



**Hostos** Community College

## ADDENDUM



## ACADEMIC BULLETIN

2020-2022

## ADDENDUM



**The following items are addenda to the official College Catalog. Addenda will be included in the next official publication of the Hostos College Catalog.**

**January / February 2021**

**March 2021**

**May 2021**

**June 2021**

**October 2021**

**December 2021**

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The following items are addenda to the official College Catalog. Addenda will be included in the next official publication of the Hostos College Catalog.

## [ADD] – Academic Policy Fall 2020 - Registrar’s Office

Fall 2020 - Credit/No Credit Grading Policy - Catalog/Bulletin Addendum/Update

<https://www.hostos.cuny.edu/Hostos/media/SDEM/Registrar/Memo-to-students-Dec-18.pdf>



Office of the Registrar  
Date: December 18, 2020  
To: All Students  
From: David Primak, Registrar  
Re: CUNY’s Flexible Grading Policy for Fall 2020

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As we reach the final stretch of the term, it is important to note that CUNY has approved a flexible grading policy for the Fall 2020 semester. This memo will address some of the more common questions and help you decide if applying for the policy is a good option for you. Important: there are some classes are excluded from the Fall 2020 Flexible Grading Policy.

### **What is the flexible grading policy?**

The flexible grading policy applies to *all students* (undergraduate and non-degree). Under the flexible grading policy, after final grades are posted by faculty, you can choose to convert the traditional letter grade you earned in ***most*** classes (any grade from B+ to F), into a grade of Credit (“CR”) or No Credit (“NC”). When you elect this option, your letter grades of B+ to D- will convert to “CR” while your letter grades of F will convert to “NC.” Unlike traditional letter grades, which affect your grade point average (“GPA”), grades of CR or NC will not factor into your GPA.

Please click [here](#) for CUNYfirst instructions on how to opt-in.

### **What classes are EXCLUDED from the Fall 2020 flexible grading policy?**

Click [here](#) to view the list of classes excluded from the Fall 2020 flexible grading policy

### **Do I have to use the flexible grading policy?**

No. It is important you understand that using the flexible grading policy is not mandatory. You can select this **option** for any eligible course. You can also choose to keep whatever traditional letter grades you earn.

### **What should you do right now?**

It is highly recommended that you **communicate with your Success Coach/Academic Advisor** prior to choosing the CR/NC option. You can opt into the flexible grading policy as of **Thursday, December 24, 2020**, after your final grades post to CUNYfirst. The University has established the deadline of **Tuesday, January 12, 2021** for declaring your CR/NC option under the Fall 2020 flexible grading policy.

### **What is the process for declaring a CR/NC grade?**

The University has created a process in CUNYfirst that will allow you to use a drop-down menu to select an eligible course and the original grade submitted by your professor. Once you have made your selection(s), submit your request to have the letter grade converted to a CR/NC grade. Please remember this submission **is final**. Students will not be able to make changes to their requests, once submitted. Be sure to work with your Success Coach/Academic Advisor to ensure that you have made the best decision for you.

The University has created a “FAQs” document regarding the Flexible Grading Policy that you can access by clicking [here](#).

### **What do you need to consider when making this decision?**

To assist you with this decision reach out to your **Success Coach/Academic Advisor** and the **Financial Aid Office** to ask questions about how this may affect your degree plan or your financial aid awards. Keep in mind that while all CUNY colleges received instructions to accept your credit for transfer to *any other* CUNY institution; we cannot guarantee that all colleges and universities, graduate programs, scholarships, and other third parties will accept the grade of “CR” for credit. Click [here](#), for CR/NC Financial Aid “FAQs”.

### **When should you consider NOT declaring a CR/NC grade option?**

If any of the following scenarios or a combination of these exist, **speak with your Success Coach/Academic Advisor** and strongly consider **not** declaring the option:

1. **Graduating students with GPA below 2.0:** If your major GPA and/or cumulative GPA is currently below a 2.0 and you are graduating this Spring, this may not be a good option for you. This is because earning a high passing letter grade may allow you to raise your GPA over 2.0. If you opt for a “CR” grade, your GPA may stay the same or not be sufficiently raised to 2.0. You will not be able to graduate or receive a degree from the College with a GPA below 2.0.
2. **Veteran Students Using the GI Bill®:** The University Director of Veterans Services, Lisa Beatha, has notified the colleges that veterans who choose this option may owe a debt to the VA. Contact the campus Veterans Certifying Official **prior** to declaring the CR/NC option. At Hostos, our certifying official

is Cruz Esquilin who can be reached at, [cesquilin@hostos.cuny.edu](mailto:cesquilin@hostos.cuny.edu).

If in doubt, it is best to speak with your **Success Coach/Academic Advisor**. You can also email any additional questions to [enrollment@hostos.cuny.edu](mailto:enrollment@hostos.cuny.edu). We will do our best to help provide you with clear answers.

Stay focused on your studies! We are here to help guide you through the successful completion of this semester.

<https://www.hostos.cuny.edu/Hostos/media/Downloadable-Files/Ready-CR-NC-F20-List-of-Excluded-Courses.pdf>



Office of the Provost and Vice President for Academic Affairs

## **MEMORANDUM**

To: Faculty and Staff  
From: Dr. Charles I. Drago, Acting Provost and Vice President for Academic Affairs  
Re: List of Excluded Courses  
Date: December 16, 2020

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This is the official list of Hostos Community College courses that are excluded from the CUNY CR/NC flexible grading policy for the fall 2020 academic semester.

**Excluded Courses in Allied Health Sciences** - Letter grades are required for all Allied Health Sciences courses. There are no exceptions. The courses listed below are sequenced for fall 2020 and cannot be taken as CR/NC courses.

### **Dental Hygiene**

DEN 110 Oral Anatomy and Physiology  
DEN 111 Head and Neck Anatomy  
DEN 112 Clinical Dental Hygiene Practice I  
DEN 210 General and Oral Pathology  
DEN 211 Periodontology  
DEN 212 Dental Health Education  
DEN 213 Advanced Clinical Hygiene Practice  
DEN 219 Clinic II

### **Nursing**

NUR 110 LPN Clinical Nursing I  
 NUR 111 Pharmacology  
 NUR 112 Maternal/Child  
 NUR 216 Fundamentals of Nursing Practice  
 NUR 220 Pharmacology  
 NUR 227 Nursing Care of the Childbearing Family I  
 NUR 228 Nursing care of the Childrearing Family II  
 NUR 316 Nursing Care of the Client with Mental Illness  
 NUR 317 Nursing Care of the Adult I  
 NUR 320 Nursing Trends and Issues  
 NUR 326 Nursing Care of the Adult II

**Radiologic Technology**

XRA 110 Radiography I  
 XRA 111 Radiologic Science I  
 XRA 112 Radiologic Physics  
 XRA 113 Topographic Anatomy I  
 XRA 114 Professional Practice Issues in Diagnostic Imaging  
 XRA 210 Radiation Biology  
 XRA 211 Advanced Procedures I  
 XRA 219 Clinical Radiography III

As to the Credit/No credit courses, students can apply to nursing, radiologic technology, or dental hygiene but **preference will be given to those with a letter grade**. If you have any questions, please reach out to the Program Coordinators of the Allied Health Programs.

