappeiner, Assistant Professor, Head of Technical Services, B.A., M.A., M.A
Emma Kent-Traore, Access Services Evening and Weekend Supervisor, B.A., M.L.S.
Julio Figueroa, College Laboratory Technician, Head of Media Services, A.A.
Ana Rosado, Information Systems Aide, Technical Services, A.A.S., B.A.
Jason Sandoval, Information Systems Assistant, Information Technology.
Amam Ogunka, Office Manager, A.S.
Miriam Santiago, Circulation Manager
Santa Ojeda, Reserves Manager, B.A.

MATHEMATICS

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 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.

Effective Fall 2003, no student may be placed in a college-level Mathematics course who has not passed or been exempted from the CUNY Mathematics Skills Test.
Although the language of instruction is English, a few sections of some courses in the Mathematics Department are offered in Spanish, depending upon student needs. Language-enhanced materials are used in all developmental courses to support students' linguistic needs.
Students planning to continue study in mathematics, or mathematics related areas, are advised to consult with the Mathematics Department Chairperson.

MATHEMATICS

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.

ASSOCIATE IN SCIENCE DEGREE IN MATHEMATICS

Liberal Arts and Sciences		Credits
English 110	Expository Writing	3
English 111	Literature and Composition	3
BIO 210	General Biology I	4
AND		
BIO 220	General Biology II	4
OR		
CHE 210	General Chemistry I	4
AND		
CHE 220	General Chemistry II	4
OR		
PHY 210	General Physics I	4
AND		
PHY 220	General Physics II	4
PSY 101	General Psychology	3

OR

SOC 101	Introduction to Sociology	3
History		3
Ethnic Studies BLS OR LAC OR Foreign Language†		3-6
Humanities Music History OR Art History or Speech		3
Total		**26-29**

Mathematics Sequence

MAT 210	Calculus I	4
MAT 220	Calculus II	4
MAT 310	Calculus III	4
MAT 320	Linear Algebra with Vector Analysis	3
MAT 360	Ordinary Differential Equations	3
Total		**18**
Free Electives		**13-16****
Total Degree Credits		**60**

**Students pursuing Middle and High School certification in Education at Lehman College should complete the following courses: Education 101, 117, 130 and 140.

†Spanish, French or Italian

CIVIL ENGINEERING SCIENCE

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 SCIENCE

Hostos Community College

First Year - Fall		**Credits**
MAT 210	Calculus I	4.0
ENG 110	Expository Writing	3.0
CHE 210	Chemistry I	4.0
HUM 100	Introduction to Humanities	3.0
SOC 101	Introduction to Sociology	3.0
Subtotal		**17.0**

First Year - Spring		**Credits**
MAT 220	Calculus II	4.0
ENG 111	Literature & Composition	3.0
CHE 220	Chemistry II	4.0
PHY 210	Physics I	4.0
MAT 200	Modern Programming	3.0
Subtotal		**18.0**

Second Year - Fall		**Credits**
MAT 310	Calculus III	4.0
PSY 101	General Psychology	3.0
CE 20900*	Structural and Site Plans	3.0
PHY 220	Physics II	4.0
Subtotal		**14.0**

Second Year- Spring		**Credits**
MAT 360	Differential Equations	3.0
CE 264*	Data Analysis	3.0
ENG 202	Technical Writing	3.0
VPA 192	Fundamentals of Public Speaking	3.0
MAT 320	Linear Algebra	3.0
Subtotal		**15.0**
Total Hostos Credits for Degree		**64.0**

City College of New York (CCNY)

CCNY - Third Year - Fall		**Credits**
CE 34000	Structural Analysis	3.0
CE 36500	Hydrology & Hydraulic Engineering	3.0
CE 33500	Computational Methods in CE	3.0
CE 32600	Transportation Engineering	3.0
MA 39200	Linear Algebra /Vector Analysis	3.0
LA	Liberal Arts Elective;32800 Global Environmental Hazards **OR** BIO 35000	3.0
Subtotal		**18.0**

CCNY - Third Year - Spring		**Credits**
CE 34500	Soil Mechanics	3.0
CE 31600	Civil Engineering Decision & Systems Analysis	3.0
CE 44100	Reinforced Concrete	3.0
CE 32700	Transportation Systems Engineering	3.0
ENGR 23000	Thermodynamics	3.0
LA	Liberal Arts Electives	3.0
Subtotal		**18.0**

CCNY - Fourth Year - Fall		**Credits**
CE 40500	Civil Engineering Management	3.0
CE 43500	Dynamics of Civil Engineering	

Systems 3.0
CE 40100 ..... Reviews of Engineering Fundamentals 1.0
CE 47400 ..... Environmental Engineering 3.0
Specialization Core (Select one option) 6.0

Structures
CE 44000 ..... Finite Element Analysis of Structures
CE 44200 ..... Structural Design
OR
Environmental
CE 45100 ..... Environmental Water Resources
CE 48200 ..... Environmental Engineering II
OR
Transportation
CE 52000 ..... Traffic Engineering
CE 54000 ..... Highways Engineering
Subtotal 16.0

CCNY - Fourth Year - Spring **Credits**
CE 50900 ..... Senior Design Project 3.0
CE 37200 ..... Environ. Impact Assess. 3.0
Liberal Arts Elective 3.0
Specialization Design Electives 6.0
(Take two courses from the same specialization option selected above)
Structures
CE 51000 ..... Independent Study
CE 53000 ..... Advanced Strength of Materials
CE 55000 ..... Advanced Reinforced Concrete
CE 59000 ..... Foundation of Engineering
CE G2300 ..... Advanced Steel Design
ME 46100 ..... Engineering Materials
OR

Environmental
BIO 35000 ..... Microbiology
CE 51000 ..... Independent Study
CE 57100 ..... Water Quality Analysis
CHEM 26100 ..... Organic Chemistry I
EAS 21300 ..... Engineering Geology
OR
Transportation
CE 50500 ..... Construction Project Management
CE 51000 ..... Independent Study
CE 52500 ..... Geometric Design of Facilities
CE 52600 ..... Rail System Design
CE 54100 ..... Highway & Airport Construction
CE 54500 ..... Urban Transportation
CE 59000 ..... Foundation of Engineering
Subtotal 15
TOTAL CCNY CREDITS 67
TOTAL DEGREE CREDITS 135

Bachelor of Engineering in Civil Engineering – B.E (C.E)
*Courses will be co-listed.

1. New freshmen engineering students are no longer required to take NSS 10000: New Freshman Seminar (0 cr.).

2. "C" Passing Grade Requirement: MAT 200; MAT 210; MAT 220; MAT 310; MAT 320; MAT 360; CHE 210; CHE 220; PHY 210; PHY 220; CE 20900; CE 26400;
ENGR 204 require a minimum passing grade of "C". It is required a 2.7 GPA in order to be transferred to City College.

3. CUNY ACT & SKAT Requirements: Students must pass the CUNY/ACT in Reading and Writing and CUNY Mathematics Skills Assessment Test (SKAT) before completing 61 credits.

4. General Education / Liberal Arts Requirements: CE students must take six approved courses (18 credits) of which at least two (6 credits) must be at the 20000 level or higher. The six courses must satisfy at least three of the four approved general education clusters. Only courses in these four clusters are eligible: Professional and Ethical Responsibilities Cluster (Outcome f), Communication Cluster (outcome g), Global and Societal Context Cluster (outcome h), and Contemporary Issues Cluster (Outcome j). A list of approved courses is posted on the School of Engineering web site at http://www.ccny.cuny.edu/engineering/genreq.html and can be viewed at the Office of Undergraduate Affairs (ST-209) or the Office of Student Programs (ST-2M). This list is subject to periodic review and updates.

5. Other Graduation Requirements: Apply for graduation during registration for the last semester. Minimum GPA of 2.00. Minimum QPA of zero. Pass CUNY Proficiency Exam (CPE). Residency Requirement: 33 credits of 30000-level or higher Civil Engineering courses.

6. New Transfer Students who have already completed the equivalent of Calculus II (Math 20200) should not take Engr. 10100. They are required to complete an additional 1-credit design project by taking CE 51000 (Independent Study).

7. Program Changes: Substitution of other courses for required courses must be approved by the Chair of the Civil Engineering Department (ST-119), and the Associate Dean of the Office of Undergraduate Affairs (ST-209).

8. Declaring Your Major: Freshmen, sophomores, juniors and new transfer

ELECTRICAL ENGINEERING SCIENCE

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 SCIENCE
Hostos Community College

First Year Fall		**Credits**
MAT 210	Calculus I	4.0
ENG 110	Expository Writing	3.0
CHE 210	General Chemistry I	4.0
PSY 101	General Psychology	3.0
Subtotal		**14.0**

Spring		**Credits**
MAT 220	Calculus II	4.0
ENG 111	Literature & Composition	3.0
SOC 101	Introduction to Sociology	3.0
MAT 200	Modern Programming	3.0
CHE 220	General Chemistry II	4.0
Subtotal		**17.0**

Second Year Fall		**Credits**
MAT 310	Calculus III	4.0
PHY 210	Physics I	4.0
ENGR 103	Tool/Engineers	2.0
ENG 202	Technical Writing	3.0
VPA 192	Fundamentals of Public Speaking	3.0
Subtotal		**16.0**

Spring		**Credits**
MAT 360	Differential Equations	3.0
ENGR 204	Electric Circuits	3.0
MAT 320	Linear Algebra with Vector Analysis	3.0
PHY 220	Physics II	4.0
Subtotal		**13.0**
TOTAL CREDITS		**60.0**

City College of New York (CCNY)

Third Year - Fall		**Credits**
EE 21000	Switching Systems	3.0
EE 20500	Linear Systems Analysis I	3.0
EE 22100	Electrical Engineering Lab	1.0
EE 24100	Electronics I	3.0
EE 25900	Programming for Electrical Engineering	4.0
Subtotal		**14.0**

Spring		**Credits**
EE 30600	Linear Systems Analysis II	3.0
EE 31100	Probability and Random Processing	3.0
EE 32200	Electrical Engineering Lab II	1.0
EE 33000	Electromagnetics	3.0
EE 34200	Electronics II	3.0
Lecture Elective...		3.0
Subtotal		**16.0**

Fourth Year - Fall		**Credits**
EE 31200	Communication Theory	3.0
EE 32300	Electrical Engineering Lab III	1.0
EE 33300	Introduction to Antennas, Microwaves & Fiber Optics	3.0
EE 33900	Semiconductor Materials & Devices	3.0
EE 37100	Linear Feedback System	3.0
Lecture Elective...		3.0
Subtotal		**16.0**

Spring		**Credits**
EE 44100	Electronic Devices & Semiconductor Materials	3.0
EE 44400	Digital Computer Systems	3.0
EE 23000	Thermodynamics	3.0
Lecture Electives.		6.0
Subtotal		**15.0**

Fifth Year – Fall		**Credits**
EE 42400	Electrical Engineering Lab V	1.0
Lecture Electives.		6.0
Design Electives..		3.0
Lab Electives.....		1.0
Practical Issues....		3.0

Subtotal 14.0
Total CCNY CREDITS 75.0
TOTAL BB/EE DEGREE CREDITS 135

Bachelor of Engineering in Electrical Engineering - BE(EE)

†Hostos students should take an Independent Study Course in Engineering Design I. For that purpose consult The City College Bulletin for the appropriate course.

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

Course will be co-listed. Students will be given a permit to attend CCNY until such time as there is sufficient enrollment to offer the course at Hostos.

The College requires successful completion of the CUNY tests in reading, writing and mathematics.

"C" Passing Grade Requirement: MAT 200; MAT 210; MAT 220; MAT 310; MAT 320; MAT 360; CHE 210; CHE 220; PHY 210; PHY 220; ENGR 103; ENGR 204 require a minimum passing grade of "C". It is required a 2.7 GPA in order to be transferred to City College.

MATHEMATICS DEPARTMENT ► COURSE DESCRIPTIONS

MATHEMATICS

MAT 10 Basic Mathematics Skills

(Formerly MAT 010)

0 credit, 6 hours (4.5 hours lecture/equated, 1.5 hours tutorial)

Pre/Co-requisite: For section taught in English: ESL 25

For sections taught in Spanish: SPA 121

This course provides the basic arithmetic skills that will be utilized in all subsequent mathematics and science courses. Topics: Operations with whole numbers, fractions, decimals, ratio, proportion and percent, scientific notation, the metric system, word problems, and applications. Students within a section will be scheduled for 1-1/2 hours of tutoring each week at the same scheduled time at the Hostos Academic Learning Center.

MAT 15 Intensive Integrated Arithmetic/Algebra

0 credit, 6 hours

Pre-requisite: 25 or above on the placement COMPASS M1 Exam

Pre/Co-requisite: ESL 025 if taught in English, SPA 121 or SPA 117 if taught in Spanish

This course is designed for students who have a high fail on the Compass exam to prepare them for college level mathematics and in one semester to pass the final exams for pre-algebra and algebra. The aim of this course is to integrate basic skills in arithmetic and algebra while developing students' understanding of algebraic relationships and strategies of problem solving. Topics from arithmetic include: real numbers, number line and the concepts of ratio, proportion, percent, and measurement system. Topics from algebra include: signed numbers, algebraic and exponential expressions; linear equations; applications or word problems; polynomials, factoring and related concepts; linear equations and their graphs and systems; roots and radicals.

MAT 20 Elementary Algebra

(Formerly MAT 020)

1 credit, 6 hours (4.5 hours lecture/equated, 1.5 hours tutorial)

Pre-requisites: MAT 10 or initial placement through the COMPASS/CMAT Test

Pre/Co-requisite: For sections taught in English: ESL 25

For sections taught in Spanish: SPA 121

This course provides basic skills in elementary algebra. Topics: Operations with real numbers, operations with polynomials, powers with integral exponents, linear equations, simultaneous linear equations, and the Cartesian plane. Students will be scheduled for 1-1/2 hours of tutoring each week at the Hostos Academic Learning Center.

MAT 30 Intermediate Algebra

(Formerly MAT 030)

2 credits, 6 hours (4.5 hours lecture/equated, 1.5 hours tutorial)

Pre-requisite: MAT 20 or initial placement through the COMPASS/CMAT Test. Pre/Co-requisite: For section taught in English: ESL 25.

For sections taught in Spanish: SPA 121

This course provides basic skills in intermediate algebra. Topics: System of linear equations in two or more variables, radicals, the system of complex numbers, graphs of conic sections, trigonometry of
the right triangle, and graphs of trigonometric functions. Students will be scheduled for 1-1/2 hours of tutoring each week at the Hostos Academic Learning Center.

MAT 100 Introduction to College Mathematics

(Formerly MAT 1632)

3 credits, 3 hours

Pre-requisite: Passing score on or exemption from the COMPASS / CMAT, or passing MAT 20

Pre/Co-requisite: ESL 35

This course provides skills in finite mathematics. Topics: set theory, symbolic logic, systems of numeration, and the metric system.

MAT 105 Mathematics for Allied Health Sciences (MQR)

3 credits, 3 hours

Passing score on the COMPASS / CMAT or passing MAT 20; ENG 91 or ESL 91

This course is designed for Allied Health majors and will

aid them in applying mathematical concepts to job situations. The course will include: an integrated review of arithmetic and algebraic skills required for the Allied Health Professions, mathematical topics pertaining to Pharmacology and Radiology, conversion using metric, household and apothecary systems of measurement, preparation of oral-medication, solutions, medical dosage, variations and introduction to linear, exponential and logarithmic functions, understanding graphs, charts and application problems.

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 dividisors, 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/Passing the Placement Test
Co-requisite: ESL 91 / ENG 91
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: Passing score on the COMPASS / CMAT or passing MAT 20
Pre/Co-requisite: ESL 35
The student will identify, define, and compute the measures of central tendency and dispersion; develop frequency distributions and related histograms; determine the level of correlation; and draw inferences from regression lines. The student will also solve problems involving sample spaces, counting techniques, and mathematical expectation; determine the probability of normally distributed events through use of tables; conduct hypothesis testing; and determine confidence intervals.

MAT 130 Computer Literacy
(Formerly MAT 1690)
3 credits, 3 hours
Pre-requisite: Passing score on the COMPASS / CMAT or passing MAT 20
Pre/Co-requisite: ESL 91 or ENG 91
This course provides a historical development of computers. Students will have hands-on experience with microcomputers. They will enter and run prepared programs.

MAT 140 Introduction to Computer Science
(Formerly MAT 1692)
3 credits, 4.5 hours
Pre-requisite: Passing score on the COMPASS/CMAT Test.
Pre/Co-requisite: ESL 35
The student will study the following as they relate to computers: the algorithm, its expression as a flowchart, a computer model and a computer language (BASIC), computation of a data organization, arithmetic expressions, compound conditions, branching, arrays, and looping. The student will also study the following as they relate to computers: approximations, functions and procedures, numerical applications, roots of equations, maxima and minima, areas, simultaneous equations, averages and deviation from the average.

MAT 150 College Algebra with Trigonometric Functions
4 credits, 4 hours
Pre-Requisite: Passing M1 and M2 OR Math 20 OR placement
Co-Requisites: For classes taught in English ESL 035, for classes taught in Spanish 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 160 Pre-calculus (MQR) (SW)
(Formerly MAT 1628)
4 credits, 4.5 hours
Pre-requisite: MAT 30 or initial placement on COMPASS / CMAT Test (M1, M2, M3, & M4)

Pre/Co-requisite: For sections taught in English ESL 35.
For sections taught in Spanish: 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 200 Modern Programming
(Formerly MAT 1698)
3 credits, 3 hours
Pre-requisite: MAT 160
Pre/Co-requisite: 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.

