

# **BORICUA COLLEGE**

A Tradition of Learning

## **CATALOGUE 2015-2020**



## Boricua College Catalogue

The programs and requirements set forth in this catalog may be subject to change without notice at any time at the discretion of the Board of Trustees and administration of Boricua College. For more information please contact the Department of Registration and Assessments.

**Enrollment in other than the registered or otherwise approved programs listed here will jeopardize a student's credits and financial aid awards.**

### Boricua College

[info@boricuacollege.edu](mailto:info@boricuacollege.edu)

#### MANHATTAN CAMPUS

3755 Broadway, New York, NY 10032  
212-694-1000 fax: 212-694-1015  
e-mail: [isanchez@boricuacollege.edu](mailto:isanchez@boricuacollege.edu)

#### BRONX CAMPUS

890 Washington, Bronx, NY 10451  
347-964-8600 fax: 347-964-8612  
e-mail: [brodriguez@boricuacollege.edu](mailto:brodriguez@boricuacollege.edu)

#### BROOKLYN CAMPUS

##### *Northside*

186 North 6<sup>th</sup> Street, Brooklyn, NY 11211  
718-782-2200 fax: 718-782-2050  
e-mail: [fserrano@boricuacollege.edu](mailto:fserrano@boricuacollege.edu)

##### *Graham*

9 Graham Avenue, Brooklyn, NY 11206  
718-963-4112 fax: 718-963-3473  
e-mail: [amorales@boricuacollege.edu](mailto:amorales@boricuacollege.edu)

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Boricua College took its name from the Taino (Tah-ee-noh) who for hundreds of years inhabited Puerto Rico and other islands of the Caribbean Sea before Christopher Columbus made his voyages of discovery for Spain in 1492 and 1493.

The Tainos were a branch of the Arawak Civilization. They called Puerto Rico “Boriken,” meaning land of the brave lord, and themselves “Tainos.”

Over time, the inhabitants of the island of Boriken—or Borinquen as it is lovingly known—have come to call themselves variously Puerto Ricans, Puertorriqueños, Borinqueños, Borincanos, and Boricuas.

Today, Puerto Ricans are dispersed throughout the world and represent a unique integration of Taino, African, and European heritages as depicted in the College’s logo.

## **Chapter 1**

# **Introducing Boricua College**

Founded by Puerto Ricans in New York City, Boricua College is a private, not-for-profit liberal arts institution designed to meet the educational needs of Puerto Ricans, Latino-Hispanic, and other students underrepresented in higher education. The College is comprised of three campus centers.

Located in New York City with its main campus in the historic Audubon Terrace of Manhattan's Upper West Side, another campus in the Williamsburg and Greenpoint sections of Brooklyn, and a new campus in the Southeast Bronx, the College typically enrolls over 1,200 full-time students in programs leading to Associate in Arts, Associate in Science, Bachelor of Arts, Bachelor of Science, Master of Arts and Master of Science degrees. The College employs one of the largest concentrations of Latino, bilingual professionals in New York City, including 60 full-time faculty, and over 120 administrative and academic support staff.

Recognizing the necessity of a new approach to higher education, Boricua College guided by its humanistic educational philosophy, has developed and implemented an educational approach that carefully integrates traditional educational principles with non-traditional innovations, directed at developing in students the critical thinking, cognitive, affective and psychomotor competencies necessary for life-long learning, professional training and participation in a democratic society.

### **History and Aims**

In the early 1970s, leaders of the Puerto Rican community founded the Puerto Rican Research and Resource Center (Center) located in Washington, D.C. The purpose of the Center, incorporated September 27, 1971, was to "institute studies with relation to specific problems concerning Puerto Ricans... and disseminate the results of those studies... and to create an informational center where materials concerning the history and culture of Puerto Ricans would be gathered developed and disseminated." In the course of their work, the Center's leadership became convinced that an educational crisis lay at the root of many of the problems facing Puerto Ricans in the United States. They judged that a college expressly directed to the needs of Puerto Ricans offered the promise of a breakthrough for this community.

On July 30, 1973, the Board of Directors elected Dr. Victor G. Alicea to serve as Executive Director of the Center after the departure of the prior director. He was charged with managing and completing the Center's various research and resources projects, expand the efforts to acquire additional funds, and organize a planning team to develop and implement a plan of "Universidad Boricua" to be located in New York City. Dr. Alicea remains to this day as the President of Universidad-Boricua College.