Professor King	Nursing	eking@hostos.cuny.edu
Professor Stelmark	Radiologic Technology	jstelmark@hostos.cuny.edu
Professor Rayman	Dental Hygiene	srayman@hostos.cuny.edu

**Excluded Common Core Courses for Allied Health Students** – Allied Health students cannot opt into CR/NC grades for these courses.

BIO 230 - Anatomy & Physiology I  
 BIO 240 - Anatomy & Physiology II  
 BIO 310 - Microbiology  
 CHE 105 - Introduction to General Chemistry  
 CHE 110 - Introduction to Chemistry  
 CHE 120 - Principles of Organic Chemistry  
 MAT 105 - Mathematics for Allied Health Sciences  
 MAT 120 - Mathematical & Quantitative Reasoning

As to the Credit/No credit courses, students can apply to nursing, radiologic technology, or dental hygiene but **preference will be given to those with a letter grade**. If you have any questions, please reach out to the Program Coordinators of the Allied Health

Programs.

Professor King	Nursing	eking@hostos.cuny.edu
Professor Stelmark	Radiologic Technology	jstelmark@hostos.cuny.edu
Professor Rayman	Dental Hygiene	srayman@hostos.cuny.edu

**Excluded Courses for Engineering and Courses for Forensic**

**Science Students** – A letter grade is required for all sections.

MAT 210 - Calculus I

MAT 220 - Calculus II

MAT 310 - Calculus III

MAT 320 - Linear Algebra & Vector Analysis

MAT 360 - Differential Equations

ENGR 204 - Electric Circuits

CSC 215 - Modern Programming

CHE 210 - General Chemistry I CHE 220 - General Chemistry II

PHY 210 – General Physics I

PHY 220 - General Physics II

CHE 310 - Organic Chemistry I

CHE 312 - Organic Chemistry I Lab

CHE 320 - Organic Chemistry II

CHE 322 - Organic Chemistry II Lab

ENGR 106 - Introduction to Earth & Atmospheric Science

BIO 210 – General Biology I

BIO 220 – General Biology II



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## **[ADD] – Academic Policy Fall 2021 – College Now**

### **College Now Program Grading Policy Effective Fall 2021 - Catalog/Bulletin Addendum/Update**

- College Now is a University wide initiative to offer college level courses to NYC’s public high school students. Students take credit-bearing courses that are part of the regular curriculum at any one of the participating CUNY colleges. Since these are actual college courses a transcript can be generated for all participating students who enroll in these courses.
- Currently the same letter grade system that is used on CUNY campuses is used in these courses. Upon matriculation in any of CUNY colleges other than the one sponsoring the course, the course is treated like transfer credit. The earned letter grade is not entered on the transcript at the receiving school.
- If the student matriculates at the same college that sponsored their College Now course, the course appears on the transcript as a regular course with a letter grade and GPA. Because the same rules that apply to students transferring within CUNY are used for College Now students, if a student gets a passing grade in the course, the course will transfer. If, however, the student attends the college that sponsored the course, the letter grade and its corresponding GPA are calculated into the student’s record. This is fine for students earning a “C” or better, but students earning a letter grade lower than a “C” start their academic career when entering college, on probation. In some cases, their financial aid may be impacted.
- Effective Fall 2021, in all College Now programs the only passing grades permitted will be iterations of A through C. Lower passing grades such as C-, D+, D and D- will automatically convert to the grade of CR (credit) and the F, WD, WU, W, WN grade will convert to NC (No Credit). CR will carry academic credit and NC will not. Neither grade will impact the student’s GPA. Upon matriculation, NC grades earned during College Now program, will not impact students financial aid status. This Policy shall supersede and override all College Now program-level grading policies currently in effect at CUNY colleges and schools.

**The following items are addenda to the official College Catalog. Addenda will be included in the next official publication of the Hostos College Catalog.**

**[ADD] Return of Title IV Funds (R2T4)**

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which assistance was awarded. Under the Return of Title IV (R2T4) regulations, a student is considered to have withdrawn from a payment period or period of enrollment if they do not attend all of the days in the payment period they were scheduled to complete. Students "earn" Title IV aid that has been awarded in direct proportion to the number of days of the payment period (semester) they remain enrolled, through the 60% point in the semester. A student who withdraws after the 60% point earns 100% of the aid awarded for that term.

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

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

**The order (of programs) in which aid is returned.**

- Unsubsidized Loan
- Subsidized Loan
- PLUS Loan
- Pell
- Iraq & Afghanistan Service Grant (IASG)
- FSEOG
- TEACH

## Eligible Student

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

## Determining Student’s Withdrawal Date

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

For official withdrawals, this date is either the date the student began the withdrawal process or the date of their withdrawal notification.

For unofficial withdrawal, student is no longer in attendance (usually after the end of the semester).

**Note:** For a student who withdraws without providing notification to the school, the school must determine the withdrawal date **no later than 30 days after the end of the earlier** of (1) the payment period or the period of enrollment (as applicable), (2) the academic year, or (3) the student’s educational program. At CUNY, the institutional determination date for these calculations is 21 days from the end of the term.

- The college must document a student’s withdrawal date and maintain the documentation.
- The date of determination is used to determine the following R2T4 deadlines:
- The college must perform an R2T4 calculation within 30 days.
- The college must disburse grant funds within 45 days to the student (written acceptance by the student is not required for post-withdrawal disbursements of grant funds).
- The college must notify a student if a grant overpayment is due within 30 days.
- A post-withdrawal disbursement of loan funds must be offered to the borrower within 30 days.
- The college may disburse loan funds no later than 180 days if the borrower accepts the offer of all or a portion of a post-withdrawal disbursement of loan funds (written acceptance by the borrower is required for post-withdrawal disbursements of loan funds).
- The college must return the amount of Title IV funds for which it is responsible no later than 45 days.
- The types of withdrawal and the corresponding withdrawal trigger date are summarized in the Return of Title IV Funds – Determining Trigger Dates chart.

## Official Withdrawals

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

- Date student began the withdrawal process prescribed by the college.
- Date student provided official notification.
- Last date of an academically related activity as documented by the college.