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 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. Topographical mapping. Earthwork projects.

CE 23100 Introduction to Structural Mechanics
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(Mat 200 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, torsonial, and flexural loads and combinations of loads for statistically determinate and indeterminate configurations. Deformations and defections 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.

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

Daniel Maysonet, Professor and Chairperson, B.A., M.A., M.S., Ed.D.
William Baker, Associate Professor and Deputy Chair, B.A., M.A., Ph.D.
Loreto Porte de Pérez, Professor, B.A., M.A., M.S., Ed.D
Nieves Angulo, Associate Professor, B.A., M.A., M.S., Ed.D.
Terence Brenner, Associate Professor, B.A., M.A., Ph.D.
Bronislaw Czarnocha, Associate Professor , M.A., Ph.D.
Violeta Menil, Associate Professor , B.S.E., M.A., M.S, Ph.D.
Shiyuan Wei, Associate Professor, B.S., M.S., Ph.D
Alexander Vaninsky, Associate Professor, MEE, MS, MA, Ph.D, D.Sc
Olen Dias, Assistant Professor, B.A., M.A., Ph.D.
James Kennis, Assistant Professor, B.S., M.A., M.S., Ph.D.
Ruili Ye, Assistant Professor, B.E., M.S., Ph.D
Dae Hong, Assistant Professor, B.A., M.A., M.S., Ed.D
Kathleen Doyle, Assistant Professor, B.A., M.S., Ph.D
Ahmad Ibraheem, Assistant Professor, B.S., B.Ed., M.S., Ph.D.
Alice Cunningham, Assistant Professor, B.A., J.D., M.A., M.Phil., PhD.
Tanvir Prince, Assistant Professor, B.S., M.S., Ph.D.
Ross Flex, Assistant Professor, B.A., Ph.D.
Ramon Gomez, Lecturer, B.A., M.A.
Henry Glover, Lecturer, B.S., M.B.A.

NATURAL SCIENCES

The Natural Sciences Department consists of the Biology Unit and the Physical Sciences Unit. The former offers courses in general biology, anatomy and physiology, and microbiology. The latter offers courses in chemistry, physics and environmental science.

The Biology and Physical Sciences Units offer courses for liberal arts students and for students who intend to continue study in the natural and physical sciences as well as the medical fields. In addition, courses are offered for career-oriented programs in the allied health areas, such as radiologic technology, dental hygiene, and nursing.

Students pursuing the Associate in Arts (A.A.) degree must complete eight credits in the Natural Sciences Department in one of the following sequences:

Principles of Biology, and Plants & Society (BIO 110 and 120); or Principles of Biology, and Organismic Biology (BIO 110 and 130); or BIO 3902 and BIO 3904 if taken prior to Spring 2005; Anatomy and Physiology (BIO 230 and 240); General Chemistry (CHE 210 and 220);
Physics (PHY 4302/4402 and PHY 110/120 or PHY 210 and 220);
Environmental Science (ENV 110 and 120).
Some Biology and Environmental Science I courses are offered in both English and Spanish.

Students who select the Associate in Science (A.S.) degree can follow a program of study leading to professions in the sciences and medical fields. This program is designed for students planning to enter science or health related programs such as Pre-Medicine, Pre-Dentistry, Physician Assistant, Pharmacy, and Optometry.
The program requires a minimum of 60 credits and must include the specified number of credits in the areas indicated below. Students interested in this program of study should contact the Natural Sciences Department for information regarding credit distribution, options and transfer to senior colleges.

Biology

The Biology curriculum is dual in nature: a transfer curriculum in biology and a career-oriented curriculum in the health sciences. Thus, the unit provides the student with the required skills to transfer to a four-year college for a biology major or to move into a job with an Associate in Applied Science (A.A.S.) degree.
Students can earn credits in biology courses by satisfactorily completing all examinations and laboratory work. Laboratory attendance is mandatory.
Courses offered primarily for Allied Health Programs
BIO 230..... Anatomy & Physiology I..... 4.0
BIO 240..... Anatomy & Physiology II 4.0
BIO 310 ..... Microbiology 4.0

Physical Sciences

The Physical Sciences Unit offers courses in chemistry, physics and environmental science.
Students planning to enter science or health related fields should follow the sequence described in the Associate in Science (A.S.) degree. This program of study provides students with the foundation in math and science needed to

transfer to senior colleges. The A.S. degree sequence is also recommended for students interested in medical fields such as Pre-Medicine, Pre-Dentistry, Physician Assistant, Pharmacy, and Optometry.

Courses offered primarily for Allied Health Programs:

CHE 105	Introduction to General Chemistry
CHE 110	Introduction to Chemistry
CHE 120	Principles of Organic Chemistry.

CHEMICAL ENGINEERING SCIENCE

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
Hostos Community College

First Year – Fall		**Credits**
MAT 210	Calculus I	4.0
ENG 110	Expository Writing	3.0
CHE 210	Chemistry I	4.0
HUM 100 **OR** SOC 101 **OR** PSY 101		6.0
Subtotal		**17**

First Year – Spring		**Credits**
MAT 220	Calculus II	4.0
ENG 111	Literature and Composition	3.0
CHE 220	Chemistry II	4.0
VPA 192	Public Speaking	3.0
Subtotal		**14**

Second Year – Fall		**Credits**
MAT 310	Calculus III	4.0
ChE 228*	Intro to Chemical Engineering Principles & Practice	5.0
CHE 310	Organic Chemistry I	3.0
CHE 312*	Organic Chemistry Lab I	2.0
PHY 210	Physics I	4.0
Subtotal		**18**

Second Year – Spring		**Credits**
MAT 360	Differential Equations	3.0
MAT 320	Linear Algebra & Vector Analysis	3.0
CHE 320	Organic Chemistry II	3.0
CHE 312	Organic Chemistry Lab I	2.0
PHY 220	Physics II	4.0
ENG 202	Technical Writing	3.0
Subtotal		**16**
Total Hostos Credits for Degree		**65**

City College of New York (CCNY)

CCNY - Third Year – Fall		**Credits**
CHEM 33200	Physical Chem II	3.0
ChE 33000	Engr Thermo II	3.0
ChE 34100	Trans Phenomena I	3.0
ChE 34900	Prob, Stat & Design Expt	2.0
ChE 34600	Transport Operations	3.0
ChE 34500	Separations Operations	3.0
Chem 24300	Quantitative Analysis	3.0
Subtotal		**20**

CCNY - Third Year – Spring		**Credits**
ChE 31000	Intro/Materials Science	3.0
ChE 36000	ChE Science Lab	2.0
ChE 34200	Trans Phenomena II	3.0
Subtotal		**8**

CCNY - Fourth Year – Fall		**Credits**
ChE 43200	Chemical Reactions	3.0
ChE 46000	Transport Operations Lab	2.0
ChE 47900	Process & Control	3.0
ChE 49500	Techn Chem Engr Design	3.0
LA	Liberal Arts elective	3.0
Technical Electives (select one course)		3.0
Subtotal		**17**

CCNY - Fourth Year – Spring		**Credits**
ChE 46200	Separ Opers & Contr Lab	2.0
ChE 49600	Chem Engr Design Project	3.0
Technical Electives (select 3 courses)		9.0
Subtotal		**14**

Technical Electives (see note below+)

ChE 45200	Powder Sci & Tech
ChE 46700	Polymer Sci & Eng

ChE 49800 .....Research I

ChE 49808 .....Nanomaterials
ChE 49812 .....Energy Sys Glob Sust
ChE 49900 .....Research II
ChE 51200 .....Pharmaceutical Appl
ChE 54800 .....Comp Methods
ChE 57700 .....Advanced Materials
ChE 58000 .....Bioprocess Engr
ChE 59000 .....Nanotechnology
CE 38000.....Environmental Engr
ChE 59802 .....Fluidization
Engr 49808.....Nanomaterials
Engr 49812.....Energy Sys Glob Sust
BIO 32100 .....Human Physiology**
BME 50300 .....Cell/Tiss Biomat'ls
BME 50100** .....Cell/Tissue Mech**
BME 50200 .....Cell/Tissue Transport**
Engr 27600..... Engr Economics
ME 53600.....Energy Conversion
Subtotal 17
TOTAL CCNY CREDITS 59

Bachelor of Engineering in Chemical Engineering - B.E. (ChE)

+ Technical Elective Requirements:
*Select three courses from the Technical Electives, but not more than one 2-cr course and not more than one Biomedical Engineering course (denoted by asterisks**). Students who select the Biomedical Engineering Option must take BIO 32100, ME 50100, 50200 & 50300 (total 13 credits) as their Technical Electives, for a total of 131 degree credits.*

1. New freshmen engineering students are no longer required to take NSS 10000: New Freshman Seminar (0 cr.).

2. "**C" Passing Grade Requirement:** MAT 210; MAT 220; MAT 310; MAT 360; CHE 210; CHE 220; CHE 310; CHE 312; ChE 22800; PHY 210; PHY 220.

3. **CUNY ACT & SKAT Requirements:** Students must pass the CUNY/ACT in Reading and Writing and CUNY Mathematics Skills Assessment Test (SKAT) before completing 61 credits.

4. **General Education/ Liberal Arts Requirements:** ChE students must take six approved courses (18 credits) of which at least two (6 credits) must be at the 20000 level or higher. The six courses must satisfy at least three of the four approved general education clusters. Only courses in these four clusters are eligible: Professional and Ethical Responsibilities Cluster (Outcome f), Communication Cluster (outcome g), Global and Societal Context Cluster (outcome h), and Contemporary Issues Cluster (Outcome j). A list of approved courses is posted on the School of Engineering web site at: http://www.ccny.cuny.edu/engineering/genreq.html and can be viewed at the Office of Undergraduate Affairs (ST-209) or the Office of Student Programs (ST-2M). This list is subject to periodic review and updates.

5. **Other Graduation Requirements:** Apply for graduation during registration for the last semester. Minimum GPA of 2.00. Minimum QPA of zero. Pass CUNY Proficiency Exam (CPE). Residency Requirement: 33 credits of 30000-level or higher Civil Engineering courses.

6. **New Transfer Students** who have already completed the equivalent of Calculus II (Math 20200) should not take Engr. 10100. They are required to complete an additional 1-credit design project by taking CE 51000 (Independent Study).

7. **Program Changes**: Substitution of other courses for required courses must be approved by the Chair of the Civil Engineering Department (ST-119), and the Associate Dean of the Office of Undergraduate Affairs (ST-209).

8. **Declaring Your Major:** Freshmen, sophomores, juniors and new transfer

SCIENCE FOR FORENSIC SCIENCE

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.

PROGRAM OF STUDY LEADING TO THE ASSOCIATE IN SCIENCE DEGREE IN SCIENCE FOR FORENSIC SCIENCE (A.S)

General Education Requirements		Credits
ENG 110	Expository Writing	3.0
ENG 111	Literature and Composition	3.0
Ethnic Studies - Select ONE of the following courses:		
LAC 101	The Latino Experience in the United States	3.0
BLS 114	The African-American Experience	3.0
SOC 140	Race & Ethnicity	3.0
HIS 201	World History to 1500 **OR**	
HIS 202	Modern World History	3.0
VPA 192	Fundamentals of Public Speaking	3.0
Total:		**15.0**

Major Requirements		Credits
BIO 210	General Biology I	4.0
BIO 220	General Biology II	4.0
CHE 210	General Chemistry I	4.0
CHE 220	General Chemistry II	4.0
CHE 230	Quantitative Analysis	4.0***
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***
MAT 210	Calculus I	4.0
MAT 220	Calculus II	4.0
PHY 210	Physics I	4.0
PHY 220	Physics II	4.0
Total		**45**
Total Degree Credits		**60.0**

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.

John Jay College of Criminal Justice

Third Year - Fall		Credits
CHE 302	Physical Chemistry II	3.0
CHE 320	Instrumental Analysis I	4.0
LIT 230, 231, 232, or 233 or PHIL 231		3.0
LAW 202	Law and Evidence	3.0
Foreign Language*		3.0
Subtotal		**16.0**

Third Year - Spring		Credits
CHE 315	Biochemistry	4.0
CHE 321	Instrumental Analysis II	4.0
Concentration Track†		3.0
Foreign Language*		3.0
Subtotal		**14.0**

Fourth Year - Fall		Credits
Concentration Track†		4.0
Liberal Arts Electives		12.0
Subtotal		**16.0**

Fourth Year - Spring		Credits
Concentration Track†		4.0
FOS 401	Laboratory Internship **OR**	
FOS 402	Undergrad Research Internship	3.0
Liberal Arts Electives		7.0
Total		**14.0**
Total John Jay Credits		**60.0**
Total Degree Credits		**120.0**

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

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.

Hostos Community College

First Year – Fall		**Credits**
MAT 210	Calculus I	4.0
ENG 110	Expository Writing	3.0
CHE 210	Chemistry I	4.0
HUM 100 **OR** SOC 101 **OR** PSY 101		6.0
Subtotal		**17.0**

First Year – Spring		**Credits**
MAT 220	Calculus II	4.0
ENG 111	Literature & Composition	3.0
PHY 210	Physics I	4.0
CHE 220	Chemistry II	4.0
ME 145*	Computer-Aided Drafting	2.0
Subtotal		**17.0**

Second Year – Fall		**Credits**
MAT 310	Calculus III	4.0
PHY 220	Physics II	4.0
ENG 21007*	Technical Writing	3.0
ENGR 20400	Electrical Circuits	3.0
Subtotal		**14.0**

Second Year – Spring		**Credits**
MAT 360	Differential Equations	3.0
CHE 310	Organic Chemistry	3.0
MAT 320	Linear Algebra / Vector	3.0
ME 24600*	Engineering Mechanics I	3.0
VPA 192	Fundamentals of Public Speaking	3.0
Subtotal		**15.0**
TOTAL HOSTOS CREDITS		**63.0**

Associate Degree in Mechanical Engineering Science (A.S.)

CITY COLLEGE OF NEW YORK (CCNY)

CCNY - Third Year – Fall		**Credits**
ME 31100	Fund of Mechatronics	3.0
ME 35600	Fluid Mechanics	3.0
ME 46100	Engineering Materials	3.0
ENGR 23000	Thermodynamics	3.0
Liberal Arts Electives**		6.0
Subtotal		**18.0**

CCNY – Third Year – Spring		**Credits**
ME 43000	Thermal Systems Analysis	3.0
ME 37100	Computer Aided Design	3.0
ME 41100	Systems Controls	4.0
ME 43300	Heat Transfer	3.0
ME 47200	Mechanical Systems Design	3.0
Subtotal		**16.0**

CCNY – Fourth Year – Fall		**Credits**
ME 43600	Aero-Thermal-Fluids Lab	1.0
ME 46200	Manufacturing Processes	3.0
ME 46300	Micro/Nanotechnology	3.0
ME 47300	Senior Design Project I	3.0
Design Electives (1 course)		3.0
Liberal Arts Elective**		3.0
Design Elective (select one course)		3.0
Subtotal		**19.0**

CCNY – Fourth Year – Spring		**Credits**
MAT 360	Differential Equations	3.0
CHE 310	Organic Chemistry	3.0
MAT 320	Linear Algebra / Vector	3.0
ME 24700*	Engineering Mechanics II	3.0
ME 32200*	Computer Methods in Engineering	3.0
Subtotal		**15.0**

Design Electives (2 courses)

ME 44100 Advanced Stress Analysis
ME 46600 Dynamics Aerospace Vehicles
ME 46800 Aircraft and Rocket Propulsion
ME 46900 Spacecraft Systems and Design
ME 47100 Energy Systems Design
ME 51100 Advanced Mechatronics
ME 51400 Rotorcraft Aerodynamics
ME 51500 Orbital Mechanics
ME 53700 Turbomachinery Design
ME 53900 Vehicular Power Systems
ME 54200 Introduction to the Theory and Practice of Vibration
ME 54600 Robotics and Automation
ME 54700 Environmental Control
ME 54800 Aerostructures
ME 55500 Structural Dynamics and Aeroelasticity
ME 55600 Advanced Fluid Mechanics
ME 57100 Mechanism Design
ME 57200 Aerodynamic Design
BME 50100 Cell and Tissue Mechanics
BME 50200 Cell and Tissue Transport
BME 50300 Cell and Tissue Biomaterial Interactions

ME Electives (1 course)

ME 46700 Special Topics: Aerospace Engineering

ME 47000.....Special Projects: Aerospace Engineering
ME 52600.....Finite Element Method
ME 53600.....Energy Conversion
ME 5900X-5910X .Special Projects (1-3 cr.)
ME 59500.....Teaching/Research Exp.
ME 5980X-5990X .Special Topics in ME (3-6 cr.)
ME 59901.....Product Development, Management, and Marketing
PHY 32100.....Modern Physics for Engineers
Any course from Design Electives

Bachelor of Engineering in Mechanical Engineering – B.E. (M.E.)

**Course will be co-listed. Students will be given a Permit to attend CCNY until such time as there is sufficient enrollment to offer the course at Hostos.*

***Liberal Arts courses to be recommended by CCNY.*

"C" Passing Grade Requirement: MAT 200; MAT 210; MAT 220; MAT 310; MAT 320; MAT 360; CHE 210; CHE 220; CHE 310; PHY 210; PHY 220; ENGR 204; ME 24600 require a minimum passing grade of "C". It is required a 2.7 GPA in order to be transferred to City College.

