MISSION STATEMENT

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

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

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

GENERAL EDUCATION EXTRACURRICULAR ACTIVITIES

General Education is coordinated with the whole student experience through numerous means including the Coordinated Undergraduate Education program, and curricular initiatives across the curriculum such as WAC, ESL, the Serrano Scholars Program, the Book-of-the-Semester Project, Information Literacy, Instructional Technology, the Honors Program, and the College Enrichment Academies (CEA). Extracurricular activities, such as the Honors Leadership Development Institute, the Study Abroad Program, The Institute of Global Leadership in Science and campus conferences and seminars on such relevant and timely themes as Hostos and Martí, Pablo Neruda, Don Quixote, and Sor Juana Inés de la Cruz provide students and faculty with rich cultural experiences that support and reinforce the learning process beyond the academy.

The Hostos General Education program explores new ways of creating integrative learning opportunities for our faculty and students in order to increase connections for students and enhance student-learning outcomes across disciplines, and to encourage them to consider as a result what it means to be human and to become actively-engaged citizens of the world.

Eugenio María de Hostos
1839-1903
General Education

“In order for humans to be humans, that
is, worthy of realizing their life goals, na-	ure bestowed them with awareness of
herself, the ability to know their own
origins, their own strengths and frailties, their
own transcendence and interdependence,
their rights and obligations, their own
freedom and responsibilities, the capability
for self-improvement and for self-ennobling
of their ideal existence.”

Eugenio María de Hostos (1839-1903)

General Education at Hostos Community Col-
lege is reflected by the faculty members, stu-
dents and administrators working together on
the implementation of interdisciplinary ideas
and conversations across the curriculum. Our
goal is to educate the human being and develop
the global citizen behind each professional. We
endeavor to see the principles of general educa-
tion in our college reflected in the lives of our
liberal arts and career program students as they
achieve success inside and outside the
classroom and beyond Hostos itself.

GENERAL EDUCATION CORE
COMPETENCIES / LEARNING GOALS

GLOBAL CITIZENSHIP AND LIFE
COMPETENCIES IN A MULTICULTURAL
PLANETARY CIVILIZATION

1. Function effectively as a member of the local and global
community by utilizing prior knowledge and the knowl-
edge gained through study as demonstrated by writings,
actions, and oral communications.

2. Exhibit an appreciation, understanding, acceptance and
respect for human differences in ethnic and cultural
perspectives, race, class, gender, sexual orientation and
ability.

3. Analyze global environmental issues and ethics and
develop personal standards of responsibility and action.

4. Develop and evaluate personal values, principles, and
ethics and to interact with others espousing different
views.

5. Cultivate an understanding and appreciation of aesthetic
literacy.

6. Develop and demonstrate leadership and interpersonal
relationship skills.

SCIENTIFIC AND QUANTITATIVE
REASONING

7. Interpret scientific observations and delineate conclusions.

8. Identify and analyze relevant aspects of the natural and
ecological realities and apply to environmental challenges.

9. Explain the importance of biophysical systems and value the
various ways human societies cultivate an awareness of their
natural surroundings.

10. Develop and apply the methodological and computational
skills necessary to attain literacy by applying different uses of
quantitative and qualitative data to problem-solving in the
sciences and mathematics, as well as in the social/behavioral
sciences and in disciplines requiring artistic, literary, and
philosophical investigation.

COMMUNICATION SKILLS

11. Read, write, listen and speak effectively.

12. Recognize the need for precision in vocabulary appropriate
to the writing task at hand, and comprehend the interplay
of abstract ideas and concrete details.

13. Use appropriate communication and educational technolo-
gies in order to express and present ideas effectively.

14. Comprehend and learn from a text or a lecture: to take
notes, analyze and synthesize the material, and respond with
informed questions / reports.

ACADEMIC LITERACY & INQUIRY SKILLS

15. Utilize higher-level critical and analytical skills in reading and
in personal and professional settings.

16. Access and evaluate critically current events and issues from
many perspectives.

17. Distinguish factual/document evidence from rhetorical/
 anecdotal evidence.

18. Locate, evaluate, and use information in a variety of formats
and organize, analyze, evaluate, treat critically and present
that information in a cohesive and logical fashion.

19. Acquire important knowledge and information for life-long
learning.

The Principles of Excellence*

Principle One
Aim High—and Make Excellence Inclusive
Make the essential learning outcomes a framework for the
entire educational experience, connecting school, college,
work, and life.

Principle Two
Give Students a Compass
Focus each student’s plan of study on achieving the essential
learning outcomes—and assess progress.

Principle Three
Teach the Arts of Inquiry and Innovation
Immerse all students in analysis, discovery, problem solving,
and communication, beginning in school and advancing in
college.

Principle Four
Engage the Big Questions
Teach through the curriculum to far-reaching issues—contemporary and enduring—in science and society,
cultures and values, global interdependence, the changing
economy, and human dignity and freedom.

Principle Five
Connect Knowledge with Choices and Action
Prepare students for citizenship and work through engaged
and guided learning on “real-world” problems.

Principle Six
Foster Civic, Intercultural, and Ethical Learning
Emphasize personal and social responsibility, in every field of
study.

Principle Seven
Assess Students’ Ability to Apply Learning to Complex Problems
Use assessment to deepen learning and to establish a
culture of shared purpose and continuous improvement.

*College Learning for the New Global Century, Liberal