### **Unofficial Withdrawals**

When a student leaves without notice, the college may use any one of the following dates that best represents the last of documentable date of attendance:

- Date provided by an instructor
- Date college determines illness, accident, or grievous personal loss occurred
- Mid-point of the semester

### **Administrative Withdrawals**

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

- Expulsion
- Suspension
- Cancellation of registration
- Failure to comply with immunization requirement

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

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

### **Post-Withdrawal Disbursement**

If a student has received less Title IV funds than earned, the student must receive a postwithdrawal disbursement of any grant funds refunded to the student within 45 days from the date of determination. The school is not required to obtain written confirmation from the student for acceptance of a post-withdrawal disbursement of grant funds. The college must notify the student in writing within 30 days of the college's determination of withdrawal prior to making a post-withdrawal disbursement of loan funds.

#### **The notification must:**

- Identify the type and amount of the loan funds.

- Ask whether those loan funds are to be credited to the student's account or disbursed directly to the student (or parent)
- Include the information necessary for the student, or the student's parent in the case of a PLUS Loan, to make an informed decision as to whether the student or parent would like to accept any disbursement of loan funds
- Request confirmation of any post-withdrawal disbursement that the student or parent, as applicable, wishes the school to make
- The school must document the result of the notification process and the final determination made concerning the disbursement, and maintain that documentation in the student's file. Once a school has received confirmation from a student, or the student's parent in the case of a PLUS Loan, that they want to receive the post-withdrawal disbursement of loan funds, a school must make the post-withdrawal disbursement of Title IV loan proceeds as soon as possible, but no later than 180 days after the date of the school's determination that the student withdrew.

### **For Further Guidance**

For a more comprehensive treatment of the R2T4 regulations, readers should turn to the most recent FSA Handbook, Volume 5 "Over awards, Overpayments and Withdrawal Calculations". Here you will find extended discussion of each element of the R2T4 calculation with definitions, examples, worksheets, case studies and regulatory citations to assist in a better understanding of this process. Additional guidance can be found in Dear Colleague Letters GEN-04-03 (February 2004), GEN-00-24 (December 2000), and GEN-98-28 (November 1998). This guidance is easily referenced at <https://ifap.ed.gov/federal-student-aid-handbook/2021FSAHbkVol5>

## January / February 2021 - NEW COURSES

### Natural Sciences Department

#### [ADD] New Course

#### SCI 100 Introduction to Science

3 credits 3 hours

*Pre/Co-requisite: MAT 150 or MAT 150SI, equivalent or higher*

Introduction to Science is a one-semester course that introduces students to study skills in the basic sciences and refreshes foundational knowledge in selected basic science content areas. The course will use a topic-based approach and experimental design to augment the development of science skills.

## March 2021 - NEW COURSES

### ASAP Program

#### [ADD] New Course

#### ASAP 102 ASAP Common Hour

0 credit, 1 hour

*Pre/Co-requisite: Membership in the ASAP program*

Second-semester students in ASAP program use the blocked time to complete mandatory tutoring or supplemental instruction, individual and group advisement sessions (particular to their cohort), and career development workshops. ASAP 102 is for second-semester students.

#### ASAP 103 ASAP Common Hour

0 credit, 1 hour

*Pre/Co-requisite: Membership in the ASAP program*

ASAP students will use the blocked time to complete mandatory tutoring; supplemental instruction; individual and group advisement sessions; and, career development workshops. ASAP 103 is for third-semester students.

#### ASAP 104 ASAP Common Hour

0 credit, 1 hour

*Pre/Co-requisite: Membership in the ASAP program*

ASAP students use the blocked times to complete mandatory tutoring or supplemental instruction, individual and group advisement sessions, and career development workshops. ASAP 104 is for fourth-semester students.

### Behavioral & Social Sciences Department

#### [ADD] New Course

#### HIS 225 U.S. Immigration History

3 credits, 3 hours

*Pre/Co-requisite: ENG 100 or ENG 110*

This course offers an overview of U.S. immigration history from colonial times to the present, with a particular emphasis on the large migration waves of the late nineteenth and twentieth centuries. Proceeding chronologically, students will first examine the historical causes and contexts that brought different groups of people to the United States. Then, they will study immigrants' experiences and settlement patterns, exploring themes such as American reception, immigrant adjustment to the new country, and the impact of immigration on American culture and society. And finally, they will discuss the politics of immigration, delving into twentieth century public debates over assimilation, incorporation and Americanization, and other salient issues that have reemerged in more recent years such as xenophobia, Islamophobia, nativism and border policing.

## June 2021 - NEW COURSES

### Humanities Department

[ADD] New Course

#### LAC 160 Histories of Race in Latin America and the Caribbean

3 credits, 3 hours

*Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; or SPA 121 or higher when offered in Spanish*

This interdisciplinary course examines the meanings, origins, and trajectories of race in Latin America and Caribbean societies. Since the onset of European imperialism, racial hierarchies have shaped asymmetrical relations of power in colonial and postcolonial societies. However, racial identifications have also informed indigenous and anti-slavery movements across the Americas. This course traces continuities and changes in colonial and modern depictions of race from Mesoamerica, the Caribbean, the Andean region, and Brazil. We will study a wide array of materials, including legal documents, essays, films, paintings, contemporary performance art, narratives, photographs, and selected historical accounts.

## October 2021 - NEW COURSES

### Behavioral & Social Sciences Department – Effective Spring 2022

[ADD] New Course

#### HIS 212 Major Themes in U.S. Women’s History

3 credits, 3 hours

*Pre-requisite: ENG 100 or ENG 110*

This course explores the experiences of women in the United States and its colonies, placing gender at the very center of the historical narrative. Students will examine women’s lives and contributions through different eras of American history and learn how women have both worked within and pushed against societal norms and boundaries to advance their social, political and economic positions, transforming American society and culture in the process. While privileging a gendered perspective, this course will also engage with other important themes and topics in U.S. history, illuminating in particular the intersectional relationship between gender, race, class, and ethnicity.

### Humanities Department – Effective Spring 2022

[ADD] New Course

#### ASL 101 American Sign Language

3 credits, 3 hours

*Pre/Co-requisite: None*

This is an introductory course in American Sign Language, which is designed to teach basic skills in ASL and to teach an awareness of various aspects of Deaf culture. ASL 101 introduces the fundamentals of American Sign Language (ASL) used by the Deaf community, including basic vocabulary, syntax, fingerspelling, and grammatical non-manual signals. The course focuses on communicative competence and teaches gestural skills as a foundation for ASL. In addition, the course introduces cultural knowledge; students will increase their awareness and understanding of the Deaf community, a significant subculture in both the U.S. and throughout the world.