NATURAL SCIENCES DEPARTMENT ► COURSE DESCRIPTIONS

BIOLOGY

BIO 110 Principles of Biology (LPS)
3 credits, 3 hours
Pre-requisites if taught in English: ENG 91 or ESL 91. If taught in Spanish, SPA 222, MAT 010.
Co-requisites if taught in English: ENG 91 or ESL 91. If taught in Spanish, SPA 222, MAT 010.
This course is designed to give students an overview of the principles of biology that 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. The laboratory illustrates the concepts discussed in the lecture. This course is for non-science major students. Offered in Spanish and English.

BIO 111 Principles in Biology Laboratory
1 credit, 2 hours
Pre-requisites: If taught in English ENG 91 or ESL 91. If taught in Spanish, SPA 222, MAT 010.
Co-requisites: If taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 222, MAT 010.
May be offered as a paired course with BIO 110
This course is designed to give students an overview of the principles of biology that 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. The laboratory illustrates the concepts discussed in the lecture. This course is for non-science major students. Offered in Spanish and English.

BIO 120 Plants and Society (SW)
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 121 Plants and Society (Laboratory) (SW)
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 130 Organismic Biology (SW)
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 131 Organismic Biology (Laboratory) (SW)
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 210 General Biology I (LPS) (SW)
(Formerly BIO 3902)
4 credits, 3-hrs lecture/3 hrs lab 1 hr recitation
Pre/requisites: ESL 91 or ENG 91; MAT 20 or Exempt
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
Co-requisites: ENG 91, ESL 91 or ESL 35; MAT 20
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 260 Introduction to Genetics (SW)
4 credits; 2 hrs. lecture/ 4 hrs. Lab
Pre-requisite: BIO 220
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 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)
Pre-requisite: MAT 105
4.5 credits
3 hrs. lecture; 2 hrs. Lab; 1 hrs. Recitation
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 Dental Hygiene and 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 10 or satisfactory performance on Math skills test.
Co-requisite: MAT 20 or satisfactory performance on Math skills test.
The student will solve problems and analyze data which require a knowledge of the principles of atomic theory, chemical bonding, the gas laws and solutions. The student will also recognize the different classes of organic compounds. This course is for Dental Hygiene students and a requirement for entry into the Nursing Program. No student may receive credit for both CHE 110 and CHE 4019. 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 30
Co-requisite: MAT 160
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
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, stereosomerism, and stereoseletivity 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 324 Organic Chemistry II Lab
1 credit, 3 hrs Lab
Pre/Co-requisite: CHE 320
The student will learn organic chemistry laboratory techniques and safety; maintenance of a laboratory notebook and preparation of laboratory reports; and obtain experience in performing syntheses and analyses of selected organic chemicals. This course is required for students majoring in Natural or Physical Sciences.

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.
Co-requisite: MAT 10. If taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 121.
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)
4 credits, 3hrs. lecture/2 hrs. Lab
The student will analyze data and explain concepts related

to the classification of matter, basic principles of atomic structure and bonding, energy sources, and the health-related environmental effects and the social implications and control of major air and water pollutants. Offered in English and Spanish.

ENV 120 Environmental Science II
(Formerly ENV 4016)
3 credits, 3 hours
Pre-requisite: ENV 110
The student will classify organic compounds according to functional groups and explain the health and environmental effects of pesticides, social problems related to adequate diet and malnutrition, availability of food, food preservation, new food sources, food additives and their regulation, and drugs.

ENV 122 Environmental Science II (Laboratory)
1 credit 2 hours
Pre-requisites: ENV 110, ENV 111
Co-requisite: May be offered as a paired course with ENV 120
The student will develop hands-on experience based on the scientific method. They will apply basic concepts from Environmental Science II in properties of organic compounds, foods, preparation of drugs and chromatography.

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
Co-requisite: MAT 30
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/Co-requisite: MAT 220
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. This course is intended for students preparing for careers in the sciences and engineering.

PHY 220 General Physics II (LPS) (SW)
(Formerly PHY 4504)
4 credits, 3-hrs. lecture/2-hrs. lab/2-hrs. recitation
Pre-requisite: PHY 210
Pre/Co-requisite: MAT 310
Students will study waves and acoustics, optics, diffraction, electricity, D.C. circuits, magnetism, electromagnetism and their application, power and A.C. circuits. This course is intended for students preparing for careers in the sciences and engineering.

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.

NATURAL SCIENCES ► FACULTY & STAFF

Francisco Fernandez, Assistant 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.
John Gillen, Assistant Professor, Biology, B.A., M.A., Ph.D.
Flor M. Henderson, Associate Professor, Biology, B.S., M.A., Ph.D.
Damaris-Lois, Lang, Assistant Professor, Biology, B.S., M.A. M.Phil., 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, Assistant Professor, Physical Sciences, B.S., Ph.D.
Debasish Roy, Assistant 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, Assistant Professor and Coordinator, Biology, B.S., M.S., Ph.D.
Franklin Campbell, 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, College Laboratory Technician, Biology, A.A.
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PATHWAYS

Effective Fall 2013, CUNY implemented the Pathways Initiative. Pathways establishes a new system of General Education requirements and new transfer guidelines across all CUNY Colleges. Once fulfilled at one CUNY College, these General Education requirements will transfer seamlessly when students transfer to any other CUNY College. The Pathways General Education Requirements must be completed to earn an Associate in Arts (AA), Associate in Science (AS) or Bachelor's Degree from CUNY. Students pursuing an Associate in Applied Science (AAS) degree must complete part of the Common Core. If an AAS student later transfers to an AA, AS, or Bachelor's degree program, that student will need to complete any part of the Common Core that s/he has not yet completed.

The Pathways curriculum requires students to complete 30 credits Common Core of General Education Requirements. Each CUNY college can require Bachelor's degree students to take another 6 - 12 credits of General Education through the College Option.

For more information, visit the CUNY Pathways website: http://www.cuny.edu/academics/initiatives/pathways.html OR the Hostos Pathways webpage http://www.hostos.cuny.edu/pathways/.

CUNY PATHWAYS MAJORS

ACCOUNTING A.A.S – CUNY PATHWAYS

REQUIRED COMMON CORE **CREDITS**

English Composition 6
ENG 110, ENG 111
Mathematical & Quantitative Reasoning
MAT 160 ..... Pre-Calculus..... 4
Life & Physical Sciences..... 3

FLEXIBLE COMMON CORE
Individual & Society
ECO 101 **OR** ECO 102 3
Choose from any Flexible Core Area (Creative Expression)
Humanities Elective
(VPA 192 recommended) 3

MAJOR REQUIREMENTS

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

Choose one (1) course from the following:

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
Total Credits for Degree		**60**

ACCOUNTING AS – CUNY PATHWAYS

REQUIRED COMMON CORE	CREDITS
English Composition	**6**
ENG 110, ENG 111	
Mathematical and Quantitative Reasoning	**4**
MAT160* Required	
Life and Physical Sciences	**3**

FLEXIBLE COMMON CORE

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

Major Courses

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
Subtotal		**26**
Free Elective		**0-3**
Strongly recommend ECO 101 or ECO 102		
Total Degree Credits		**60**

**MAT 30 is a pre-req for MAT 160*

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 - CUNY PATHWAYS

REQUIRED COMMON CORE	CREDITS
English Composition	**6**
ENG 110, ENG 111	
Mathematical & Quantitative Reasoning	**3**
MAT 120 Required	
Life and Physical Sciences	**3**

FLEXIBLE COMMON CORE

World Cultures and Global Issues	3
US Experience in its Diversity	3
Creative Expression	3
Individual & Society	3
Scientific World	**4**
MAT 160 or MAT 210 Required	
One (1) additional course from the Flexible Common Core	3

MAJOR REQUIREMENTS

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

Select one of the following elective sequences:		**6**
BUS 100	Introduction to Business **AND**	
BUS 210	Business Law I **OR**	
LAW 101	Law and Social Change **AND**	
LAW 150	Criminal Law	
Free Elective		**3***
Subtotal		**29**
Total Hostos Credits for Degree		**60**

**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 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.

John Jay College of Criminal Justice - B.S. in Economics

ACC 307	Forensic Accounting I	3
ACC 308	Auditing	3
ACC 309	Forensic Accounting II	3
ACC 410	Seminar in Forensic Financial Analysis	3
ECO 220	Macroeconomics	3
ECO 225	Microeconomics	3

Foreign Language 6
LAW 202 ..... Law and Evidence 3
PHI 231 ..... Knowing, Being and Doing 3

Major Electives from Category C (Select two)
ECO 215 ..... Economics of Regulation and the Law
ECO 235 ..... Economics of Finance
ECO 330 ..... Quantitative Methods for Decision Makers
ECO/SOC 360 ..... Corporate and White-Collar Crime
LAW 203 ..... Constitutional Law
Liberal Arts Electives 9
Free Electives 15
Total JOHN JAY Credits 60
TOTAL DEGREE CREDITS 120

AGING AND HEALTH STUDIES - CUNY PATHWAYS

REQUIRED COMMON CORE **CREDITS**
English Composition 6
ENG 110, ENG 111
Mathematical and Quantitative Reasoning
MAT 100 **OR** Higher 3

FLEXIBLE COMMON CORE
Choose the English elective from Creative Expression or US Experience in its Diversity
ENG English elective course above 200 Level
OR
One course in a Foreign Language 3
Individual and Society
PSY 101 ..... General Psychology 3
Individual and Society
SOC 101 ..... Introduction to Sociology 3
Life & Physical Sciences
BIO 110 ..... Principles of Biology 4
AND
Scientific World
BIO 130 ..... Organismic Biology 4
OR
Life & Physical Sciences
BIO 230 ..... Anatomy and Physiology I 4
AND
Scientific World
BIO 240 ..... Anatomy and Physiology II 4

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 100 ..... Personal Physical Fitness 1
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 199 ..... Fieldwork with Older Population 3
Free electives 5
Total Credits 60

BUSINESS MANAGEMENT - CUNY PATHWAYS

REQUIRED COMMON CORE **CREDITS**
English Composition 6
ENG 110, ENG 111
Mathematical and Quantitative Reasoning 3
*Strongly recommend MAT 120
Life and Physical Sciences 3
FLEXIBLE COMMON CORE
World Cultures and Global Issues 3
US Experience in its Diversity 3
Creative Expression 3
Individual & Society 3
Scientific World 3
MAT 210*
Strongly recommend MAT 210
One (1) additional course from the Flexible Core 3
Subtotal 30

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
Subtotal 26-29
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.

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 & 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.*

CIVIL ENGINEERING – CUNY PATHWAYS

A.S. Degree in Civil Engineering Revised Program
REQUIRED COMMON CORE
English Composition 6
ENG110….Expository Writing 3
ENG 111….Literature and Composition 3
Mathematical and Quantitative Reasoning 4
MAT 210 ..... Calculus I (Required)……. 4
Life and Physical Sciences……4
CHE 210…General Chemistry I (Required)……..4

FLEXIBLE COMMON CORE
World Cultures & Global Issues
HUM 100…Introduction to 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
VPA 192…….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
MAT 200……Modern Programming……. .3
MAT 220……Calculus II……. .. 4
MAT 310……Calculus III…….. 4
MAT 360……Differential Equations……..... . 3
MAT 320……Linear Algebra……... 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…….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.*

COMMUNITY HEALTH – CUNY PATHWAYS

REQUIRED COMMON CORE

English Composition **6**
ENG 110, ENG 111
Mathematical and Quantitative Reasoning **3**
Strongly recommend MAT 120
Life and Physical Sciences **3**
Strongly Recommend BIO 230

FLEXIBLE COMMON CORE

World Cultures and Global Issues **3**
Strongly recommend Modern Language
US Experience in its Diversity 3
Creative Expression 3
Individual & Society 3
Scientific World **3**
Strongly recommend BIO 240
One (1) additional course from the Flexible Core **3**
Strongly recommend Modern Language
Subtotal **30**

MAJOR REQUIREMENTS		CREDITS
MAT 120*		3
BIO 230**	Anatomy & Physiology I	4
BIO 240**	Anatomy & Physiology II	4
HLT 110	Intro to Community Health Education	3
HLT 212	Bilingual Issues in Community Health	3
HLT 214	Substance Use and Abuse	3
HLT 215	Nutrition	3
HLT 220	Contemporary Health Issues	3
HLT 299	Field Experience in Community Health	3
Subtotal		**18-29**
Free Electives		**1-12**

Strongly recommend Modern Language*** and a HLT elective.

Total **60**

**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.*

CRIMINAL JUSTICE – CUNY PATHWAYS

REQUIRED COMMON CORE **CREDITS**

English Composition **6**
ENG 110, ENG 111
Mathematical & Quantitative Reasoning **3**
Strongly recommend MAT 120.
Life & Physical Sciences **3**

FLEXIBLE COMMON CORE

World Cultures & Global Issues **3**
HIS 201 **OR** 202 Recommended
US Experience in its Diversity **3**
POL 101 Recommended
Creative Expression **3**
ENG 203, ENG 204, ENG 210, ENG 212, ENG 214, ENG 221, VPA 114, VPA 141, VPA 181, VPA 192 – VPA 114, 141, 192 **OR** ENG 210, 212, 214 Recommended
Individual & Society **3**
SOC 101 Recommended
Scientific World **3**
One (1) additional course from the Flexible Common Core **3**
ENG 200, ENG 213, ENG 223, ENG 225 OR LAC 101, LAC 108 **OR** BLS 101, 114 Recommended courses
Subtotal **30**

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
LAW 203	Constitutional Law	3
Additional Degree Requirements		
VPA 192	Fundamentals of Public Speaking	3
Foreign Language		3-4
Electives		3
Subtotal		**30**
Total Degree Credits		**60**

DENTAL HYGIENE – CUNY PATHWAYS

REQUIRED COMMON CORE **CREDITS**

English Composition **6**
ENG 110, ENG 111

Life & Physical Sciences
BIO 230 ..... Anatomy & Physiology I 4

FLEXIBLE COMMON CORE

Scientific World
BIO 240 ..... Anatomy & Physiology II 4

Individual & Society
PSY 101 ..... Introduction to Psychology 3
SOC 101 ..... Introduction to Sociology 3

Creative Expression
VPA 192 ..... 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
Subtotal **41.0**
Total Credits for Dental Hygiene Major **70.0**

DIGITAL DESIGN & ANIMATION – CUNY PATHWAYS

REQUIRED COMMON CORE **CREDITS**

English Composition **6**
ENG 110, ENG 111

Mathematical & Quantitative Reasoning
MAT 100 ..... Intro to College Mathematics 3
Life & Physical Sciences 3

FLEXIBLE COMMON CORE

Individual & Society
PSY 101 ..... General Psychology 3

CHOOSE FROM ANY FLEXIBLE CORE AREA
Liberal Arts Electives 3

MAJOR REQUIREMENTS

VPA 121 ..... Painting & Drawing I 3.0
DD 101 ..... Intro to the Digital Toolbox 3.0
DD 102 ..... Media Design in the Digital Age 3.0
DD 104 ..... Color Theory & Design 3.0
DD 105 ..... 2D Design 3.0

CHOOSE ONE MAJOR SEQUENCE

Digital Design Sequence:
DD 106 ..... Intro to Usable Design 3.0
DD 112 ..... Intro to Web Design 3.0
DD 114 ..... Digital Illustration 3.0
DD 201 ..... Communication Design 3.0
DD 204 ..... Typographic principles 3.0

Electives Courses: Choose two courses from the following
DD 103 ..... Digital photography 3.0
DD 113 ..... Intro to Motion Graphics 3.0
DD 203 ..... Digital Photography for Design 3.0
DD 205 ..... 3D Design 3.0
DD 301 ..... Advance Digital Illustration 3.0
DD 302 ..... Advance Web Design 3.0

Animation Sequence
DD 107 ..... Concepts in Animation 3.0
DD 113 ..... Intro to Motion Graphics 3.0
DD 114 ..... Digital Illustration 3.0
DD 205 ..... 3D Design 3.0
DD 207 ..... Introduction to Maya 3.0

Electives Courses: Choose two courses from the following:
DD 103 ..... Digital Photography 3.0
DD 111 ..... Intro to Sound Design 3.0
DD 202 ..... Digital Video with Final Cut Pro 3.0
DD 208 ..... Sound Design in Context 3.0
DD 302 ..... Advanced Web Design 3.0

DD 305 ..... After Effects 3.0
DD 307 ..... Advanced Maya 3.0
Science Lab 1.0
Free Electives 1-2
Foreign Language 3-4
Total Degree Credits 60.0

DIGITAL MUSIC – CUNY PATHWAYS

REQUIRED COMMON CORE **CREDITS**
English Composition 6
ENG 110, ENG 111
Mathematical & Quantitative Reasoning
MAT 100 ..... College Mathematics 3
Life & Physical Sciences
PHY 105 ..... Physics of Sound 3

FLEXIBLE COMMON CORE
Individual & Society
PSY 101 ..... General Psychology **OR**
SOC 101 ..... Introduction to Sociology 3
Choose from any flexible core area
Liberal Arts Electives 3

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
Choose any two of the following
BLS 161 ..... Hip Hop World View **OR**
LAC 262 ..... History of Latin American and Caribbean Music **OR**
MUS 114 ..... History of the Film Score **OR**
MUS 116 ..... World Music 6