In December of 1973, the planning team<sup>1</sup> began developing four courses as the initial curriculum strategy of the Universidad Boricua project funded by a planning grant from the federal Fund for the Improvement of Post-Secondary Education (FIPSE). The first official learning center of the Universidad opened in February 1974, located at 9 Graham Avenue in the Williamsburg Puerto Rican neighborhood of Brooklyn, New York City.

In February 1974, the first class of 26 students was enrolled. Half in the Universidad Boricua's University Without Walls B.A. Program under the auspices of the Union of Experimenting Colleges and Universities located in Ohio, and the other students in the A.A. Program under the auspices of Brooklyn College.

In early 1975, the planning team formally submitted the required five-year master plan of Universidad Boricua, to the New York State Education Department for review and presentation to the N.Y. State Board of Regents which awarded the College a "provisional" charter as a New York State educational corporation now named Boricua College<sup>2</sup> with the authority to offer an Associate of Arts degree. The second official class of 67 men and women was enrolled.

The College's planning group embodied in its plan the belief that a college serving Puerto Ricans must employ a bilingual faculty and staff, and reflect in all its activities an educational philosophy and method carefully adapted to the needs of its unique student population. Early in its development, however, it became clear that other Latinos, as well as students from other minority communities of New York City were also attracted by Boricua's educational philosophy and methods.

During the following years, the College flourished with the academic support of Bank Street College of Education and Pace University, and the financial support of the Ford Foundation, the federal FIPSE agency and Puerto Rican legislators of the N.Y. State Assembly, among others.

Recognizing Boricua's early achievements and promise, the Middle States Commission on Higher Education granted the College "candidacy" status in 1976. In 1979, the College was authorized by the New York State Board of Regents, to offer courses of instruction leading to Bachelor of Science degrees and academic curricula were developed in Education, Human Services and Business Administration. In 1980, the Middle States Commission on Higher Education granted the College full accreditation and in 1981 the College became the first private minority institution to be granted an Absolute Charter in the State of New York and the only private Puerto Rican or Latino college on the U.S. mainland.

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<sup>1</sup> The planning team included Agustin Rivera, Maria Montes Morales, Hector Montes, Doris Correa, Brenda Velez, Gladys Correa, Julie Mathis, Orlando Perez, Clarice Staff, Gerald Witherspoon, several community leaders, and others who became students.

<sup>2</sup> The N.Y. State Board of Regents and Education Department required the name change to Boricua College because in the United States the word "Universidad" implies "university" which is an institution organized around several colleges.

Bachelor of Arts degree programs in Inter-American Studies and Liberal Arts and Sciences were authorized in 1985. The Middle States Commission on Higher Education reaffirmed the College's accreditation in 1993, and in 1996 the New York State Board of Regents amended the Charter to offer programs leading to Master of Science and Master of Arts degrees. That same year, programs leading to a Master of Science in Human Services and Master of Arts in Latin American and Caribbean Studies were authorized by the State Education Department and subsequently initiated by the College. In June 2004, the Middle States Commission, once again, reaffirmed the College's accreditation for the next ten years. In 2008, Boricua received authorization to offer a Master of Science in Teaching English to Speakers of Other Languages (TESOL) and an Advanced Certificate in Bilingual Education. In 2013, the College was authorized to offer the Associate in Science degree in Paralegal Studies. In 2014, the College's Teacher Education Programs at Boricua College were awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP for a period of seven years, from May 2014 - May 2021).

### **Accreditations, Licensures and Affiliations**

Boricua College is accredited by the Middle States Commission on Higher Education, and is a member of the New York State Commission on Independent Colleges and Universities, the Association of Governing Boards of Colleges and Universities, the College and University Personnel Association, the National Commission on Independent Colleges and Universities and the Hispanic Association of Colleges and Universities.