[ADD] New Course

#### SPA 110 Elementary Spanish for Healthcare Workers

4 credits, 4 hours

*Pre/Co-requisite: None*

This Spanish course is designed for students with no previous knowledge of the language who are interested in acquiring basic conversational skills in Spanish relevant to healthcare. Thus, the course presents the student

with health and medical terminology, basic grammar, and important aspects regarding Hispanic and Latinx Culture. Emphasis will be constantly placed on patient-professional communication, and on the vocabulary, scientific terms, and idioms necessary in that context. A significant part of the course will be spent in roleplay situations with the professor, classmates, and Spanish-speaking volunteers.

## **Mathematics Department – Effective Spring 2022**

**[ADD] New Course**

### **MAT 120 SI Introduction to Probability and Statistics**

*3 credits, 6 hours*

*Pre-requisite: Placement via the CUNY's Proficiency Index*

The student will identify, define, and compute the measures of central tendency and dispersion; develop frequency distributions and related histograms; determine the level of correlation; and draw inferences from regression lines. The student will also solve problems involving sample spaces, counting techniques, and mathematical expectation; determine the probability of normally distributed events through use of tables; conduct hypothesis testing; and determine confidence intervals. Additional supplementary basic algebra and critical thinking skills topics are: operations with real numbers, algebraic expressions, solving and graphing linear equations and inequalities, proportion and percent word problems, basic skills in manipulating exponential, and radical expressions. MAT 120 SI and MAT 120 are equivalent courses.

## **January / February 2021 - CHANGES MADE TO EXISTING COURSES**

### **Natural Sciences Department (Effective Spring 2021)**

**[REVISED] Course Description Revised**

#### **FS 220 Food, Health and Environment**

This course examines the interactions between food production and consumption, health, and environment through environmental and food justice lenses. Building on concepts developed in Food Studies I, it explores topics such as public health disparities and their structural causes, environmental toxins in the food system and their impact on workers and consumers, as well as policies that have or could impact these outcomes, in both historical and contemporary contexts. Students will work together to apply classroom knowledge to investigating food security and health at the neighborhood level in NYC. The course includes field trips and/or guest lectures to complement readings, assignments, and in-class discussions.

## **March 2021 - CHANGES MADE TO EXISTING COURSES**

### **ASAP Program (Effective Fall 2021)**

**[REVISED] Course Description Revised**

#### **ASAP 101 ASAP Common Hour**

First semester students in ASAP program use the blocked time to complete mandatory tutoring or supplemental instruction, individual and group advisement sessions (particular to their cohort), and career development workshops. ASAP 101 is for first semester students.

### **Education Department (Effective Fall 2021)**

#### **HLT 103 Interpersonal Relations and Teamwork**

**[DELETE] Pre/Co-requisite:** ESL 91 or ENG 91 when offered in English; SPA 121 when offered in Spanish

**[ADD] Pre/Co-requisite:** English Sections: ENG 100 or ENG 110 or ESL 86/ESL 88, or ESL 91 Spanish Sections: SPA 121



### **HLT 111 Health and the Young Child**

[DELETE] Pre/Co-requisite: English Sections: ENG 91 or ESL 91 Spanish Sections: SPA 121

[ADD] Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86/ESL 88, or ESL 91 Spanish Sections: SPA 121

### **HLT 120 Human Sexuality**

[DELETE] Pre/Co-requisite: English Sections: ENG 91 or ESL 91 Spanish Sections: SPA 121

[DELETE] 2 hours

[ADD] Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86/ESL 88, or ESL 91 Spanish Sections: SPA 121

[ADD] 3 hours

### **HLT 124 Medical Terminology**

*Effective Spring 2021*

[DELETE] Pre/Co-requisite: English Sections: ENG 91 or ESL 91 Spanish Sections: SPA 121

[DELETE] 2 hours

[ADD] Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86/ESL 88, or ESL 91 Spanish Sections: SPA 121

[ADD] 3 hours

## **Humanities Department (Effective Fall 2021)**

### **Black and African Diaspora Studies Option**

[DELETE] Black and African Diaspora Studies Option

[ADD] Black Studies Option

[DELETE] BLS 116

[ADD] BLS 202

#### **[REVISED] The Black and African Diaspora Studies Option Description Revised**

The Black Studies Option introduces students to Black Studies, a discipline focused on African centeredness and an Afrocentric frame of reference in research methodology, pedagogy, and intellectual production. Students study the intellectual heritage of people of African descent throughout Africa and African Diaspora communities from an Afrocentric and interdisciplinary lens. This Option cultivates junior scholars dedicated to civic engagement and applying emancipatory knowledge. Students will engage in interdisciplinary inquiry that spans cultural and historical studies; arts and humanities; social and behavioral sciences among other disciplines with a wide array of courses and student-centered extracurricular programming hosted by student clubs such as the Black Student Union, the Hip-hop Club and the Capoeira Club.

## **Natural Sciences Department (Effective Fall 2021)**

### **[REVISED] Course Description Revised**

#### **CHE 110 Introduction to General Chemistry**

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 students fulfilling requirements for entry into Nursing and Dental Hygiene Programs. Offered in English only.

#### **FS 225 Food Studies Careers Practices**

[DELETE] Food Studies Careers Practices

[DELETE] 1 credit

[DELETE] 2 hours

[ADD] Food Studies Careers Practices and Field Experience

[ADD] 3 credits

[ADD] 3 hours

#### **[REVISED] Course Description Revised**

This course prepares students to pursue career and/or future academic opportunities following the completion of their

Food Studies Associate's Degree. The course covers identification of career goals; job and academic program skills; development of resumes and cover letters; interviewing skills; entrepreneurship; employee rights; and processes of applying/transferring to Bachelor 's programs. Students identify and apply to internship sites in food system-related organizations, such as urban farms, food businesses, health care facilities, community-based organizations, etc. to intern for a minimum of 70 hours. Students meet their instructor once a week to report progress and receive feedback. The course includes presentations from Hostos Community College Career Services, Transfer Services, and other key campus and off-campus resource centers.

**[REVISED] Course Description Revised**

**FS 230 Food Studies Capstone**

This course guides students through completion of the Food Studies Associates program and is required of all majors. The course integrates conceptual learning, skill-building, and experiential learning to enable students to demonstrate strong foundational knowledge about food studies and food systems. Students reflect on key concepts examined in the Food Studies core courses, and draw connections between these concepts, the field based/internship experiences, and students' specific career objectives. By the end of the term, students will write a final paper contextualizing the experiences gained in FS 225 within concepts learned through the Food Studies program; and an e-Portfolio to be used in future applications for employment and other postgraduate opportunities. Students will also give a final presentation about their internship experience in an end-of semester program seminar.