Digital Music Sequence
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

Major Area Electives
(Choose one area concentration) 12
Sound Engineering
DM 206 ..... Production I 3
DM 301 ..... Sound Lab II 3
DM 310 ..... Sound as Story 3
DM 316 ..... Production II 3

Music Production
DM 206 ..... Production I 3
DM 310 ..... Sound as Story 3
DM 315 ..... Sound Design in Context 3
MUS 207 ..... Music Theory & Ear Training II 3
Total Degree Credits 60

EARLY CHILDHOOD EDUCATION – CUNY PATHWAYS

REQUIRED COMMON CORE **CREDITS**
English Composition 6
ENG 110, ENG 111
Mathematical & Quantitative Reasoning
MAT 100 ..... Introduction to College Mathematics 3
Life & Physical Sciences 3

FLEXIBLE COMMON CORE
Individual & Society
PSY 101 ..... General Psychology 3
US Experience in its Diversity
HIS 210 ..... U.S. History: Through the Civil War
OR
HIS 211 ..... U.S. History: Reconstruction to the Present 3

MAJOR REQUIREMENTS
HLT 103 ..... Interpersonal Relations 3
HLT 111 ..... Health and the Young Child 3
EDU 101 ..... Foundations of Education 3
EDU 107 ..... Creative Arts for Young Children
OR
EDU 109 ..... Music and Movement 3
EDU 111 ..... Science and Mathematics for Young Children 3
EDU 113 ..... Field Experience in Early Childhood Education I 3
EDU 116 ..... Child Development 3
EDU 130 ..... Teaching in the Multicultural/ Multilingual Classroom 3
EDU 150 ..... Introduction to Special Education 3
Science Lab 1
Modern Languages 3-4
Physical Education 1
Free Electives 3-4

CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS:
Early Childhood Education
EDU 104 ..... Language Arts for Young Children ... 3

EDU 105 .....Social Studies for Young Children 3

Bilingual Education

EDU 131 .....Language Arts in a Bilingual Classroom.....3

EDU 132 .....Social Studies in a Bilingual Classroom.....3

Total Credits 60

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

MAT 200.....Modern Programming.....3

MAT 220.....Calculus II 4

MAT 310.....Calculus III 4

MAT 320.....Linear Algebra & Vector Analysis 3

MAT 360.....Differential Equations.....3

PHY 220.....Physics II 4

ENGR 204.....Electric Circuits.....3

Subtotal 27

Total 61

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.*

SCIENCE FOR FORENSIC SCIENCE – CUNY PATHWAYS

REQUIRED COMMON CORE

English Composition 6

ENG 110, ENG 111

Mathematical & Quantitative Reasoning

MAT 210 ..... Calculus I 4

Life & Physical Sciences

BIO 210..... General Biology I 4

FLEXIBLE COMMON CORE

World Cultures & Global Issues

HIS 201 ..... World History to 1500 **OR**

HIS 202 ..... Modern World History 3

US Experience in its Diversity

LAC 101 ..... The Latino Experience in the United States **OR**

BLS 114..... The African-American Experience .. 3

Creative Expression

VPA 192 ..... Fundamentals of Public Speaking 3

Scientific World

BIO 220..... General Biology II 4

One (1) additional Course in Flexible Core (Scientific World)

CHE 210 ..... General Chemistry I 4

MAJOR REQUIREMENTS CREDITS

CHE 220 ..... General Chemistry II 4

CHE 230 ..... Quantitative Analysis..... 4***

CHE 310 ..... Organic Chemistry I 3

CHE 312 ..... Organic Chemistry I Lab..... 2

CHE 320 ..... Organic Chemistry II 3***

CHE 322 ..... Organic Chemistry II Lab 1***

MAT 220 ..... Calculus II 4

PHY 210 ..... Physics I 4

PHY 220 ..... Physics II 4

Total Degree Credits 60

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.*

John Jay College of Criminal Justice

Third Year - Fall Credits

CHE 302 ..... Physical Chemistry II 3

CHE 320 ..... Instrumental Analysis I..... 4

LIT 230, 231, 232, or 233 or PHIL 231 3

LAW 202 ..... Law and Evidence..... 3

Foreign Language* 3

Subtotal 16

Third Year - Spring **Credits**

CHE 315 .....Biochemistry 4
CHE 321 .....Instrumental Analysis II.....4
Concentration Track† 3
Foreign Language*.....3
Subtotal 14

Fourth Year - Fall **Credits**

Concentration Track† 4
Liberal Arts Electives.....12
Subtotal 16

Fourth Year - Spring **Credits**

Concentration Track† 4
FOS 401.....Laboratory Internship **OR**
FOS 402.....Undergrad Research Internship 3
Liberal Arts Electives.....7
Total 14
Total John Jay Credits.....60
Total Degree Credits 120

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

GAME DESIGN - CUNY PATHWAYS

REQUIRED COMMON CORE **CREDITS**

English Composition 6
ENG 110, ENG 111
Mathematical & Quantitative Reasoning
MAT 100 ..... Intro to College Mathematics 3
Life & Physical Sciences..... 3

FLEXIBLE COMMON CORE

Individual & Society
PSY 101..... General Psychology **OR**
SOC 101..... Introduction to Sociology 3

CHOOSE FROM ANY FLEXIBLE CORE AREA
Liberal Arts Electives 3

MAJOR REQUIREMENTS

DD 101..... Intro to the Digital Toolbox 3
DD 102..... Media Design in the Digital Age..... 3
DD 105..... 2D Design..... 3
DD 112..... Intro to Web Design..... 3
GD 101..... Introduction to Games 3
GD 102..... Beyond Games..... 3
GD 105..... Intro to Actionscript Programming..... 3
GD 201..... Digital Games..... 3
GD 210..... Game Studio 3

Major Electives: Choose three courses from the following

DD 107..... Concepts in Animation 3
DD 111..... Introduction to Sound Design..... 3
DD 113..... Introduction to Motion Graphics..... 3
DD 207..... Introduction to Maya..... 3
DD 307..... Advanced Maya 3
GD 205..... Game Programming 3
Free Electives..... 2
Science Lab 1
Foreign Language..... 3
Total Degree Credits 60

LIBERAL ARTS A.A – CUNY PATHWAYS

REQUIRED COMMON CORE

English Composition..... 6
ENG 110, ENG 111
Mathematical & Quantitative Reasoning ..... 3[1]
Life and Physical Science..... 3[2]

FLEXIBLE COMMON CORE **CREDITS[3]**

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
Subtotal 30

Natural Science Laboratory ....1-2[4]
Modern Languages, Humanities, Arts and Culture.....6[5]
Behavioral, Social Sciences/Historical Studies/ Public Affairs..... 6
Recommended/Options/Electives..... .....9[6]

A. Language and Linguistics
B. Education
C. English
D. Latin-American Studies
E. African-American Studies
F. Public Affairs
G. Historical Studies
H. Social Work
I. Community Health
J. Women's & Gender Studies
K. Mathematics
L. Theater

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..... .....7-8[7]
Subtotal 30
Total 60

[1] Stem courses of four credits will fulfill core requirements for Mathematical and Quantitative Reasoning category.

[2] Stem courses of four credits 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 or a sequence in the natural sciences are exempt.

[5] Course menus are based on departmental offerings or pre-requisites for entry into concentration requirements. Students who enroll in a modern language discipline should complete two semester sequence.

[6] Students may complete approved foundation courses for articulated entry into senior college degree concentrations. 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 or foundation courses in a concentration through the flexible core may select additional electives from the clustered disciplines, or the free elective category.

LIBERAL ARTS A.S – CUNY PATHWAYS

REQUIRED COMMON CORE

English Composition 6
ENG 110, ENG 111
Mathematical & Quantitative Reasoning..... 4
MAT 210*
Life and Physical Science..... 4
BIO 210 **OR** CHE 210 **OR** 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 **OR** CHE 220 **OR** PHY 220 depending on the sequence selected in Life and Physical Science
One (1) Additional course from the Scientific World 3-4
BIO 260 **OR** BIO 310 **OR** MAT 220 **OR** MAT 310 **OR** CHE310/312
Subtotal 33-34

MAJOR REQUIREMENTS

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. BIOLOGY: BIO 210 and BIO 220
B. CHEMISTRY: CHE 210 and CHE 220
C. PHYSICS : PHY 210 and PHY 220

Choose 2 additional courses from the following:
BIO 230, BIO 240, BIO 260, BIO 310, BIO 299, CHE 299, CHE 310/312, MAT 220,
MAT 310 OR PHY 299 8-9
Subtotal 49-51
***Free Electives 9-11**
Total 60

**Depending on placement, students may be required to complete MAT 160 and/or MAT 30. 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".
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.

MATHEMATICS – CUNY PATHWAYS

REQUIRED COMMON CORE
English Composition **6**
ENG 110, ENG 111
Mathematical and Quantitative Reasoning **4**
MAT 210* Required
Life and Physical Sciences **4**
BIO 210 **OR** CHE 210 **OR** 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 **OR** CHE 220 **OR** PHY 220.
One (1) additional course from the Flexible Core 3
Subtotal **33**

MAJOR REQUIREMENTS
MAT 220 ..... Calculus II 4
MAT 310 ..... Calculus III 4
Six (6) Credits from the following courses:
MAT 200 ..... Modern Programming 3
MAT 320 ..... Linear Algebra & Vector Analysis ... 3
MAT 360 ..... Differential Equations 3
Subtotal **14**
Free Electives **13**
Total **60**
**Depending on placement, students may be required to complete MAT 160 and/or MAT 30. 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*

MECHANICAL 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 3
CHE 310 Required
Subtotal **33**

MAJOR REQUIREMENTS
ENG 202 ..... Technical Writing 3
MAT 220 ..... Calculus II 4
MAT 310 ..... Calculus III 4
MAT 320 ..... Linear Algebra & Vector Analysis 3
MAT 360 ..... Differential Equations 3
PHY 210 ..... Physics I 4
PHY 220 ..... Physics II 4
ENGR 204 ..... Electric Circuits 3
ME 24600 ..... Engineering Mechanics I 3
Subtotal **31**
Total **64**
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.*

NURSING A.A.S – CUNY PATHWAYS

REQUIRED COMMON CORE **CREDITS**
English Composition **6**
ENG 110, ENG 111
Mathematical & Quantitative Reasoning
MAT 105 ..... Mathematics for Allied Health

Sciences.....3

Life & Physical Sciences

BIO 230 .....Anatomy & Physiology I.....4

FLEXIBLE COMMON CORE

Scientific World

BIO 240 .....Anatomy & Physiology II.....4

Individual & Society

PSY 101.....General Psychology 3

SOC 101.....Introduction to Sociology.....3

MAJOR REQUIREMENTS

BIO 310 .....Microbiology.....4

PSY 110.....Life-Span Development of Behavior.....3

CHE 105 .....Chemistry for Allied Health Sciences.....4.5

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

Total credits 71.5

OFFICE TECHNOLOGY – CUNY PATHWAYS

REQUIRED COMMON CORE CREDITS

English Composition.....6

.....

ENG 110, ENG 111

Mathematical & Quantitative Reasoning

MAT 100 **OR** MAT 120 3

Life & Physical Sciences.....3

FLEXIBLE COMMON CORE

CHOOSE FROM ANY FLEXIBLE CORE AREA

Behavioral & Social Sciences 3

Humanities 3

Liberal Arts Elective 3

MAJOR REQUIREMENTS CREDITS

BUS 100 ..... Introduction to Business 3

BUS 201 ..... Principles of Management 3

BUS 203 ..... Business Communications 3

OT 101 ..... Basic Computer Keyboarding & Document Formatting 3

OT 102 ..... Intermediate Computer Keyboarding & Document Formatting 3

OT 103 ..... Introduction to Computer software Packages 3

OT 104 ..... Office Systems and Procedures 3

OT 201 ..... Advanced Computer Keyboarding & Document Formatting 3

OT 202 ..... Transcription 3

COOP 101 ..... Introduction to Career Practices..... 1

COOP 102 ..... Work Experience I 1

Science Lab 1

Select one option from the following:

Administrative Assistant

ACC 100 ..... Introduction to Accounting 2

BUS 240 ..... Entrepreneurship 3

BUS 210 ..... Business Law I 3

Free elective credit 1

OR

Legal Administrative Assistant

LEG 101 ..... Intro to the Legal System 3

OT 205 ..... Legal Terminology/ Transcription 3

Free elective credits 3

OR

Medical Office Manager

HLT 124 ..... Medical Terminology 3

OT 204 ..... Medical Terminology/ Transcription 3

OT 206 ..... Medical Billing and Insurance..... 3

Total 60

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

FLEXIBLE COMMON CORE
Behavioral & Social Sciences: Choose two (2) courses from two (2) different Flexible core areas 6
World Cultures & Global Issues
HIS 201 **OR** HIS 202
OR
US Experience in its Diversity
HIS 210 **OR** HIS 211 **OR** POL 101
OR
Individual & Society
SOC 101 **OR** PSY 101
CHOOSE ONE (1) COURSE FROM A DIFFERENT FLEXIBLE CORE AREA OTHER THAN ABOVE 3
US Experience in its Diversity
BLS 114 **OR** LAC 101
OR
World Cultures & Global Issues
HUM 100 **OR**
Individual & Society
PHI 100 **OR**
Creative Expression
VPA 192

MAJOR REQUIREMENTS
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**
MAJOR ELECTIVES: CHOOSE 3 COURSES:
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
Total Credits for Degree 60

POLICE SCIENCE – CUNY PATHWAYS

REQUIRED COMMON CORE **CREDITS**
English Composition 6
Mathematical and Quantitative Reasoning 3
Life and Physical Sciences 3

FLEXIBLE COMMON CORE
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
Subtotal 30

MAJOR REQUIREMENTS
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 **OR**
LAW 150 ..... Criminal Law 3
Free electives 3
Subtotal 30
Total Credits for Degree 60

PUBLIC POLICY & ADMINISTRATION - CUNY PATHWAYS

REQUIRED COMMON CORE **CREDITS**
English Composition 6
ENG 110, ENG 111
Mathematical & Quantitative Reasoning
MAT 100 ..... Intro to College Mathematics I 3
Life & Physical Sciences 3

FLEXIBLE COMMON CORE
Choose One (1) course from the following areas 3
US Experience in its Diversity
BLS 114 ..... The African-American Experience
OR
LAC 101 ..... The Latino Experience in the United States
OR
World Cultures & Global Issues
HIS 201 World History to 1500
OR
HIS 202 Modern World History
Individual & Society
SOC 101 ..... Introduction to Sociology 3
US Experience in its Diversity
POL 101 ..... American Government 3

MAJOR REQUIREMENTS
PPA 101 ..... Fundamentals of Public Administration 3
PPA 110 ..... State & Local Government 3

PPA 111 .....Federal Administration 3
CJ 101.....Introduction to Criminal Justice.....3
CJ 150.....Role of Police in the Community 3
CJ 201.....Issues in Law Enforcement 3
CJ 250.....Criminal Justice Workshop 2
LAW 101.....Law & Social Change.....3
LAW 150.....Criminal Law 3
LAW 202.....Law & Evidence.....3
Science Lab 1
Free Electives 3

AREA ELECTIVES: CHOOSE ONE COURSE 3
PPA 120 .....Unions and Labor
PPA 121 .....Social Service Administration
PPA 122 .....Health and Welfare Administration
PPA 123 .....Administration of Personnel Resources

MAJOR ELECTIVES: CHOOSE ONE COURSE.....3
LAW 120.....Penal Law
LAW 125.....Immigration Law
LAW 126.....Family Law
LAW 127.....Public & Employee Benefit Law
LAW 203.....Constitutional Law
SOC 150 .....Criminology
Total Credits 60

RADIOLOGIC TECHNOLOGY – CUNY PATHWAYS

REQUIRED COMMON CORE CREDITS
English Composition.....6
ENG 110, ENG 111

Mathematics & Quantitative Reasoning
MAT 105.....Mathematics for Allied Health 3
Life & Physical Sciences
BIO 230 .....Anatomy and Physiology I & Lab.....4

FLEXIBLE COMMON CORE
Scientific World
BIO 240 .....Anatomy and Physiology II & Lab 4

MAJOR REQUIREMENTS
MAT 130.....Computer Literacy 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.....Topographic 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 ..... Topographic 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 ..... Seminar 2
XRA 239 ..... Clinical Radiography V..... 2.5
Subtotal 47.5
Total Credits for Degree..... 64.5

COURSE DESCRIPTIONS

ACCOUNTING

ACC 100 Introduction to Accounting
(Formerly ACC 1841)
2 credits, 3 hours
Pre-requisite: MAT 20, ENG 91/ESL 91
Co-requisites: BUS 100
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: BUS 100, ENG 110, MAT 30
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.

AGING AND HEALTH STUDIES

GERO 101 Introduction to Gerontology
3 credits, 3 hours
Pre-requisite: ENG 91 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-requisite: ENG 91 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 199 Fieldwork with an Older Population
3 credits, 1-hrs. lecture plus fieldwork
Pre-requisites: ENG 110, HLT 130, 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.

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.