### **Mission and Goals**

The mission and goals of the College are rooted in three principles of institutional identity:

- *As a Puerto Rican institution*, Boricua College is committed to the inseparability of culture from education. The College's programs take into consideration the educational and economic difficulties experienced by Puerto Ricans and other minority groups underrepresented in higher education. It seeks to strengthen Puerto Rican, Latino and cultures of all its students through a bilingual multicultural approach to all learning. By focusing its learning activities on solutions to problems facing these communities, the College prepares students for effective community leadership.
- *As a liberal arts institution*, Boricua College's educational philosophy is that a liberal arts education means mastery of generic intellectual, affective and psychomotor-behavioral skills and abilities, necessary for life-long learning and acquiring the knowledge of the liberal arts and sciences. Its curriculum offers students a solid foundation in the concepts and methods of the humanities, social sciences and physical sciences.

- *As a non-traditional institution*, Boricua College offers students the opportunity to experience highly individualized and small group learning programs that may be pursued at their own pace to meet their professional and career goals. Learning activities are not confined within college walls. Instead, they unite, in creative and stimulating ways, the world of scholarship and the world of work; it evaluates student progress through multiple measures that reflect the diversity of student goals and recognizes student achievements, both prior to and during enrollment, as worthy of academic credit.

## Chapter 2

# Governance and Administration

### Principles of Governance

Boricua's governance is legally centralized. Authority flows from the Board of Trustees to the President, who formally shares his governing responsibilities with an Executive Council comprising the Vice Presidents and other senior administrators. The next most visible governing structure is the Academic Senate, which has powers to advise the President on academic issues.

Individuals outside this avowedly "non-traditional" institution may have difficulty in detecting its emerging patterns of cooperation and responsibility. Explication of three aspects of Boricua's self-image may mitigate this difficulty.

1. Boricua aspires to be an educational community for all of its participants. While rhetoric of this kind may be found in higher educational circles, Boricua is literal in its aspiration of that ideal and continues to invest heavily in its implementation. Just as each Boricua student builds his or her educational program around individualized instruction and small group colloquia, each faculty member and administrator participates every week in individualized supervision with a senior faculty mentor or administrator. Faculty members also participate with their peers for two to three hours each week in colloquia led by an academic officer. Beyond rhetoric, therefore, every participant in the College is involved in a formal learning process that incorporates both teaching and learning roles.

This community-of-learners model has pragmatic benefits, of course, for a young institution that has sought from its beginning to have a community-based faculty, staff and student body. After years of investment in an intensive program of in-service training, the College has developed a cadre of Puerto Rican-Latino and other professionals who operate the College with increasing skill and confidence. This model has implications for governance. When an institution characterizes its most important communication linkages in educational terms, it intentionally blurs the functions of teaching (education), supervising (administration) and policy formation (governance).

2. Rejecting pluralism as an overriding value, or even the dominant constraint, Boricua is a voluntary association of people steadfastly committed to a set of educational and social values and is unabashed in its continual socialization of participants to its values and goals. To the extent the institution is successful in its socializing efforts, therefore, the range of viewpoints accommodated within a governing consensus is much narrower than the range encountered in other educational institutions.

3. The College reflects a cultural style that is familial rather than contractually hierarchical. Participants tend to be deferential toward established authority. College leaders are solicitous, within the constraints of institutional values, and of participants' interests and views. Various earlier Middle States Association evaluation reports correctly characterized Boricua's decision-making style as "centralized although participative."

Boricua's emerging governing patterns, therefore, embody neither the structured tension between faculty and administration, nor the rigid differentiation between professional faculty and enrolled learners that characterize the governance of most American colleges and universities. The key structural dynamic for developing governing consensus is the interaction among a cadre of advocates of Boricua's humanistic educational philosophy, culture, and model of instruction, in overlapping, weekly participatory colloquia. All institutional participants are ultimately involved in this process as a matter of principle. The outcomes of this interactive process become official operational policy through the imprimatur of the President and his Executive Council.