## May 2021 - CHANGES MADE TO EXISTING COURSES

### Behavioral & Social Sciences Department (Effective Fall 2021)

**[REVISED] Course Description Revised**

**LAW 202 – Law & Evidence**

This course examines the Federal Rules of Evidence and their application to civil and criminal trials. New York State specific rules and US Supreme Court case law regarding constitutional limitations, hearsay, hearsay exceptions, relevance, witness impeachment, privileges, and character evidence will also be discussed in detail. We will focus on the text, legislative history, and recent public policy issues that govern the rules as they apply today.

### Education Department (Effective Fall 2021)

**EDU 226 Introduction to Instructional Technology**

**[DELETE]** Pre/Co-requisite: EDU 101

**[DELETE]** 45 hours

**[ADD]** Pre/Co-requisite: EDU 101 or permission from Program Coordinator

**[ADD]** 3 hours

**[REVISED] Course Description Revised**

**EDU 226 Introduction to Instructional Technology**

This course is an overview of the issues and best practices for teaching digital fluency and digital technologies in an educational setting. In addition to utilizing technology, students are now required to learn about digital literacy, universal design of learning, and computational thinking. This course will equip educational professionals with a wide range of resources, models, methods, and techniques for integrating these topics and skills into their classrooms through evidence-based pedagogy to facilitate the development of all students.

**GERO 101 Introduction to Gerontology**

**[DELETE]** Pre/Co-requisite: ESL 91 or ENG 91

**[ADD]** Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86 or ESL 91

### **GERO 103 Health and Aging**

[DELETE] Pre/Co-requisite: ESL 91 or ENG 91

[ADD] Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86 or ESL 91

## **Humanities Department (Effective Fall 2021)**

### **GD 105 Code for Art & Design**

[DELETE] Pre-requisite: GD 101, MAT 100

[ADD] Pre-requisite: MAT 100 or higher (except MAT 105)

## **Natural Sciences Department (Effective Fall 2021)**

### **BIO 110 Principles of Biology**

[DELETE] Pre-requisite: MAT 10 or passing the COMPASS M1 exam, AND if taught in English: ESL 91, ENG 91 or equivalent, or ENG 101, ENG 102 or higher

[DELETE] Co-requisite: BIO 111, AND MAT 10 or passing the COMPASS M1 exam, AND if taught in English: ESL 91, ENG 91 or equivalent, or ENG 101, ENG 102 or higher - If taught in Spanish, SPA 121.

[ADD] Pre-requisite: BIO 111; MAT 100, MAT100SI or higher; If taught in English: ESL 86 or 91 or higher, ENG 100 or higher; If taught in Spanish SPA 121 or higher.

[ADD] Co-requisite: BIO 111; MAT 100, MAT 100SI or higher; If taught in English: ESL 86 or ESL 91 or higher, ENG 100 or higher; If taught in Spanish SPA 121 or higher.

#### **[REVISED] Course Description Revised**

### **BIO 110 Principles of Biology**

This course is designed to give students an overview of the Principles of Biology as they apply to living organisms. Topics examined will include the structure and function of the cell, diffusion and osmosis, types of plant and animal tissues, molecular biology, and animal reproduction and development. This course is for non-science majors students. Offered in Spanish and English.

### **BIO 111 Principles in Biology Laboratory**

[DELETE] Pre-requisite: MAT 10 or passing the COMPASS M1 exam, AND if taught in English: ESL 91, ENG 91 or equivalent, or ENG 101, ENG 102 or higher. If taught in Spanish, SPA 121.

[DELETE] Co-requisite: BIO 110, AND MAT 10 or passing the COMPASS M1 exam, AND If taught in English: ESL 91, ENG 91 or equivalent, or ENG 101, ENG 102 or higher. If taught in Spanish, SPA 121.

[ADD] Pre-requisite: BIO110; MAT 100, MAT100SI or higher; If taught in English: ESL 86 or 91 or higher, ENG 100 or higher; If taught in Spanish, SPA 121 or higher.

[ADD] Co-requisite: BIO110; MAT 100, MAT100SI or higher; If taught in English: ESL 86 or 91 or higher, ENG 100 or higher; If taught in Spanish, SPA 121 or higher.

#### **[REVISED] Course Description Revised**

### **BIO 111 Principles in Biology Laboratory**

This course is a laboratory course designed to illustrate the concepts discussed in the BIO110 lecture course. Topics examined will include the structure and function of the cell, diffusion and osmosis, types of plant and animal tissues, molecular biology, and animal reproduction and development. This course is for non-science majors students. Offered in Spanish and English.

### **BIO 210 General Biology I**

[DELETE] Pre-requisite: ESL 91 or ENG 91; MAT 20 or Exempt

[ADD] Pre-requisite: ENG 100 or higher or ESL 86 or 91/93 or higher; MAT 100, or MAT 100 SI or MAT 150, or MAT 150 SI or higher except MAT 19/119 and MAT 120

### **BIO 230 Anatomy & Physiology I**

[DELETE] Pre/Co-requisite: MAT 15, MAT 20, MA 20 or equivalent, AND ESL 91/93, ENG 91/93 or higher

[ADD] Pre/Co-requisite: MAT 100, MAT 100 SI or higher ESL 86 or 91/93, ENG 100 or higher

### **CHE 110 Introduction to Chemistry**

[DELETE] Pre-requisite: MAT 10 or satisfactory performance on Math skills test.

[DELETE] Co-requisite: MAT 20 or satisfactory performance on Math skills test.

[ADD] Pre-requisite: MAT 100 or MAT 100 SI or higher

### **[REVISED] Course Description Revised**

### **CHE 110 Introduction to Chemistry**

The student will solve problems and analyze data, which require knowledge of principles of atomic theory, chemical bonding, gas laws, and solutions. The student will also recognize different classes of organic compounds. The course is required for dental Hygiene and Nursing students. Offered in English only.

## **May 2021 - COURSES WITHDRAWN**

### **Mathematics Department (Effective Fall 2021)**

[DELETE] MAT 10 Basic Mathematics Skills

[DELETE] MAT 15 Intensive Integrated Arithmetic/Algebra

[DELETE] MAT 20 Elementary Algebra

## **October 2021 - COURSES WITHDRAWN**

### **Mathematics Department (Effective Fall 2021)**

[DELETE] MAT 119 Introduction to Probability and Statistics

[DELETE] MAT 19 Algebra Supplement for Introduction to Probability and Statistics

## **June 2021 - CHANGES MADE TO EXISTING COURSES**

### **Behavioral & Social Sciences Department (Effective Fall 2021)**

#### **CJ 250 – Criminal Justice Policy and Management**

[DELETE] Pre-requisite: CJ 101 or PS 101

[ADD] Pre-requisite: CJ 150

#### **[REVISED] Course Description Revised**

#### **CJ 250 – Criminal Justice Policy and Management**

This is a course regarding the conceptualization and administration of the criminal justice system in the US. It is designed for students who are interested in criminal justice reform issues especially from a research and/or public policy perspective. Students will explore theoretical principles and practices that have served to define for both criminal justice practitioners and the public, social roles and expectations in the criminal justice field. Students will examine how the principles and practices have been implemented historically as well as the sociopolitical conditions that have created challenges to, or facilitated their application in the context of our democratic, constitutional framework.