AFRICANA STUDIES

BLS 101 Introduction to Black Studies (WCGI)
3 Credits 3 Hours
Pre/Co-requisites: ENG 110
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: ENG 91 or ESL 91
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: ENG 91 or ESL 91
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
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
Co-requisite: SPA 121 or ENG 91
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 mosiac 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: ENG 91; ESL 91
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
The student will survey the literature from the slave narratives to the present time. S/he will relate the literature to the historical and cultural context in which it is set. S/he will analyze and criticize such writers as Isaac Jefferson, Langston Hughes, Richard Wright, and John A. Williams. Credit will be awarded in English and Africana Studies.

BLS 125 The Harlem Renaissance
(Formerly CUB 320)
3 credits, 3 hours
Pre/Co-requisite: ENG 110
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, Counte 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-requisite: ESL 91
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 110
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.

BIOLOGY

BIO 110 Principles of Biology (LPS)
3 credits, 3 hours
Pre-requisites if taught in English: ENG 91 or ESL 91. If taught in Spanish, SPA 222, MAT 010.
Co-requisites if taught in English: ENG 91 or ESL 91. If taught in Spanish, SPA 222, MAT 010.
This course is designed to give students an overview of the principles of biology that 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. The laboratory illustrates the concepts discussed in the lecture. This course is for non-science major students. Offered in Spanish and English.

BIO 111 Principles in Biology Laboratory
1 credit, 2 hours
Pre-requisites: If taught in English ENG 91 or ESL 91. If taught in Spanish, SPA 222, MAT 010.
Co-requisites: If taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 222, MAT 010.
May be offered as a paired course with BIO 110
This course is designed to give students an overview of the principles of biology that 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. The laboratory illustrates the concepts discussed in the lecture. This course is for non-science major students. Offered in Spanish and English.

BIO 120 Plants and Society (SW)
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 121 Plants and Society (Laboratory) (SW)
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 130 Organismic Biology (SW)
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 131 Organismic Biology (Laboratory) (SW)
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 210 General Biology I (LPS) (SW)
(Formerly BIO 3902)
4 credits, 3-hrs lecture/3 hrs lab 1 hr recitation
Pre/requisites: ESL 91 or ENG 91; MAT 20 or Exempt
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
Co-requisites: ENG 91, ESL 91 or ESL 35; MAT 20
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 260 Introduction to Genetics (SW)
4 credits; 2 hrs. lecture/ 4 hrs. Lab
Pre-requisite: BIO 220
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 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 1850)
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: BUS 100 and ENG 91 or ESL 91
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
Pre-requisite: BUS 100
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
Pre-requisite: BUS 100
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: OT 103
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: BUS 100; 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
Pre-requisite: BUS 100
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
Pre-requisite: BUS 100
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
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, torsonial, and flexural loads and combinations of loads for statistically determinate and indeterminate configurations. Deformations and defections 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.

CHEMISTRY

CHE 105 Introduction to General Chemistry (LPS)
Pre-requisite: MAT 105
4.5 credits
3 hrs. lecture; 2 hrs. Lab; 1 hrs. Recitation
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 Dental Hygiene and 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 10 or satisfactory performance on Math skills test.
Co-requisite: MAT 20 or satisfactory performance on Math skills test.
The student will solve problems and analyze data which require a knowledge of the principles of atomic theory, chemical bonding, the gas laws and solutions. The student will also recognize the different classes of organic compounds. This course is for Dental Hygiene students and a requirement for entry into the Nursing Program. No student may receive credit for both CHE 110 and CHE 4019. 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 30
Co-requisite: MAT 160
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
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, stereosomerism, and stereoseletivity 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 324 Organic Chemistry II Lab
1 credit, 3 hrs Lab
Pre/Co-requisite: CHE 320
The student will learn organic chemistry laboratory techniques and safety; maintenance of a laboratory notebook and preparation of laboratory reports; and obtain experience in performing syntheses and analyses of selected organic chemicals. This course is required for students majoring in Natural or Physical Sciences.

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: Criminal Justice 101 or Police Science 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 Workshop
(Formerly ADM 2531)
2 credits, 2 hours
Pre-requisite: 12 credits in Criminal Justice, Law, Police Science or Public policy.
The course is designed for students who are interested in the potential for research in criminal justice management. Students will explore idealistic principles that have served to define, for both criminal justice practitioners and the public, social roles and expectations in the criminal justice field. Moreover, students will examine why these principles are often difficult to apply in the administration of justice.

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 & MAT 30 or 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.

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
The student will demonstrate procedures relative to the eight dental specialties recognized by the American Dental Association.

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

Digital Design 101 Introduction to the Digital Toolbox
3 credits 3 hours
This course provides students with a foundational understanding of the essential software for beginning their careers as digital designers. These will include the Adobe Creative Suite software (Photoshop, illustrator, ImageReady, & InDesign), Apple's iMovie, Garageband, and KeyNote as well as Microsoft's Power point. The class will provide an overview of the various interface elements and program capabilities through a variety of engaging design projects. The course allows students who are

considering pursuing that Associates degree in Digital design to sample the many different possible directions and methodologies that they might follow.

Digital Design 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.

Digital Design 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.

Digital Design 104 Color Theory & Design
3 credits 3 hours
This course provide 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.

Digital Design 105 2D Design
3 credits 3 hours
This course will help students to build a familiarity with the use of point, line, shape, texture and color in order to create designs that build a sense of space, time and motion. Knowledge of these tools and how they work will help them to better understand design for 2D mediums such as screen based and print media as well as photography and film. Students will develop important familiarity with concepts of harmony, scale and proportion, contrast and emphasis, as well as rhythm by means of exercises and readings. These readings and exercises will help them to realize these important concepts in their work as digital designers.

Digital Design 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.

Digital Design 107 Concepts in Animation
3 credits 3 hours
Prerequisites: VPA 121 Painting & Drawing; DD 101 Introduction to the Digital Toolbox
This course introduce students to principles and techniques of animation. With emphasis on process, experimentation, and critical thinking, students will explore techniques for depicting movements, expression and emotion through an assortment of projects working with traditional and digital animation techniques. Projects will involve physical movement, narrative structure, character development, sound design, and considerations of perspective. By terms end each student will have the beginnings of a sophisticated animation portfolio.

Digital Design 111 Introduction to Sound Design
3 credits 3 hours
Prerequisites: DD 101 Introduction to the Digital Toolbox
This course is an introduction to audio production and sound design. Students will focus on the importance of listening as a means for developing an understanding of music while utilizing audio tolls to build their own creative sound works from scratch. The course will cover concepts such as designing sound for music and multimedia with attention to physical acoustics, analog and digital recording tools including dynamic processors and effects units, techniques for recording and editing with various popular audio outboard gear and computer software packages, mixing, editing, etc.

Digital Design 112 Introduction to Web Design
3 credits 3 hours
Prerequisite: ESL 91 / ENG 91
This course introduces Web design principles and basic programming techniques for developing effective and functional Websites. 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 information design, hierarchical and navigational models, usability considerations, and performance issues. The course will familiarize students with hypertext markup language (HTML), cascading style sheets (CSS), dynamic HTML (DHTML) and scripting, as well as Adobe's Dreamweaver & Flash.

Digital Design 113 Introduction to Motion Graphics
3 credits 3 hours
Prerequisites: DD 101 Introduction to the Digital Toolbox; DD 102 Media design in the Digital Age
This course introduces Students to Motion graphics by means of an overview of digital video techniques. Students will gain insight into filmmaking, editing, titling and special effects through critical viewing, lectures, in-class exercises, and creative projects.

Digital Design 114 Digital Illustration
3 credits 3 hours
Prerequisites: DD 101 Introduction to the Digital Toolbox; DD 102 Media design in the Digital Age; DD 112 introduction to Web design (suggested).
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.

Digital Design 201 Communication Design
3 credits 3 hours
Prerequisites: DD 101 Introduction to the Digital Toolbox
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.

Digital Design 202 Digital Video with Final Cut Pro
3 credits 3 hours
Prerequisites: DD 101 Introduction to the Digital Toolbox; DD 102 Media design in the Digital Age; DD 113 Introduction to Motion Graphics.
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 helps students to develop their strengths, explore new forms if visual expression and experience the thrill of creating their own professional quality video projects.

Digital Design 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.

Digital Design 204 Typographic Principles
3 Credits 3 Hours
Prerequisites: DD 101 Introduction to the Digital Toolbox
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 and digital design. It is often used yet seldom understood, and so this course strives to help the design student understand the effect of well used typography in addition to and poorly used typography. The course will explore the power of communication that the letter form holds, and the rules that guide a typographer's hand. Through a series of reading and exercises, students will gain insight into the world of typography and begin designing letter

forms of their own.

Digital Design 205 3D Design
3 Credits 3 Hours
Prerequisites: VPA 121 Painting and Drawing I; DD 101 Introduction to the Digital Toolbox; DD 105 2D Design.
This course introduces students to three-dimensional design through a series of informative readings, enlightening gallery/museums visits, and by means of design projects exploring the issues and techniques discovered. Particular attention will be paid to the importance of forms and objects in space and time, how three-dimensional constructs inform, and how they dialogue with the world around them.

Digital Design 207 Introduction to Maya
3 Credits 3 Hours
Prerequisites: DD101 Introduction to the Digital Toolbox; DD102 Media design in the Digital Age; DD107 Concepts in Animation; DD205 3D Design
This class introduces students to the powerful 3D animating program Maya with a series of exercises and projects created to develop a strong foundation with the program. Students will develop necessary modeling, rigging, and animating skills, as well as solid understanding of the program's complex interface. Along the way students will be exposed to stronger project development experience as well as more complex issues dealing with 3D design.

Digital Design 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.

Digital Design 298 – Independent Study
Pre-requisites: DD101, One additional Digital Design course, and the approval of the program coordinator.
1 Credit, 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.

Digital Design 299 – Independent Study
Pre-requisites: DD 298 and the approval of the program coordinator.
1 Hour, 1 Credit
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.

Digital Design 301 Advanced Digital Illustration
3 Credits 3 Hours
Prerequisites: DD101 Introduction to the Digital Toolbox; DD102 Media design in the Digital Age; DD112 Introduction to Web Design (suggested); DD 114 Digital Illustration.
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.

Digital Design 302 Advanced Web Design
3 Credits 3 Hours
Prerequisites: DD101 Introduction to the Digital Toolbox; DD102 Media design in the Digital Age; DD105 2D Design; DD106 Introduction to Usable Design; DD112 Introduction to Web Design; DD113 Introduction to Motion Graphics (advised); DD201 Communication Design.
This course starts off where Introduction to Web Design (DD112) let off enhancing students` understanding of web design principles and programming techniques for developing exciting Web content. The course explores more conceptual issues such as whether authoritative online content can be recognized, issues of anonymity and socialization in online culture, and the inherent ramifications of universally accessible information on larger social networks such as nations and states. Students will be asked to explore on-line communities, develop web personas, and create creative and experimental content to enhance and augment this personality.

Digital Design 305 After Effects
3 Credits 3 Hours
Pre-requisites: DD 101 Introduction to the Digital Toolbox; DD 102 Media Design in the Digital Age; DD 113 Introduction to Motion Graphics
This course is an introductory After Effects class designed to develop fluency in visual expression within time based digital environments. Students will gain a solid foundation in motion graphic and effect techniques that will enhance their creative expressions. Complementary relationships between commercial and fine arts work will also be explored.

Digital Design 307 Advanced Maya
3 Credits 3 Hours
Prerequisites: DD101 Introduction to the Digital Toolbox; DD102 Media design in the Digital Age; DD107 Concepts in Animation; DD113 Introduction to Motion Graphics; DD205 3D Design; DD207 Introduction to Maya.
In this class students will explore the animation program Maya to a far deeper extent than previously experienced in its prerequisite class Introduction to Maya. Students will explore rigging, animating and rendering their own animations 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: DM 103, DM 106, MUS 101 and PHY105
Co-requisite: DM 202
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 this important element in the history of electronic music and gain a better awareness of how synthesis, sampling, and MIDI continue to play an important role in sound production. Students will learn how to work with the electronic keyboard as a tool in audio production, music composition, arranging, and sound design. 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 music professional's arsenal.

DM 202 Sound Lab 1
3 credits, 3 hours
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-requisites: DM 103, DM 106 and MUS 101
Co-requisite: PHY 105
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 to 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 1
3 credits, 3 hours
Pre-requisite: DM 205
Building on the students' experience in Introduction to Recording Techniques (DM106) and Sound Design (DM205), this class will focus on more advanced techniques and the execution of in depth assignments mirroring real world production

projects. Students will work collaboratively on projects developing sound for radio, theater and/or film. In doing so their experience with technical, as well as content related challenges will inform their practice and help to build confidence in their own abilities in collaborating with other artists, engineers, and producers.

DM 298 Independent Study
Pre-requisites: DM 101, One additional Digital Music course, and the approval of the program coordinator.
1 credit, 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.
1 credit, 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-requisites: DM 201, DM 202 and DM 205 (MUS 114 Recommended)
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: DM 206
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: ENG 110

This course explores the revolutionary effect that games have had on our culture at large and how artists, sociologists, politicians, musicians and others have used games and gaming tools to create new forms of expression. The class will be divided into five sections focusing on: Sociology and games, games as art, games as story, games in education and games for change. Students will read and analyze a variety of articles relating to these topics. Students will develop written proposals for educational games, research related topics and develop papers about their research. In addition students will have the opportunity to create game art as well as an animated 3D narrative using a game engine.

GD 105 Introduction to Actionscript Programming
3 *credits, 3 hours*
Pre-requisite: DD101, MAT 100
This course introduces students to the Adobe Flash application and its Actionscript programming language, a leading tool for the creation of online-based interactive media. Students will explore the tools and core concepts of this program and its many interactive possibilities, including the use of illustration, images, text, animation, and sound. The will introduce students to basic object oriented programming through the opportunity to explore Actionscript, which is the underlying coding language of Flash. This course will also serve as an introduction to programming within the Flash environment to create small game interactions.

GD 201 Digital Games
3 *credits, 3 hours*
Pre-requisite: DD101, DD112, GD101
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 Game Programming
3 *credits, 3 hours*
Pre-requisite: GD101, GD 105, DD112
This course is a continuation of programming concepts introduced to students in GD105 Introduction to Actionscript Programming. Here students will work on foundational fundamentals of programming to focus on the creation of games using Adobe Flash. Students will build a familiarity with programming concepts such as variables, scope, iteration, conditionals as well as basic animation techniques, and with these tools they will create a series of game interactions in preparation for conceptualizing and building a final small online game. This course also covers Artificial Intelligence, Collision, and Physics algorithms as well as teaching students how to incorporate pre-built programming libraries into the Flash Environment.

GD 210 Game Studio
3 *credits, 3 hours*
Pre-requisite: GD101, GD 105, DD112
This course focuses first on introducing students to 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 group project where in the class creates a casual game from initial concept to launch on the Web using Flash. Over the course of the semester students are introduced to the principles of developing a project and character design, programming games as well as testing game play in order to understand methods of quality assurance.

ECONOMICS, POLITICAL ECONOMY

ECO 101 Economics: Microeconomics
(Formerly ECO 4643)
3 credits, 3 hours
In this course we learn how individuals and other decision-makers, such as consumers, resource owners, business firms, and public institutions, maximize gains and/or minimize losses. The determination of prices, output through supply, and demand in different market organizations will be examined.

ECO 102 Economics: Macroeconomics
(Formerly ECO 4645)
3 credits, 3 hours
This course studies the major components of the economy such as the household, business, and government. It deals with the aggregate (total) level of output and employment, the level of national income, and the general price index. Private and government investment expenditures as well as imports and exports of goods and services are examined in depth.

ECO 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

EDU 101 Foundation of Education
(Formerly EDU 6802)
3 credits, 3 hours Lecture, 1 Fieldwork
Pre/Co-requisites: ENG 91 or ESL 91
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 fifteen (15) 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
Co-requisites: ESL 35 or ESL 91 or ENG 91 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
Co-requisite: ENG 91 or ESL 91 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
Co-requisite: ENG 91 or ESL 91 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
Co-requisites: ENG 91 or ESL 91 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 minimum of 3 additional credits in Early Childhood Education
Co-requisites: ENG 91 or ESL 91 or SPA 121
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 minimum of three additional credits in Early Childhood Education
Co-requisite: ENG 91 or ESL 91 or higher
The student will observe and participate in early childhood programs such as day care centers, kindergarten, and infant care programs. The student will also participate in weekly seminars.

EDU 116 Child Development
(Formerly ECE 6816)
3 credits, 3 hours
Pre-requisite: PSY 101
Co-requisites: ENG 091 or ESL 091 or higher when offered in English or SPA 121 when offered in Spanish
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 possesses. 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. lecture/5-hrs. fieldwork per week
Pre-requisite: EDU 101
Co-requisite: ENG 091 or ESL 091 or higher
Study of 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 economical 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. lecture/5-hrs. fieldwork per week
Pre-requisites: EDU 101 and EDU 130
Co-requisites: ENG 91 or ESL 91 or higher and SPA 222
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 effectively read, tell and dramatize children's stories and participate in language games and reading/writing readiness activities. The course is required for all students in the Bilingual Education Option. Students not in the bilingual program 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 and EDU 130
Co-requisites: ENG 91 or ESL 91 or higher and SPA 222
The student will become familiar with the concept of the social studies curriculum in a bilingual class, as well as the basic concepts and skills to be taught. Students will demonstrate his/her 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 Option.

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
Co-requisite: ENG 91 or ESL 91 or higher
The student will become acquainted with current theories and techniques of identification and treatment, and with methods and materials found to be effective in educating the disabled or exceptionally able child. The student will gain basic understanding in preparation for teaching the mainstreamed child and the bilingual special child.

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, 45 hours
Pre-requisite: EDU 101
The students will learn basic information about appropriate educational technology, both theoretical concepts, as well as, hands-on applications. They will also examine various ways in which they can effectively apply their knowledge in classroom settings (K-12) in order to assist children to enhance their educational and developmental experiences. When appropriate, students will also prepare educational materials for different audiences and attain a basic level of instructional technology literacy for the preparation of their professional tasks.

EDU 299 Independent Study in Education
3 credits, 3 hours
Pre-requisite: EDU 101
This course offers the students the opportunity for an intensive individually guided advanced research in a topic in education. Only one course in Education maybe taken on an independent study basis.

ENGLISH

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 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 110 Expository Writing
(Formerly ENG 1302)
3 credits, 3 hours
Pre-requisite: Passing CUNY/ACT Reading and Writing tests, or Exemption
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
(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
In this course students will read, discuss, and closely analyze works by playwrights such as Ibsen, García Lorca, Williams, Brecht, Miller, Hansberry, Wilson, and Deveare Smith. Whenever possible, the class will see selected plays in live performance or by viewing videos. Students will demonstrate their ability to analyze and interpret drama through a variety of writing assignments, including a research paper using both print and on-line resources. By the end of the semester, students will have gained an understanding of different performance styles, dramatic structures, and theatre movements.

ENG 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 students to the literary meaning and use of the central religious text of Western literature, the Judeo-Christian Bible, and will examine the textual history and exegesis of a selection of Biblical texts, for example: Genesis, the Book of Job, the Book of Jonah, the Song of Songs, the Psalms, the Gospel according to Matthew, and Revelations- and consider their use in contemporary literary texts. Students will acquire the mastery of the Modern Language Association (MLA) system of parenthetical citation and will work at incorporating quotations and paraphrases into their analysis of literary texts. Students will be required to complete a research paper using refereed literary sources. A consistent and correct use of university-level English is required to pass this class.

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 or Department permission
In this course, students will examine representations of women in literature from several historical periods and cultures, reading works by well-known and little-known women writers. Analyzing literature from the perspective of feminist studies, students will consider why women writers have been excluded from the canon, how patriarchal culture and gender stereotyping have influenced women's lives, and women's imaginative writing. This course requires students to complete a research paper using conventions for citation and both print and on-line sources. By the end of the semester, students will be able to identify important differences and similarities among diverse women writers and will have gained knowledge of

contributions that women writers have made over time. Credit will be awarded in either English or Women's studies.

ENG 224 Literature & Psychology (IS)
(Formerly ENG 1351)
3 credits, 3 hours
Pre-requisites: ENG 111, PSY 101 or Department permission
In this course students will analyze works of literature by using psychological concepts to illuminate symbol, motivation, themes, and narrative strategy. Assigned literary texts will focus students' attention on subjects such as psychoanalytic theory, adolescent development, group processes, scapegoating, madness, and moral decision-making. Students will demonstrate their grasp of course materials by writing interdisciplinary essays, including one researched essay in which they use conventions for citation and both print and on-line sources. At the end of the course, students will have acquired an ability to interpret literary works through the various psychological perspectives studied in class.

ENG 225 Literature of the Black American (USED)
(Formerly ENG 1358)
3 credits, 3 hours
Pre-requisite: ENG 111 or Department permission
Students will study autobiography, fiction, poetry, and drama of African Americans by examining the works of writers such as Douglass, Jacobs, Wright, Baldwin, Hurston, and Hansberry. In this course students will demonstrate their understanding of the development of African American literature by completing several short essays and one research paper using print and on-line sources. By the semester's end, students will be able to analyze and compare different works with special attention to the dynamics of history, culture, and the production of literary texts in the African American community of writers.

ENG 226 Literature of Science Fiction
(Formerly ENG 1360)
3 credits, 3 hours
Pre-requisite: ENG 111 or Department permission
This course will introduce students to alternate visions of society. It will move from Plato's Republic to works by Shelley, Bellamy, Clarke, Atwood, Huxley, and Bradbury. Students will explore the role of science, the technological explosion, world famine, gender roles, human relationships, and the location of power sites in visions of possible futures. Where available, films will be shown. There will be four to six short papers and a long research project using print and on-line resources. Upon completion of this course, students will have gained a sharper insight into the relationship between time present and time future and the role of literature in imaginatively examining philosophical, scientific, and cultural issues.

ENG 227 Literature & Aging
(Formerly ENG 1364)
3 credits, 3 hours
Pre-requisite: ENG 111 or Department permission.
This course will introduce students to issues affecting senior citizens: the loss and reconstruction of identity, interpersonal relationships, illness, and death. Readings will include poetry, fiction, and drama from authors such as Welty, Walker, Saul Bellow, Vonnegut, Olsen, and Albee. Four to six short papers and/or exams will be required, together with a research project using print and on-line resources. Upon completion of this course, students will have acquired an in-depth perspective on the aging process as depicted in literature, which they may apply in their personal as well as professional lives.

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 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 English
3 Credits 3 Hours
Pre-requisite: ENG 111
This class will familiarize students with the major elements of the female detective novel 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 this genre through works by authors such as Christie, James, Muller, Grafton, Paretsky, Garcia-Aguilera and Taylor Bland both in terms of their own 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 student's critical understanding of the rules of female detective fiction in general and how these contribute to the formulation of its predominant themes.

ELECTRICAL ENGINEERING

Course 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.

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.
Co-requisite: MAT 10. If taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 121.
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)
4 credits, 3hrs. lecture/2 hrs. Lab
The student will analyze data and explain concepts related to the classification of matter, basic principles of atomic structure and bonding, energy sources, and the health-related environmental effects and the social implications and control of major air and water pollutants. Offered in English and Spanish.

ENV 120 Environmental Science II
(Formerly ENV 4016)
3 credits, 3 hours
Pre-requisite: ENV 110
The student will classify organic compounds according to functional groups and explain the health and environmental effects of pesticides, social problems related to adequate diet and malnutrition, availability of food, food preservation, new food sources, food additives and their regulation, and drugs.

ENV 122 Environmental Science II (Laboratory)
1 credit, 2 hours
Pre-requisites: ENV 110, ENV 111
Co-requisite: May be offered as a paired course with ENV 120
The student will develop hands-on experience based on the scientific method. They will apply basic concepts from Environmental Science II in properties of organic compounds, foods, preparation of drugs and chromatography.

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
(Formerly ESL 035)
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 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 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. The course will also include preparation for the ACT examinations. 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 Intensive ESL Writing & Language Workshop III

(Formerly ESL 086)
3 credits (9 equated/ billable), 9 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
(Formerly ENG 091)
3 credits, (6 equated/ billable), 6 hours
Pre-requisite: ESL 35 or ESL 82 or ESL 86
Co-requisite: ENG 92 (unless exempt)
Suggested Co-requisite: VPA 193
This interdepartmental course, housed in both the English and the Language and Cognition departments, is designed to prepare English as a Second Language students to perform successfully on the CUNY/ACT exam mandated for entrance into the English Department's freshman composition course, ENG 110 (Expository Writing). The course will focus on writing as an effective means of communication with particular emphasis on persuasive writing, along with critical reading and analysis of selected works. The course will also emphasize grammatical structures and language usage.

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.

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 201or 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 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.

URBAN HEALTH STUDIES

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: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish
The student will demonstrate knowledge and use of various interpersonal skills in the area of human relationships by participating in small T-groups, role playing, and lecture-demonstrations. The student will also identify and analyze certain psychological concepts necessary to understand the dynamics of human behavior. Offered in English and Spanish.

HLT 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: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish
The student will study and analyze the dynamics of human sexuality by exploring basic knowledge and attitudes related to human sexual behavior. 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.

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, 2 hours
Pre/Co-requisite: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish
The student will study and analyze the dynamics of human sexuality by exploring basic knowledge and attitudes related to human sexual behavior 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, 2 hours
Pre/Co-requisite: ENG 110
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 299 Field Experience in Community Health
3 credits, 3 hours
Pre-requisite: HLT 110 and 6 credits in HLT
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.

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 the Humanities (WCGI)
(Formerly HUM 3001)
3 credits, 3 hours
Co-requisite: SPA 121 or ENG 91
This course will introduce the student to the richness and variety of the Humanities, presenting the various fields involved: Philosophy, Literature, Art, and History. This will allow the student to discover a sense of relationships among life, work, and circumstances, to understand self and society from different times and places and through different eyes, and to reflect on the way personal origins and beliefs affect actions and values.

HUM 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.

LATIN AMERICAN AND CARIBBEAN STUDIES

LAC 101 The Latino Experience in the United States (USED)
Pre-requisites: ENG 91 and SPA 121 when taught in Spanish
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-requisite: ESL 91 or ENG 91 when offered in English; SPA 121 when offered in Spanish
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-requisite: ESL 91 or ENG 91 or higher when offered in English; SPA 121 when offered in Spanish
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-requisite: ESL 91 or ENG 91 when offered in English; or SPA 121 or higher when offered in Spanish
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-requisite: ESL 91 or ENG 91 or higher when offered in English; SPA 121 or higher when offered in Spanish
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 216 The African Presence in Caribbean & Latin American Culture
(Formerly CUP 3216)
3 credits, 3 hours
Pre-requisite: ESL 91 or ENG 91 or higher when offered in English; SPA 121 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 CUB African Civilization I course.

LAC 244 Women in Caribbean & Latin American Literature
(Formerly CUP 3344)
3 credits, 3 hours
Pre-requisite: ESL 91 or ENG 91 or higher when offered in English or SPA 121 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 Latino Literature in the United States
(Formerly CUP 3346)
3 credits, 3 hours
Pre-requisite: ESL 91 or ENG 91 or higher when offered in English or SPA 222 or SPA 202 or higher when offered in Spanish
This course will focus on the literature of the Latino population in the United States. It begins with an overview of Hispanic literary production in this country and a brief survey of the writings of the early Spanish explorers and colonizers of what is now the U.S. Organized by themes, the course will examine the Latino experience as it is reflected in the literature of the Hispanic population of the United States. Major topics to be considered include the literature of the immigration, the defense of culture and civil rights, attempts to preserve cultural traditions, militant aesthetics, and contemporary reflections on identity.

LAC 252 History of the Caribbean and Latin American Art
(Formerly CUP 3252)
3 credits, 3 hours
Pre-requisites: ESL 91 or ENG 91 or higher when offered in English; SPA 222 or SPA 202 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 91 or ENG 91 or higher when offered in English; SPA 222 or SPA 202 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 272 Latin American Film and Literature
3 Credits, 3 Hours
Co-requisites: ENG 110 or SPA 222 when taught 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 290 Seminar & Fieldwork in Caribbean Society & Culture
(Formerly CUP 3290)
Winter 2 credits, 2 hours
Summer 3 credits, 3 hours
Pre-requisite: ESL 91 or ENG 91 when offered in English; SPA 117 or 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 & Marti: Trailblazers for Freedom & Progress

in the Americas
(Formerly CUP 3350)
3 credits, 3 hours
Pre-requisites: ESL 91 or ENG 91 or higher when offered in English; SPA 222 or SPA 202 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 91 or ENG 91 or higher when offered in English; SPA 222 or SPA 202 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 150 Criminal Law
Prerequisites: CJ 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 202: Law and Evidence
3 Hours 3 Credits
Prerequisites: Law 101: Law and Social Change
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 populations 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 also be studied, including women and juveniles. Alternatives to incarceration such as community correction, probation and parole will be explored.

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
2 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)
2 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 035 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 35 or higher
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.

MATHEMATICS

MAT 10 Basic Mathematics Skills
(Formerly MAT 010)
0 credit, 6 hours (4.5 hours lecture/equated, 1.5 hours tutorial)
Pre/Co-requisite: For section taught in English: ESL 25
For sections taught in Spanish: SPA 121
This course provides the basic arithmetic skills that will be utilized in all subsequent mathematics and science courses. Topics: Operations with whole numbers, fractions, decimals, ratio, proportion and percent, scientific notation, the metric system, word problems, and applications. Students within a section will be scheduled for 1-1/2 hours of tutoring each week at the same scheduled time at the Hostos Academic Learning Center.

MAT 15 Intensive Integrated Arithmetic/Algebra
0 Credit, 6 Hours
Pre-requisite: 25 or above on the placement COMPASS M1 Exam
Pre/Co-requisite: ESL 025 if taught in English, SPA 121 or SPA 117 if taught in Spanish
This course is designed for students who have a high fail on the Compass exam to prepare them for college level mathematics and in one semester to pass the final exams for pre-algebra and algebra. The aim of this course is to integrate basic skills in arithmetic and algebra while developing students' understanding of algebraic relationships and strategies of problem solving. Topics from arithmetic include: real numbers, number line and the concepts of ratio, proportion, percent, and measurement system. Topics from algebra include: signed numbers, algebraic and exponential expressions; linear equations; applications or word problems; polynomials, factoring and related concepts; linear equations and their graphs and systems; roots and radicals.

MAT 20 Elementary Algebra
(Formerly MAT 020)
1 credit, 6 hours (4.5 hours lecture/equated, 1.5 hours tutorial) Pre-requisites: MAT 10 or initial placement through the COMPASS/CMAT Test
Pre/Co-requisite: For sections taught in English: ESL 25
For sections taught in Spanish: SPA 121
This course provides basic skills in elementary algebra. Topics: Operations with real numbers, operations with polynomials, powers with integral exponents, linear equations, simultaneous linear equations, and the Cartesian plane. Students will be scheduled for 1-1/2 hours of tutoring each week at the Hostos Academic Learning Center.

MAT 30 Intermediate Algebra
(Formerly MAT 030)
2 credits, 6 hours (4.5 hours lecture/equated, 1.5 hours tutorial)
Pre-requisite: MAT 20 or initial placement through the COMPASS/CMAT Test. Pre/Co-requisite: For section taught in English: ESL 25.
For sections taught in Spanish: SPA 121
This course provides basic skills in intermediate algebra. Topics: System of linear equations in two or more variables, radicals, the system of complex numbers, graphs of conic sections, trigonometry of the right triangle, and graphs of trigonometric functions. Students will be scheduled for 1-1/2 hours of tutoring each week at the Hostos Academic Learning Center.

MAT 100 Introduction to College Mathematics (MQR)
(Formerly MAT 1632)
3 credits, 3 hours
Pre-requisite: Passing score on or exemption from the COMPASS / CMAT, or passing MAT 20
Pre/Co-requisite: ESL 35
This course provides skills in finite mathematics. Topics: set theory, symbolic logic, systems of numeration, and the metric system.

MAT 105 Mathematics for Allied Health Sciences (MQR)
3 credits, 3 hours
Passing score on the COMPASS / CMAT or passing MAT 20; ENG 91 or ESL 91
This course is designed for Allied Health majors and will aid them in applying mathematical concepts to job situations. The course will include: an integrated review of arithmetic and algebraic skills required for the Allied Health Professions, mathematical topics pertaining to Pharmacology and Radiology, conversion using metric, household and apothecary systems of measurement, preparation of oral-medication, solutions, medical dosage, variations and introduction to linear, exponential and logarithmic functions, understanding graphs, charts and application problems.

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 dividisors, 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/Passing the Placement Test
Co-requisite: ESL 91 / ENG 91
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: Passing score on the COMPASS / CMAT or passing MAT 20
Pre/Co-requisite: ESL 35
The student will identify, define, and compute the measures of central tendency and dispersion; develop frequency distributions and related histograms; determine the level of correlation; and draw inferences from regression lines. The student will also solve problems involving sample spaces, counting techniques, and mathematical expectation; determine the probability of normally distributed events through use of tables; conduct hypothesis testing; and determine confidence intervals.

MAT 130 Computer Literacy
(Formerly MAT 1690)
3 credits, 3 hours
Pre-requisite: Passing score on the COMPASS / CMAT or passing MAT 20
Pre/Co-requisite: ESL 91 or ENG 91
This course provides a historical development of computers. Students will have hands-on experience with microcomputers. They will enter and run prepared programs.

MAT 140 Introduction to Computer Science
(Formerly MAT 1692)
3 credits, 4.5 hours
Pre-requisite: Passing score on the COMPASS/CMAT Test.
Pre/Co-requisite: ESL 35
The student will study the following as they relate to computers: the algorithm, its expression as a flowchart, a computer model and a computer language (BASIC), computation of a data organization, arithmetic expressions, compound conditions, branching, arrays, and looping. The student will also study the following as they relate to computers: approximations, functions and procedures, numerical applications, roots of equations, maxima and minima, areas, simultaneous equations, averages and deviation from the average.

MAT 150 College Algebra with Trigonometric Functions
4 Credits, 4 Hours
Pre-Requisite: Passing M1 and M2 OR Math 20 OR placement
Co-Requisites: For classes taught in English ESL 035, for classes taught in Spanish 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 160 Pre-calculus (MQR) (SW)
(Formerly MAT 1628)
4 credits, 4.5 hours
Pre-requisite: MAT 30 or initial placement on COMPASS / CMAT Test (M1, M2, M3, & M4)
Pre/Co-requisite: For sections taught in English ESL 35.
For sections taught in Spanish: 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 200 Modern Programming
(Formerly MAT 1698)
3 credits, 3 hours
Pre-requisite: MAT 160
Pre/Co-requisite: 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.