## Humanities Department (Effective Spring 2022)

### **LAC 202 Latin American Film and Literature**

[DELETE] Pre/Co-requisite: ENG 93 or higher / ESL 91 or higher; SPA 121 when taught in Spanish.

[ADD] Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.

### **LAC 216 The African Presence in Caribbean and Latin American Culture**

[DELETE] Pre-requisite: ESL 91 or ENG 91 or higher when offered in English; SPA 121 when offered in Spanish.

[ADD] Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.

#### **[REVISED] Course Description Revised**

This course will trace the history of people of African 160 origin from their arrival in the Americas through the first half of the twentieth century. It will examine the African slave trade, slave rebellions and resistance, and the presence of people of African origin in the various countries and territories of Latin America and the Caribbean. In addition, the class will consider the cultural, social, and political contributions of people of African origin to the Americas, as well as the problems of race and racism in the Caribbean and Latin America. Although not required, it is recommended that students registering for this class also take the BLS African Civilization I course.

### **LAC 244 Women in Caribbean & Latin American Literature**

[DELETE] Pre-requisite: ESL 91 or ENG 91 or higher when offered in English or SPA 121 when offered in Spanish.

[ADD] Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.

### **LAC 252 History of the Caribbean and Latin American Art**

[DELETE] Pre-requisite: ESL 91 or ENG 91 or higher when offered in English; SPA 222 or SPA 202 or higher when offered in Spanish.

[ADD] Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.

### **LAC 262 History of Latin America & Caribbean Music**

[DELETE] Pre-requisite: ESL 91 or ENG 91 or higher when offered in English; SPA 222 or SPA 202 or higher when offered in Spanish.

[ADD] Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.

### **LAC 290 Seminar & Fieldwork in Caribbean Society & Culture**

[DELETE] Pre-requisite: ESL 91 or ENG 91 when offered in English; SPA 117 or 121 or higher when offered in Spanish.

[ADD] Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.

### **LAC 350 Hostos & Martí: Trailblazers for Freedom & Progress in the Americas**

[DELETE] Pre-requisite: ESL 91 or ENG 91 or higher when offered in English; SPA 222 or SPA 202 or higher when offered in Spanish.

[ADD] Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.

### **LAC 360 The Life of Eugenio María de Hostos**

[DELETE] Pre-requisite: ESL 91 or ENG 91 or higher when offered in English; SPA 222 or SPA 202 or higher when offered in Spanish.

[ADD] Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.

## October 2021 - CHANGES MADE TO EXISTING COURSES

### Behavioral & Social Sciences Department (Effective Spring 2022)

#### ECO 101 Economics: Microeconomics

[DELETE] Pre/Co-requisite: MAT 20 or Equivalent

[ADD] Pre or Co-requisite: MAT 100 or higher AND Pre or Co Requisite: ENG 100/ESL 91 or higher

#### ECO 102 Economics: Macroeconomics

[DELETE] Pre/Co-requisite: MAT 20 or Equivalent

[ADD] Pre or Co-requisite: MAT 100 or higher AND Pre or Co Requisite: ENG 100/ESL 91 or higher

#### PPA 111 Federal Administration

[DELETE] Pre-requisite: PPA 101

[DELETE] Co-requisite: Recommended Co-requisite PPA 101

[ADD] Pre-requisite: PPA 101 and ENG 100 /ESL 91 or higher

[ADD] Co-requisite: ENG 100/ ESL 91 or higher; Recommended Co-requisite PPA 101

### Humanities Department (Effective Spring 2022)

#### COM 110 Fundamentals of Public Speaking

[DELETE] Co-requisite: ESL 91 or ENG 100 or higher and MAT 100 or Higher

[ADD] Co-requisite: ESL 91 or higher or ENG 100 or higher

### Natural Sciences Department (Effective Spring 2022)

#### BIO 140 Human Biology I Lecture

[DELETE] Pre-requisite: MAT 10 or higher and ESL 91/93 or ENG 91/93 or higher and for Spanish Section SPA 121 or higher

[ADD] Pre-requisite: MAT 100 or MAT 100 SI or higher and ESL 86, or ESL 91 or higher, or ENG 100 or higher and for Spanish sections SPA 121 or higher

#### BIO 141 Human Biology I Lab

[DELETE] Pre-requisite: MAT 10 or higher and ESL 91/93 or ENG 91/93 or higher and for Spanish Section SPA 121 or higher

[ADD] Pre-requisite: MAT 100 or MAT 100 SI or higher and ESL 86, or ESL 91, or higher, or ENG 100 or higher and for Spanish sections SPA 121 or higher

## December 2021 - CHANGES MADE TO EXISTING COURSES

### Mathematics Department (Effective Spring 2022)

#### MAT 100SI Introduction to College Mathematics I

[REVISED] Course Description Revised

This course provides skills in finite mathematics. Topics: set theory, symbolic logic, probability, systems of numeration, basic modular arithmetic, and the metric system. Additional supplementary basic mathematics skills topics are:

Operations with whole numbers, fractions, decimals, ratio, proportion and percent, scientific notation, the metric system, word problems, and applications. MAT 100SI and MAT 100 are equivalent courses.