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, exponent-tial, logarithmic and inverse trigonometric functions; applications of differentiation; maximum-minimum problems; curve sketching; antiderivatives; indefinite and definite integrals.

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 coarse (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 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 227, NUR 228
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
Co-requisites: NUR 220, 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
Co-requisites: NUR 220, 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 220, NUR 227, NUR 228
Co-requisite: NUR 317
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 220, NUR 227 and NUR 228
Co-requisite: NUR 316
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 316 and NUR 317
Co-requisite: NUR 326
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 316; NUR 317
Co-requisite: NUR 320
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 Basic Computer Keyboarding and Document Formatting
(Formerly MSS 5602)
3 credits, 4 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, and memoranda. The student will develop proofreading and English skills, and will be required to key a minimum of 25 wpm for three minutes.

OT 102 Intermediate Computer Keyboarding and Document Formatting
(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 manuscripts, outlines, tables, newsletters, two-page letters, and other documents using word processing and other software. The student will develop English skills by composing at the computer. The student will continue to develop keyboarding skills and will be required to key a minimum of 35 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 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 101
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.

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 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
The student will learn the basic concepts (the how's and why's) of jogging and running. The student will participate in a vigorous jogging exercise session during each class. The student, in conjunction with the instructor, will design his or her own jogging exercise plan and will implement that plan during class.

PED 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).

PHILOSOPHY

PHI 100 Introduction to Philosophy
(Formerly PHI 3403)
3 credits, 3 hours
Pre-requisites: HUM 100; ENG 91 or ESL 91.
Students will analyze and compare the basic ways in which philosophers have interpreted reality and the meaning of life. The basic terminology and concepts used in philosophy will also be introduced. The readings include selections by Aristotle, Plato, Saint Augustine, St. Thomas Aquinas, Erasmus, Machiavelli, Descartes, Rousseau, Mill, Marx, Ortega, Gasset, Sartre, and works in Buddhist and African philosophy.

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
Co-requisite: MAT 30
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)
(Formerly PHY 4502)
4 credits, 3-hrs. lecture/2-hrs. lab/2-hrs. recitation
Pre/Co-requisite: MAT 220
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. This course is intended for students preparing for careers in the

sciences and engineering.

PHY 220 General Physics II (LPS) (SW)
(Formerly PHY 4504)
4 credits, 3-hrs. lecture/2-hrs. lab/2-hrs. recitation
Pre-requisite: PHY 210
Pre/Co-requisite: MAT 310
Students will study waves and acoustics, optics, diffraction, electricity, D.C. circuits, magnetism, electromagnetism and their application, power and A.C. circuits. This course is intended for students preparing for careers in the sciences and engineering.

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 107 Political Systems of Latin America
(Formerly POL 4707)
3 credits, 3 hours
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-requisite: PSY 101 or SOC 101 or ANTH 101or by permission of instructor
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)
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 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.

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
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
(Formerly ADM 2514)
Pre-requisite: PPA 101
3 credits, 3 hours
This course is intended to study the development, growth, and trends of unionism and to acquaint the student with the history of collective bargaining in America. Attention will be paid to definitions and concepts of arbitration, grievances, complaints, negotiation, and mediation. The impact of strikes, legislation, and government regulation on employer-employee relationships, employee organizations, and the civil service system will also be examined and evaluated. Unionism as a phenomenon in both the public and private sector will be traced and analyzed.

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
(Formerly ADM 2533)
3 credits, 3 hours
Pre-requisite: PPA 101
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 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.

ADM 2508 Field Practicum / Organization Theory
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.

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
3 credits, 3 hours
The student will be exposed to an in-depth analysis of the diverse ethnic and racial structure of the urban community. The student will explore the different aspects of multi-pluralism, but also searching for common experiences, theories of assimilation, amalgamation, and prejudice and discrimination will be discussed.

SOC 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 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 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 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 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 & Civilization I
(Formerly VPA 3502)
3 credits, 3 hours Co-requisite: ENG 91 or ESL 91
An arts forum in which the student will analyze examples of the visual and performing arts of several outstanding civilizations and will discuss the role of the artists in various societies, the relationship of the arts to historical events, and the development of culture beginning with pre-historic times up to the fifteenth century. Offered in English and Spanish.

VPA 112 Arts & Civilization II
(Formerly VPA 3504)
3 credits, 3 hours
Co-requisite: ENG 91 or ESL 91
An arts forum in which the student will analyze and discuss appropriate material (as in Arts and Civilization I) from the 15th century to the present. Offered in English and Spanish.

VPA 113 Introduction to Art
(Formerly VPA 3552)
3 credits, 3 hours
Co-requisite: ENG 91 or ESL 91
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 91 or ESL 91 or above
This course will explore the city as it has been seen through the eyes of painters, photographers, sculptors and architects on the 20th and 21st century. Using the resources of the web, students in this online course will examine the ways in which artists have responded to the city: sections of the course include 1) documenting urban society and culture; 2) cityscape and landscape; 3) the individual in the city; 4) war and the city; 5) living and working spaces in the city; 6) the family in the city.

VPA 115 Twentieth Century Art
3 credits, 3 hours
Co-requisite: ENG 91 or ESL 91
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
Pre-requisite: ESL 91 or ENG 91
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: ENG 91 or ESL 91
Co-requisite: ENG 110
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. Offered in English and Spanish.

VPA 171 Introduction to Theater
(Formerly VPA 3582)
3 credits, 3 hours
Co-requisite: ENG 91 or ESL 91
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 181 Acting I (CE)
(Formerly Theater Production)
(Formerly VPA 3598)
3 credits, 3 hours
Co-requisite: ENG 91 or ESL 91
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)
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 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: VPA 192
Co-requisite: ENG 91 or ESL 91
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.

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; ENG 91 or ESL 91
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.

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 223 / ENG 223 Women in Literature
3 Credits, 3 Hours
Pre-requisite: ENG 111
In this course, students will examine representations of women in literature from several historical periods and cultures, reading works by well-known women and little-known women writers. Analyzing literature from the perspective of feminist studies, students will consider why women writers have been excluded from the canon, how patriarchal culture and gender stereotyping have influenced women's lives, and women's imaginative writing. This course requires students to complete a research paper using conventions for citation and both print and on-line sources. By the end of the semester, students will be able to identify important differences and similarities among diverse women writers and will have gained knowledge of contributions that women writers have made over time. Credit will be awarded in either English or Women's studies.

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
The student will identify and perform the basic radiographic positions of the body.

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
The student will identify the basic principles of radiographic exposures and image formation, conventional film/screen systems, cassette-based digital imaging systems, digital image characteristics, and picture archiving and communication systems.

XRA 112 Radiologic Physics
(Formerly XRA 5217)
2credits, (3equated/ billable), 3 Hours
Pre-requisites: ENG 110; MAT 105
Co-requisites: XRA 111
The student will examine the physics of radiographic equipment, especially the circuitry, accessories, image intensification, optics, and fundamentals of preventive maintenance.

XRA 113 Topographic Anatomy I
(Formerly XRA 5115)
2credits, (3equated/ billable), 3 Hours
Co-requisite: XRA 110
The student will identify the radiographic anatomy of the skeleton.

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
The student will identify and perform the advanced radiographic positions of the body and the skull.

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
The student will identify the principles of radiation protection, the interaction of X-rays with matter, quantities and units of radiation.

XRA 123 Topographic Anatomy II
(Formerly XRA 5120)
1 credit, 1.5 hours lecture
Pre-requisite: XRA 113
Co-requisite: XRA 120
The student will identify the basic points, planes, lines, and bony anatomy of the skull.

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
The student will apply the basic radiographic procedures under the direct supervision of a qualified radiologic technologist.

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. Parmacology, 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 Seminar
(Formerly XRA 5216)
2 credits (6 equated/billable), 16 hours
Co-requisites: XRA 239
The student will be exposed to several guest lecturers who will speak on a variety of topics related to radiography. The student will be required to participate in a comprehensive review of all material covered in previous technical courses.

XRA 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

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 STOP will be placed in SIMS.
- 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	Minimum Cumulative GPA	Probation Cumulative GPA	Satisfactory Progress
00 - 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.

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 other 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 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 per-son or body once the suspected incident has been resolved pursuant to one of the methods described below. Although forms need not be uniformed 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 man-dated 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.

Based on a Baruch College Sample

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:
Office of the Academic Integrity Official
[Fill in name of college and office on campus to receive reports]

Instructor Name:
Dept:_____ Tel.No:_____email:_____
Course:_____Section:_____Semester:_____
Student Name:_____ Student ID#:_____
Date of Incident:_____
Type of Incident:_____Cheating:_____Plagiarism_____Other_____
Explanation of
Incident:_____
_____
_____
_____

Did the student admit to the charge of cheating, plagiarism or other act of academic dishonesty?
Yes_____ No_____
Explanation_____
_____
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 Committee or Grade Appeals Comm._____
Referral to Faculty Student Disciplinary Committee _____
Signature of Faculty Member_____ Date_____
Adjudication_____
Signature of Adjudicator_____
Please feel free to attach your college's written policy on academic integrity.

Based in part on cases compiled by 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.")

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.

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 set ting 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 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. 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. 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 Appeals 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.

VIII. Board Review:

During the spring 2009 semester, the Chancellery shall conduct a review of the experience of the colleges with these procedures, including consultation with administrators, faculty and students, and shall report the results of that review to the Board of Trustees, along with any recommended changes.

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 her Self, 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.2. a. 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

(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.

(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

(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.

(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.2 a.-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 re-entry.

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 attendance, 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.

AFFIRMATIVE ACTION POLICY

Hostos Commitment to Pluralism

Hostos Community College is dedicated to pluralism - that is, the right of faculty, students, and staff of every race, religion, nationality, gender, sexual orientation, and physical capacity to be treated with dignity and respect. The enterprise of the College is based on the affirmation of our common humanity. Therefore, the College community abhors any act or speech that deprecates or threatens its members because of their race, religion, nationality, gender, sexual orientation, or physical capacity.

CUNY Statement of Non-Discrimination October 01, 2004

It is the policy of The City University of New York and the constituent colleges and units of The University to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as victim of domestic violence.

Sexual harassment, a form of sex discrimination, is prohibited under the University's Policy against Sexual Harassment.

The City University of New York, as a public university system, adheres to federal, state, and city laws and regulations regarding non-discrimination and affirmative action including among others, Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended and the Age Discrimination Act of 1975, the New York State Human Rights Law and the New York City

Human Rights Law. The "protected classes", as delineated in Executive Order 11246 (Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native and Women), were expanded on December 9, 1976 by the Chancellor of The City University of New York to include Italian-Americans.

The College affirmative action officer, coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, and coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs. Her office is located in 500 Grand Concourse, room A-325 and her telephone number is (718) 518-4284.

Hostos Affirmative Action Policy

Hostos Community College of The City University of New York is an equal opportunity and affirmative action institution and complies with all federal, state and local laws that promote fair and equitable employment and educational opportunities.

The federal laws include Executive Order 11246, which prohibits discrimination in employment because of race, color, gender, religion, or national origin and requires affirmative action to ensure equal opportunity in all aspects of employment; Title VI and VIII of the Civil Rights Act of 1964, which prohibit discrimination against students and employees on the basis of race, color, religion, national origin or sex; Title IX of the Education Amendments of 1972, which prohibits discrimination against students and employees on the basis of sex; Sections 503 and 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act, which prohibit discrimination on the basis of disability and require affirmative action to employ and advance in employment qualified individuals with disabilities; Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, which prohibits job discrimination and requires affirmative action to employ and advance in employment qualified Vietnam era veterans, qualified special disabled veterans, recently separated veterans and other protected veterans; the Equal Pay Act of 1963, which prohibits sex-based wage discrimination; the Age Discrimination in Employment Act and the Age Discrimination Act, which prohibit age discrimination in employment in federally assisted educational programs.

The University also complies with the New York State and New York City human rights laws. Collectively, these laws prohibit discrimination on the basis of race, color, religion, gender, national origin, or citizenship status, disability, age, marital status, sexual orientation, transgender, prior arrest or conviction record (under certain conditions), and genetic predisposition or carrier status.

Pursuant to the Chancellor's mandate of 1976, Italian-Americans are designated an affirmative action category in addition to those so categorized under existing federal statutes.

As an equal opportunity employer, acting in conformity with federal legislation, and as an educational institution, Hostos Community College supports a policy of non-discrimination, and acknowledges its responsibility to maintain an environment free of sexual harassment for its students, faculty, and staff.

Hostos Community College has been commended, as a result of New York State civil rights desk audits, for the representative composition of its pluralistic faculty and staff.

POLICY ON COMPUTER & E-MAIL USE CUNY COMPUTER USER RESPONSIBILITIES

The computer resources** of The City University of New York must be used in a manner that is consistent with the University's educational purposes and environment. All users of computer resources are expected to act in a spirit of mutual respect and cooperation, and to adhere to the regulations for their use set forth in this document. As a user of CUNY computer resources: You must have a valid authorized account to use computer resources that require one and may use only those computer resources that are specifically authorized. You may use your account only in accordance with its authorized purposes and may not use an unauthorized account for any purpose

- You are responsible for the safeguarding of your computer account. For a mainframe computer account, you should change your password frequently and should not disclose it to anyone. You should take all necessary precautions in protecting the account, no matter what type of computer resources you are using.

- You may not circumvent system protection facilities.

- You may not knowingly use any system to produce system failure or degraded performance.

- You may not engage in unauthorized duplication, alteration or destruction of data, programs or software. You may not transmit or disclose data, programs or software belonging to others and may not duplicate copyrighted material.

• You may not engage in abusive or improper use of computer hardware. This includes, but is not limited to, tampering with equipment, unauthorized attempts at repairing equipment and unauthorized removal of equipment components.

• You may not use computer resources for private purposes, including, but not limited to, the use of computer resources for profit-making or illegal purposes.

• You may not use computer resources to engage in abuse of computer personnel or other users. Such abuse includes the sending of abusive, anonymous, or unsolicited messages within CUNY or beyond via network facilities.

- The use of college computer resources may be subject to college regulations, and you are expected to be familiar with those regulations.

- These regulations and college regulations are subject to revision. You are expected to be familiar with any revisions in regulations.

The University reserves the right to monitor, under appropriate conditions, all data contained in the system to protect the integrity of the system and to insure compliance with regulations. Any user who is found to be in violation of these rules shall be subject to the following:

- Suspension and/or termination of computer privileges;
- Disciplinary action by appropriate college and/or University officials;
- Referral to law enforcement authorities for criminal prosecution;
- Other legal action, including action to recover civil damages and penalties.

** "Computer Resources" is an inclusive term referring to any and all computing/information technology; hardware, software and access. Hardware includes, but is not limited to, terminals, personal computers, workstations, printers, mice, monitors, cabling, peripheral devices. Software includes, but is not limited to, mainframe shared software, networked software, and stand-alone software residing on personal computers. Access includes, but is not limited to, accounts on timesharing systems as well as access to stand-alone personal computing systems and other relevant technology.

Revised 1/95. This statement is also available on CUNYVM as a file: ETHICS POLICY. If you have any questions about the statement please contact the CUNY Help Desk at (212) 541/0981 or via e-mail: ctrcu@cunyvm.cuny.edu.

Hostos Policy on Computer and Email Use

The full text of the Hostos Community College Student Guidelines for Computer & Email Use can be obtained at the Office of the Dean of Students.

CUNY'S POLICY AGAINST SEXUAL HARASSMENT

The City University of New York Policy against Sexual Harassment Sexual harassment is illegal.

Every student, faculty member, staff member, and administrator is encouraged to become aware of and to support the University's Policy Against Sexual Harassment. To this end, we provide this interactive computer program to inform all members of the University community about sexual harassment - what it is and how to prevent it in academic and workplace settings. A copy of the University's Policy Against Sexual Harassment is available for printing during the program. Revised and adopted by the Board of Trustees in 2004, the policy defines sexual harassment, provides examples of prohibited conduct, discusses penalties for offenders, and establishes procedures for handling complaints.

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. As a supervisor or administrator/faculty member/member of the University community, you have a role to play in the attainment of this goal. For additional information, the full text is available in the Affirmative Action Office, Room A-318. Sexual Harassment Education Committee

Making a Complaint of Sexual Harassment

The City University of New York Policy Against Sexual Harassment was adopted by the Board of Trustees, dated October 1, 1995 and was revised in January 2005, together with the procedures for the implementation of the City University's policy against sexual harassment. Under this policy, students may complain to any member of the Sexual Harassment Awareness and Intake Committee.

Any member of the University community may file a complaint of sexual harassment with, or report allegations of sexual harassment to, the Sexual

Harassment Coordinator, a Sexual Harassment Deputy Coordinator or any other member of the Sexual Harassment Awareness and Intake Committee. The following is a listing of the members of the committee and their departments and phone numbers:

Sexual Harassment Awareness And Intake Committee Coordinator: Eugene Sohn, Esq., Office of the President, A-336
718-518-4284 esohn@hostos.cuny.edu

Deputy Coordinator: Mercedes Moscat, Office of the President, A-337
718-518-4316 mmoscat@hostos.cuny.edu

Chief Arnaldo Bernabe, Public Safety Office, C-030A
718-518-6880 abernabe@hostos.cuny.edu
Luz Fontanez, Counseling Services, D-102
718-518-4461 lfontanez@hostos.cuny.edu

Lt. George London, Public Safety Office, BC-06A
718-518-6890 glondon@hostos.cuny.edu

Prof. Julie Trachman, Natural Sciences Dept., A-507
718-518-4132 jtrachman@hostos.cuny.edu

Prof. Michael Cisco, English Dept., B-345
718-518-6782 mcisco@hostos.cuny.edu

M**r. Rafael Torres, Office/Legal Relations, A-322A**
718-518-4154 rtorres@hostos.cuny.edu

Prof. Elyse Zucker, English Dept., B-345
718-518-6801 ezucker@hostos.cuny.edu

Students who have been sexually assaulted should report the incident directly to either or both of the following two offices:

Student Affairs
Chief Student Affairs Officer: Nathaniel Cruz, Interim Vice President of Students Student Development & Enrollment Management, Savoy D-101, Telephone (718) 518-4264

Public Safety/Security
Chief Public Safety Officer: Chief Arnaldo Bernabe, Public Safety, East Academic Complex, Room C-030, Telephone (718) 518-6880.
Arnaldo Bernabe, Chief / Director of Public Safety, (718) 518-6880.
George B. London, /Assistant Director of Public Safety: Telephone (718) 518-6890.
Robert Curry, Lieutenant /Assistant Director of Public Safety: Telephone (718) 518-6849.

Students also may report incidents to off-campus resources. Availability of counseling and other support services for the victims of sex offense. Anyone who believes she or he has been a victim of sexual assault is encouraged to seek counseling from a trained mental health professional. Experienced counselors (male and female), trained to assist with the consequences of sexual assault trauma, are on hand at the College's Counseling Center to provide crisis intervention, in-office counseling, referral to other support services and self-help groups. The center can also refer victims to community based support groups and professional organizations. The College will assist any student wishing to contact outside agencies, including local police, regarding charges and complaints of sexual assault. The College can also assist in providing on campus accommodations after an alleged incident.
For a list of resources contact the Counseling Center, Savoy Building, First floor, Telephone (718) 518-4319

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 Diahann McFarlane, Environmental Health & Safety Director, 135 E 146th Street, Bronx NY 10451, Telephone 718-518-4349.

FREEDOM OF INFORMATION LAW (FOIL)

Procedures For Public Access Of Public Records
Requests to inspect public records at the college should be made to the Records Access Officer, Franklyn Perez, Esq., who is located at 475 Grand Concourse, Room A-322, telephone number (718) 518-4300. Public records are available for inspection and copying by

appointment only at a location to be designated. You have a right to appeal a denial of a request for access to records to the CUNY General Counsel and Vice Chancellor for Legal Affairs. Copies of the CUNY Procedures for Public Access to Public Records Pursuant to Article 6 of the Public Officers Law and the appeal form are available at the reference desk of the library and the college website.

GRIEVANCE PROCEDURES FOR STUDENTS WITH DISABILITIES

Title IX of the Federal Education Amendments of 1972 provides that: "No person…shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal assistance…" The provisions of the Act apply to admissions, housing and facilities, courses and other educational activities, counseling, student financial aid, scholarships, student health and insurance benefits, marital or parental status.

Section 504 ADA of the Rehabilitation Act of 1973 specifically prohibits discrimination against persons with disabilities. In order to address grievances related to both Title IX and Section 504, the College has established procedures for informal complaints and formal grievances.
A copy of these procedures is available to any student of the College who alleges any action relating to handicap or sex which is prohibited by Section 504 or Title IX, or the rules and regulations implementing either law. No other issues may be raised in these proceedings.

1. Informal Complaints
a. A student is encouraged to discuss a complaint with the supervisor of the office involved. Any supervisor who receives a complaint under this section must investigate the complaint and respond, in writing, to the person making the complaint.

b. If the student is not satisfied with the decision and outcome arrived at with the supervisor, s/he may bring an informal complaint to the Dean of Students/Student Life, or his or her designed, who will attempt to resolve the problem to the satisfaction of the student and the office involved. Any settlement, withdrawal, or disposition of a grievance at this informal stage shall not constitute a binding precedent in the settlement of similar grievances.

c. Supervisors and the Vice President for Student Development and Enrollment Management, or his or her designed, will keep a record of each informal complaint, including student's name, nature of the complaint, and the date and nature of the resolution, if any.

2. Formal Grievances
a. All formal grievances must be filed with the Section 504 ADA Coordinator in writing, on a form provided by and available from the Office of Services for Students with Disabilities (SSWD), either personally, or by registered or certified mail, no later than thirty (30) calendar days after the action complained of has occurred. Any attempt to resolve a complaint informally does not lengthen this time period. The filing of a formal grievance does not preclude any attempt to settle this matter in an informal basis. If the grievance is personally served, a receipt shall be issued. Such receipt shall constitute proof of filing. The grievant must also state the remedy requested and the party or parties involved. Grievances should be addressed to:

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

b. The Section 504 ADA Coordinator shall investigate the complaint and issue a written decision to the grievant and the senior administrator in whose area the grievance arose, within fourteen (14) working days. If the complaint arises within the Division of Student Development, the President will designate another person to investigate the complaint.
c. The student may present evidence, including statements of other persons in support of the grievance, at a conference with the Section 504 ADA Coordinator. The purpose of the conference will be to allow the student to demonstrate that a violation of Section 504 or Title IX has occurred.

POLICY ON DRUGS, TOBACCO & ALCOHOL

Alcoholic Beverages Policy
No alcoholic beverage may be sold or given to anyone who appears to be impaired, nor sold to anyone one hour before the agreed termination time of an activity held within the College campus. An Alcoholic Beverage Commission (ABC) form may be obtained from the Student Activities Office.

Smoking Policy
The Board of Trustees of The City University of New York voted to ban smoking after January 1, 1995, inside all buildings owned, leased, or operated by the University. During the fall semester of 1994, the Hostos College Senate voted overwhelmingly in support of the Board's action. The resolution states that, "As the largest urban university in the country, the City University is committed to promoting the health and well-being of its faculty, students, and staff. The health hazards of tobacco use are well-documented and directly linked to the death of an estimated 390,000 Americans a year". An explanation accompanying the resolution noted that "the significant health hazards associated with tobacco smoke for both smokers and non-smokers clearly indicate the necessity of creating a University smoke-free environment." Hostos Community College supports the smoking ban and vigorously enforces the policy.

Sanctions
The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances and the unauthorized use of alcohol by University students/employees on the campus is prohibited. (TITLE 21 U.S. Code 801, ET. SEQ. and NYS PUBLIC HEALTH LAW, 3306). It is a violation of NYS Penal Law 240.40 for a person to appear in public under the influence of narcotics or a drug other than alcohol to the degree that he/she may endanger himself/herself or other persons or property, or annoy persons in his/her vicinity. It is also a violation of NYS Law 260.20(d) (4) for a person to give or sell an alcoholic beverage to a person less than 21 years old. Students are expected to comply with the above Federal and State regulations and Rules of Conduct printed in this Hostos catalog.
Any student or employee found in violation of the rules and regulations set forth in this policy may be subject to disciplinary action. Sanctions may include admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, and/or complaint to civil authorities. These are clearly defined in this Hostos catalog.

A student who is experiencing difficulty with alcohol or chemical dependency may be referred to the Assistant Dean for Student Development and Enrollment Management or the Counseling Office by members of the instructional staff or may seek assistance directly. The Vice President for Student Development and Enrollment Management may take disciplinary action or recommend that the student meet with a counselor for appropriate referral or assistance through self-help organizations or other outside intervention agencies.

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.

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.
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).

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.

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
No one within the University community except Peace Officers, pursuant to authorization of the College presidents, shall have in his or her possession a rifle, shotgun, firearm or any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage to a building or the grounds of a campus.

Public Safety Protection Services Escort Service
Escorts to subway stations, bus stops, or vehicles within the vicinity of the campus perimeter are provided by the Department of Public Safety to anyone leaving the campus, especially during the late evening and hours of darkness.

Filing of Orders of Protection
The Department of Public Safety receives and files Orders of Protection brought in by any member of the College community. The information in the Orders of Protection, along with any other additional information, is provided to all Public Safety personnel in order to prevent and reduce the possibilities of a violation of such orders. Anyone in violation of an Order of Protection on campus will be arrested.

Lost and Found
The Department of Public Safety secures items found or turned over to the office or our personnel. Anyone who loses anything on campus may stop by Room 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.

Timely Warnings To The College Community
In the event that it becomes necessary to alert students and staff of an emergency situation or occurrence of crimes listed in the Cleary Act on campus, correspondence from the Director of Public Safety will be distributed to the College community within 24-48 hours. The College community will be provided with specific information on such incidents, and the Director will attempt to answer any questions raised by faculty, staff, and students. The information will be disseminated in the form of flyers, telephone broadcasting, posters, electronic mail, etc. The identity of all victims will be kept confidential within the scope of the law or investigation.

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.

STATEMENT ON PUBLIC ORDER

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

For a list of the Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129A of the Education Law, please contact the Department of Public Safety at Hostos, Room C-030.
Statement on Public Order In compliance with Chapter 191 of the laws of 1969, the Board of Trustees has adopted rules and regulations for the maintenance of public order on college campuses and other college property used for education purposes: Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129A of the Education Law.

I. Rules

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution's educational process or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their

identification cards when requested to do so by an official of the college.

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

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

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

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

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

8. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution.

Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.

9. Any action or situation which recklessly or intentionally endangers mental or physical health, or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization, is prohibited.

10. The unlawful manufacture, distribution, 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/college 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 tenured or non-tenured member of the administrative or custodial 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 the 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 matter in conduct prohibited under substantive Rule 10 may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. In addition, in the case of a tenured faculty member, or tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with the applicable provisions of the Education Law or Civil Service Law.

3. Any visitor, licensee, or invitee, engaging in any matter in conduct prohibited under substantive Rules 1-11 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.

III. Appendix: Sanctions Defined

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

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

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

D. Disciplinary Probation- Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

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

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

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

H. Complaint to Civil Authorities.

I. Ejection.

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

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

Notice Of Access To Campus Crime Statistics, The Campus Security Report, And Information On Registered Sex Offenders

The College Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report. The campus security report includes: (1) the campus crime statistics for the most recent calendar year and the two preceding calendar years; (2) campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus; (3) policies concerning the security of and access to campus facilities; (4) policies on campus law enforcement; (5) a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others; (6) campus crime prevention programs; (7) policy concerning the monitoring through the police of criminal activity at off-campus locations of students organizations officially recognized by the college; (8) policies on illegal drugs, alcohol, and underage drinking; (9) where information provided by the State on registered sex offenders may be obtained (also see below); and (10) policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

The campus crime statistics and the annual campus security report are available at the reference desk of the library and the college website at http://www.hostos.cuny.edu/publicsafety/. If you wish to be mailed copies of the campus crime statistics and the annual campus security report, you should contact Chief Arnaldo Bernabe Director of Public Safety at 718-515-6888 and copies will be mailed to you within 10 days. The U.S. Department of Education's website address for campus crime statistics is www.ed.gov/security/InstDetail.asp (then input the name of the school).

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders now are required to register the name and address of any college at which he or she is a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the college's chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact the college's Chief / Director of Public Safety, Arnaldo Bernabe, 450 Grand Concourse Bronx N.Y. 10451 room C-030, (718) 518-6888 to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 3 offenders, you may contact the Division's registry website at

www.criminaljustice.state.ny.us/nsor/sor_about.htm and then click on "Search for Level 3 Sex Offenders" or access the directory at the college's public safety department or police precinct. To obtain information about Level 2 offenders, you need to contact the public safety department, local police precinct in which the offender resides or attends college, or the Division's sex offender registry at 800-262-3257

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 42nd 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, attendance 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.

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 Coordinator and Chief Diversity Officer Eugene Sohn, who can be reached at the Office of Compliance and Diversity, located at Room A-336 (telephone: 718-518-4284).

HOSTOS COMMUNITY COLLEGE ADMINISTRATION

OFFICE OF THE PRESIDENT

Félix V. Matos Rodríguez, Ph.D., President
Dolly Martínez, M.S., Assistant Vice President for College Affairs / Deputy to the President
Richard Gampert, Ph.D., Assistant Dean for Institutional Research & Student Assessment
Glenda G. Grace, Esq., Executive Counsel to the President and Labor Designee
Eugene B. Sohn, Esq., Chief Diversity Officer
Chief Arnaldo Bernabe, Director of Public Safety
Odalys Díaz Piñeiro, Director of Special Projects
Joshua Rivera, Interim Director of Government Relations

DIVISION OF ACADEMIC AFFAIRS

Carmen Coballes-Vega, Ph.D., Provost and Vice President.
Christine Mangino, EdD, Associate Dean of Academic Affairs
Felix Cardona, J.D. Assistant Dean of Academic Programs and Development
Isabel Li, M.A., M.Phil., Director of Academic Learning Resources
Wendy Small-Taylor, B.A., M.A., Director of Academic Advisement

DIVISION OF ADMINISTRATION AND FINANCE

Esther Rodríguez-Chardavoyne, C.P.A, Senior Vice President & CFO
Varun Sehgal, Assistant Vice President of Information Technology
Elizabeth Friedman, Executive Director for Facilities, Planning, and Design Management

DIVISION OF STUDENT DEVELOPMENT AND ENROLLMENT MANAGEMENT

Nathaniel Cruz, Vice President for Student Development and Enrollment Management
Deirdre Aherne, Ph.D. Assistant Dean
Johanna Gomez, Interim Assistant Dean

DIVISION OF INSTITUTIONAL ADVANCEMENT

Ana M. Carrion-Silva, M.A., Vice President of Institutional Advancement
Ana I. Garcia Reyes, Associate Dean for Community Relations
Soldanela Rivera, Director of Communications and College Relations
Nydia Edgecombe, Director, Alumni Relations
Don Braswell, Director of Publications Development

DIVISION OF CONTINUING EDUCATION & WORKFORCE TRAINING AND DEVELOPMENT

Carlos W. Molina, Ed.D., Vice President of Continuing Education and Workforce
Peter N. Mertens, Acting Assistant Dean, Continuing Education and Workforce Development
Evelyn Fernandez-Ketcham, LCSW, Executive Director, Workforce Development

ADDENDA TO THE 2012-2014 HOSTOS COMMUNITY COLLEGE ACADEMIC BULLETIN

November 2013

January 2014

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NEW COURSES EFFECTIVE NOVEMBER 2013

English Department

[ADD] New Course (Catalog Page 106 and 238)
WGS 223 Women in Literature
3 credits 3 hours
Pre-requisite: ENG 111
In this writing intensive course, students will examine representations of women in literature from several historical periods and cultures, reading works by well-known and little-known women writers. Analyzing literature from the perspective of feminist studies, students will consider why women writers have been excluded from the canon, how patriarchal cultures and gender stereotyping have influenced different women's lives and their imaginative writing. This course requires students to complete a research paper using conventions for citation and both print and on-line sources. By the end of the semester, students will be able to identify important differences and similarities among women writers and will have gained knowledge of contributions that woman writers have made over time and across cultures.

[ADD] New Course (Catalog Page 106 and 238)
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.

Natural Sciences Department

[ADD] New Course (Catalog Page 164 and 207)
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.
Co-requisite: MAT 10. If taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 121.
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.

CHANGES MADE TO EXISTING COURSES EFFECTIVE NOVEMBER 2013

Allied Health Department

[REVISED] Course Description Revised – Catalog Page 76 and 240

XRA 230 Senior Seminar
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.

Behavioral & Social Sciences Department

ADM 2508 Field Practicum / Organization Theory (Catalog Page 87 and 231)
[DELETE] ADM 2508
[ADD] PPA 128

CJ 250 Criminal Justice Workshop (Catalog Page 82 and190)
[DELETE] 2 Credits
[ADD] 3 Credits

ECO 101 Economics: Microeconomics (Catalog Page 81 and 198)
[ADD] Pre/Co-requisite: MAT 20 or Equivalent

ECO 102 Economics: Macroeconomics (Catalog Page 81 and 198)
[ADD] Pre/Co-requisite: MAT 20 or Equivalent

LEG 130 Legal Research (Catalog Page 84 and 218)
[DELETE] 2 Credits
[ADD] 3 Credits

LEG 131 Legal Writing (Catalog Page 85 and 218)
[DELETE] 2 Credits
[ADD] 3 Credits

POL 107 Political System of Latin America (Catalog Page 85 and 229)
[DELETE] POL 107
[ADD] POL 207
[ADD] Pre-requisite: ENG 110

CIVIL ENGINEERING – ACADEMIC PLAN REVISION

MAJOR REVISED (Catalog Page 169)
[FROM] Civil Engineering (Major)
[TO] Updated Civil Engineering Major

A.S. DEGREE IN CIVIL ENGINEERING REVISED PROGRAM
REQUIRED COMMON CORE

English Composition		**6**
ENG 110	Expository Writing	3
ENG 111	Literature and Composition	3
Mathematical and Quantitative Reasoning		**4**
MAT 210	Calculus I (Required)	4
Life and Physical Sciences		**4**
CHE 210	General Chemistry I (Required)	4

FLEXIBLE COMMON CORE

World Cultures & Global Issues		
HUM 100	Introduction to 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		
VPA 192	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

MAT 200	Modern Programming	3
MAT 220	Calculus II	4
MAT 310	Calculus III	4
MAT 360	Differential Equation	3
MAT 320	Linear Algebra	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	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.

Hostos Community College