# March 2021 - ACADEMIC PLAN REVISION

## Office Technology EFFECTIVE Fall 2021

MAJOR REVISED

Office Technology

[TO]

**REQUIRED COMMON CORE** **CREDITS**

**English Composition**..... 6

ENG 110, ENG 111

**Mathematical & Quantitative Reasoning**

MAT 100 OR Above ..... 3

**Life & Physical Sciences** ..... 4

**FLEXIBLE COMMON CORE**

**CHOOSE FROM ANY FLEXIBLE COMMON 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 ..... Computer Keyboarding & Document Formatting I ..... 3

OT 102..... Computer Keyboarding & Document Formatting II..... 3

OT 103..... Introduction to Computer Software Packages ..... 3

OT 104 ..... Office Systems and Procedures ..... 3

COOP 101..... Introduction to Career Practices..... 1

COOP 102 ..... Work Experience I ..... 1

**SELECT ONE OPTION FROM THE FOLLOWING:**

**Administrative Assistant**

ACC 100 ..... Introduction to Accounting ..... 2

BUS 110..... Business Ethics..... 3

BUS 210 ..... Business Law I ..... 3

BUS 215..... Business Applications Using Excel ..... 3

BUS 240 ..... Entrepreneurship ..... 3

Plus Free elective credit ..... 1

**OR**

**Medical Office Manager**

HLT 124 ..... Medical Terminology ..... 3

OT 105 ..... Electronic Health Records ..... 3

OT 206 ..... Medical Billing and Insurance..... 3

OT 209..... Medical Office Procedures ..... 3

OT 210..... Medical Billing/Coding and Insurance II..... 3

**Total Credits for Degree** ..... 60

# May 2021 - ACADEMIC PLAN REVISION

## Public Interest Paralegal EFFECTIVE Fall 2021

### MAJOR REVISED

Public Interest Paralegal

[TO]

REQUIRED COMMON CORE	CREDITS
<b>English Composition</b> .....	6
ENG 110, ENG 111	
<b>Mathematical &amp; Quantitative Reasoning</b> .....	3
MAT 100, MAT 115 <u>OR</u> MAT 120	
<b>Life &amp; Physical Sciences</b> .....	3
<b>FLEXIBLE COMMON CORE</b>	
<b>Behavioral &amp; Social Sciences: Choose two (2) courses from two (2) different Flexible core areas</b> .....	6
<b>World Cultures &amp; Global Issues</b>	
HIS 201 <u>OR</u> HIS 202	
<b>OR</b>	
<b>US Experience in its Diversity</b>	
HIS 210 <u>OR</u> HIS 211 <u>OR</u> POL 101	
<b>OR</b>	
<b>Individual &amp; Society</b>	
SOC 101 <u>OR</u> PSY 101	
<b>CHOOSE ONE (1) COURSE FROM A DIFFERENT FLEXIBLE CORE AREA OTHER THAN ABOVE</b> ..3	
<b>US Experience in its Diversity</b>	
BLS 114 <u>OR</u> LAC 101	
<b>OR</b>	
<b>World Cultures &amp; Global Issues</b>	
HUM 100 <u>OR</u>	
<b>Creative Expression</b>	
COM 110	
<b>MAJOR REQUIREMENTS</b> .....	36
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
<b>Free Electives</b> .....	2



**MAJOR ELECTIVES: CHOOSE 3 COURSES:**

CJ 101 .....	Intro to Criminal Justice Administration .....	3
LAW 120.....	Penal Law .....	3
LAW 125 .....	Immigration Law.....	3
LAW 126 .....	Family Law.....	3
LAW 127 .....	Public & Employee Benefit Law.....	3
LAW 150 .....	Criminal Law .....	3
<b>Total Credits for Degree .....</b>		<b>60</b>

**May 2021 - ACADEMIC PLAN REVISION**

**Public Administration      EFFECTIVE Fall 2021**

**PROGRAM TITLE REVISION**

**[FROM]**

Public Administration

**[TO]**

Public Policy and Administration

# June 2021 - ACADEMIC PLAN REVISION

## Registered Nurse EFFECTIVE Fall 2021

### MAJOR REVISED

Registered Nurse

[TO]

REQUIRED COMMON CORE	CREDITS
<b>English Composition</b> .....	6
ENG 110, ENG 111	
<b>Mathematical &amp; Quantitative Reasoning</b>	
MAT 120.....Introduction to Probability and Statistics .....	3
<b>Life &amp; Physical Sciences</b>	
BIO 230.....Anatomy & Physiology I.....	4
<b>FLEXIBLE COMMON CORE</b>	
<b>Scientific World</b>	
BIO 240.....Anatomy & Physiology II.....	4
<b>Individual &amp; Society</b>	
PSY 101.....General Psychology .....	3
SOC 101.....Introduction to Sociology.....	3
<b>MAJOR REQUIREMENTS</b>	
BIO 310.....Microbiology.....	4
PSY 110.....Life-Span Development of Behavior.....	3
CHE 110.....Introduction to Chemistry .....	4
HLT 215.....Nutrition.....	3
NUR 216.....Fundamentals of Nursing Practice .....	6
NUR 220.....Pharmacology.....	3
NUR 227.....Nursing Care of the Childbearing Family I.....	3
NUR 228.....Nursing Care of the Childrearing Family II .....	3
NUR 316.....Nursing Care of the Client with Mental Illness .....	3
NUR 317.....Nursing Care of the Adult I.....	6
NUR 320.....Issues & Trends in Nursing Practice.....	3
NUR 326.....Nursing Care of the Adult II.....	7
<b>Total Credits for Degree</b> .....	<b>71</b>

# October 2021 - ACADEMIC PLAN REVISION

## Food Studies EFFECTIVE Fall 2021

### MAJOR REVISED

Food Studies

[TO]

#### REQUIRED COMMON CORE

**English Composition**.....6

ENG 110, ENG 111

**Mathematical & Quantitative Reasoning**.....3

MAT 120

**Life and Physical Sciences** .....3

BIO 110/BIO 111, or BIO 210 or BIO 230 or ENV 110/ENV 111

#### FLEXIBLE COMMON CORE

World Cultures and Global Issues.....3

US Experience in its Diversity.....3

Creative Expression.....3

Individual & Society.....3

Scientific World.....4

**One (1) additional course from the Flexible Common Core** .....3

#### MAJOR REQUIREMENTS

FS 101..... Food Studies I.....3

FS 120..... Food Studies II.....3

FS 200..... Food, Policy & Advocacy.....3

FS 220..... Food, Health & Environment.....3

FS 225..... Food Studies Career Practices.....3

FS 230..... Food Studies Capstone.....3

#### CHOOSE ONE OF THE FOLLOWING TRACKS:

**Track A – Food Policy Track** .....9

**(Choose 3 courses from the following)**

BLS 119..... Diversity & Pluralism in America

LAC 101..... The Latino Experience in the United States

LAC 132..... Hispanic Migration to the United States

PPA 101..... Fundamentals of Public Administration & Management

PPA 110..... State & Local Government

PPA 120..... Unions & Labor

PPA 122..... Health & Welfare Administration

POL 101..... American Government

**Track B – Social Issues Track** .....9

**(Choose 3 courses from the following)**

BLS 119..... Diversity & Pluralism in America

BLS 120..... Social Problems of the Minority Communities

BLS 150 .....	Ethnicity, Health & Illness	
PPA 101 .....	Fundamentals of Public Administration	
PPA 120 .....	Unions & Labor	
SOC 101 .....	Introduction to Sociology	
SOC 105 .....	Sociology of Social Problems	
SOC 140 .....	Race and Ethnicity	
<b>TRACK C – Health &amp; Nutrition .....</b>		<b>9</b>
<b>(Choose 3 courses from the following)</b>		
BLS 150 .....	Ethnicity, Health & Illness	
HLT 110 .....	Introduction to Community Health Education	
HLT 215 .....	Nutrition	
HLT 220 .....	Contemporary Health Issues	
HLT 225 .....	Nutrition Education	
BIO 270 .....	Food Microbiology	
FS 130 .....	Food, Culture and Health	
<b>TRACK D – Environment &amp; Sustainability Track .....</b>		<b>9</b>
<b>(Choose 3 courses from the following)</b>		
BIO 130/131or Higher .....	Plants and Society	
BIO 250 .....	Botany of Food	
BIO 260 .....	Introduction to Genetics	
BIO 270 .....	Food Microbiology	
ENV 110/ENV 111 .....	Environmental Science I	
ENV 120/ENV 121 .....	Environmental Science II	
BIO 120/BIO 121 .....	Organismic Biology	
FS 140 .....	Urban Agricultural Systems	
Free Electives .....		0-3
<b>Subtotal.....</b>		<b>60</b>

### New Options added to the A.A. Liberal Arts & Science Degree Program:

#### Liberal Arts Option - Interdisciplinary Studies in Human Behavior and Social Institutions

**Behavioral Sciences disciplines study different social aspects of human behavior and the ways in which humans have developed and interacted in the context of their own social reality. The Behavioral Sciences disciplines included in this Option are Sociology, Anthropology, and Psychology.** Sociology is a science that examines social behavior, social interactions, social institutions, and social change. Anthropology, as a science, adds to the knowledge about past and contemporary societies and cultures as well as the origins of humans. Psychology, as a science, concentrates on individual behavior and personality, although it also looks at different social aspects of human behavior. These disciplines together not only help us to better understand our everyday reality, but also provide an understanding of our own culture, diverse cultural practices found in the United States and other societies, and the wide variations of norms and values from one society to another. The Behavioral Sciences Option offers an interdisciplinary approach connecting and mapping concepts from Sociology, Anthropology, and Psychology. Students in this Option will use the tools of Behavioral Sciences theories and research. They will acquire critical thinking and intellectual skills such as comprehension, application, analysis, and evaluation. They will also become familiar with team work and communication skills that will prepare them for future studies in Sociology, Political Science, Criminal Justice, Psychology, Ethnic/Women's studies, Anthropology, Social work, and Counseling. Credits earned in this Option can be transferred toward a bachelor's degree in any of the disciplines mentioned above. After completion of a bachelor's degree, students can pursue graduate studies in these fields. This Option will also provide a strong background for entry level positions as caseworkers, case managers, counselors, group workers, child advocates, family managers in social services, community organizations, non-profits, health services, and other agencies. Agencies are well aware of the specialized skillset necessary to effectively navigate our diverse, pluralistic, and changing world. Behavioral Sciences provides an extensive skillset focused on cultural competency and thus the ability to understand the values, needs and interaction of people from diverse cultures.

#### Liberal Arts Option - Psychology

Why is General Psychology the most popular undergraduate course? The study of Psychology provides an understanding about WHY we think, feel and behave the way we do. In addition, the science of psychology provides a research and theoretical foundation that intersects with all disciplines in the liberal arts. This Option gives students the opportunity to examine the broad scope of Psychology as an academic discipline, science, and profession. Course work stimulates critical thinking about the human mind and behavior from multiple lenses including child and adult psychology, the psychology of women, culture, race and ethnicity, aging and group dynamics. It also provides the communications and critical thinking skills needed for success in this field. By engaging students in a dynamic understanding of Psychology, the Psychology Option provides increased awareness and preparation for service to the community and related careers. The Option also prepares students for transfer to a 4-year college to complete a B.A. in Psychology, as well as to pursue careers in allied health, business, criminal justice, education, human services, mental health services, social work, theater arts, and more. This Option also serves as a gateway for those interested in seeking advanced studies leading to a career as a Psychologist, whether in the specializations of clinical, sports, forensics,

developmental and/or organizational psychology. Students can also seek a career as a licensed mental health counselor or counselor in some of the following human service fields: substance abuse, marriage and family, school and career.

### **Liberal Arts Option - Psychology – Research**

Psychology is the study of behavior and mental processes and entails the application and practice of the scientific method. The ability to make exciting new discoveries through scientific inquiry require research skills and the Psychology – Research Option creates a path for those who wish to critically examine the world and empower themselves as advocates. The required courses in this Option are an introduction to the concepts and theories critical to the understanding of human behavior, the scientific method, the math and writing used in the discipline as well as the research skills required for scientific investigation.

Successful completion of the **Psychology – Research Option** creates numerous opportunities to pursue additional degrees and entry level career paths in research, data analysis, and any of the Science, Technology, Engineering, and Math (STEM) fields.

Graduates with degrees in Psychology can pursue entry-level opportunities in a multitude of fields such as community-based research and grants writing, social work, business, finance, marketing, healthcare, the performing arts, and education. The Psychology – Research Option is additionally attractive due to its emphasis on the understanding and application of the scientific method. The ability to reason and problem solve as a scientist is a marketable skill set for any potential employer or school of study. Similarly, as the principles of the scientific method are applicable to any STEM discipline, this Option is a viable path to not only further study of Psychology, but also any STEM area.

### **Liberal Arts Option - Social Work**

An Option in Social Work at the Associate level opens many opportunities in the field through preparation for future education or applied practice at an entry level. The field of Social Work is one of the most versatile fields within Liberal Arts as it serves as a gateway to employment opportunities in Human Services.

Social Workers are the pillar of providing services in Child Welfare, Substance Abuse, Mental Health, Geriatric Care, the Prison System, Housing Services, Preventative Services, Foster Care, Judicial System, HIV Services, Medical system, Education, Private Practice in Psychotherapy, Administrative/Social Service Management, and Social Program Development.

In the introductory courses within the Social Work Option, students will learn about the effects of racial, ethnic, gender, and class inequalities. When students enter the Practicum, they will be able to apply the concepts acquired in previous courses as well as provide services to the community. The student will acquire skills in interpersonal communications working as members of an interdisciplinary team while addressing the needs of the clientele. Students will develop an understanding of the diverse multi-lingual urban clientele receiving services in the South Bronx agencies, and will be in direct contact with the social problems affecting the clientele.

The Liberal Arts Option in Social Work will provide the students with job opportunities in Human Services agencies at the entry level. It will also facilitate further educational opportunities at the Bachelor level since the Social Work Option meets articulation agreements with Lehman and York Colleges' Social Work programs. The students will be able to transfer up to 60 credits to the above institutions.