### **The Board of Trustees**

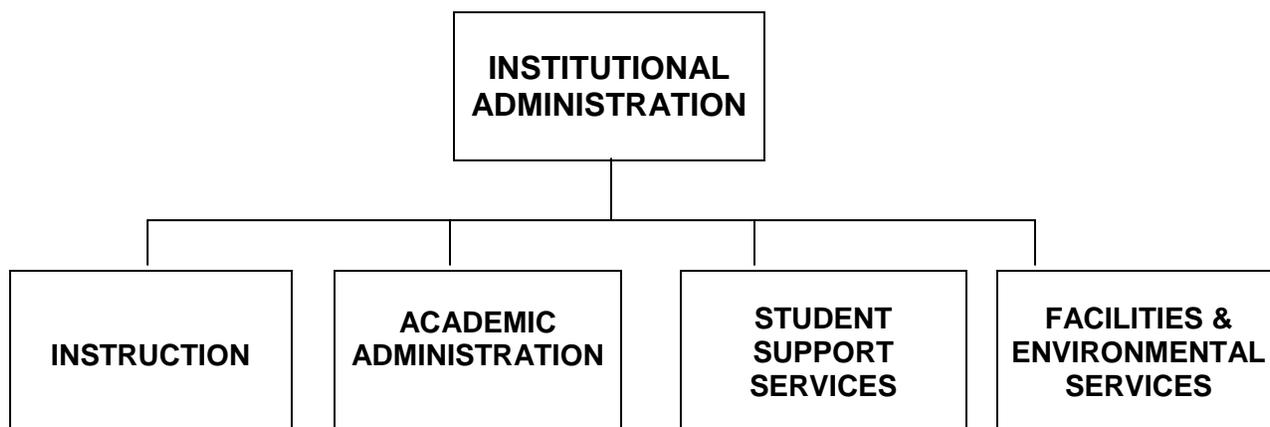
The Board of Trustees is the governing body of Boricua College, responsible for establishing the general policies that are implemented through the authority vested in the President as the chief executive and academic officer of the College.

The By-laws of the College were reviewed and amended December, 2002 to increase Board membership from a maximum of twelve to twenty-five. Trustees serve for three-year terms and may be re-appointed for up to three terms, or nine years. One-third of the membership is elected each year. Officers of the Board, including the Chairperson, Vice Chairperson, Secretary, and Treasurer, are elected every two years. The Executive Committee, which serves as decision-maker in the interim between the three regular Board meetings annually, is made up of the elected Chairperson and the chairpersons of the four standing committees: Education, Finance, Membership, and Development.

### **Institutional Administration**

The College is organized structurally into five divisions: Instruction, Academic Administration, Student Support Services, and Facilities and Environmental Services (see organizational chart on page 15). The College's geographical division serves to bring the institution close to students' immediate communities, homes, places of employment, and internship opportunities. The unity of the institution is highly valued, and senior and mid-level institutional administrators divide their time each week between the three campuses. Full-time and adjunct faculty, however, are assigned to a specific campus during the academic year.

## BORICUA COLLEGE ORGANIZATIONAL STRUCTURE



### **Institutional Administration:**

- President
- Senior Vice President
- Finance
- Information and Technology
- Human Resources and Personnel
- Development
- Legal Counsel
- Executive Assistant
- Secretaries

### **Academic Administration:**

- V.P. Academic Affairs
- V.P. Academic Planning & Programming (Brooklyn Campus)
- Dean Manhattan Campus
- Dean Bronx Campus
- Dean Brooklyn Campus-Northside Center
- Dean Brooklyn Campus-Graham Center
- Department Chairpersons
- Secretaries

### **Instruction:**

- Generic Studies-Liberal Arts and Sciences (A.A.)
- Human Services (B.S./M.S.)
- Education (B.S./M.S.)
- Business Administration (B.S.)
- Liberal Arts and Sciences (B.A.)
- Inter-American Studies (B.A.) and
- Latin American and Caribbean Studies (M.A.)
- Paralegal Studies (A.S.)

### **Student Support Services:**

- Admissions
- Financial Aid
- Bursar
- Registration & Assessments
- Student Academic Supports
- Library and Learning Resources

### **Facilities and Environmental Services:**

- Environmental Services - Custodial
- Maintenance
- Office Support Services
- Concierge and Security Services

### **Other Participatory Units**

- Executive Council: is composed of the vice presidents, deans, department chairpersons, administrative directors and other selected participants who serve as advisors to the President on academic and administrative affairs.
- Academic Senate: All faculty with academic ranks of full and associate professors may be members of the Academic Senate that advises the President on academic policy.

- Academic Management Team: include academic vice presidents, deans and chairpersons responsible for managing the instructional programs and daily operations of the campus centers.
- Administrative Management Team: Include vice presidents and directors of administrative departments responsible for the administrative supports and financial operations of the College.
- Faculty Colloquium: The full-time faculty meet every Friday in a colloquium format to discuss the mission of the College, philosophy and principles of the educational model, and instructional strategies of Educational Facilitation. Scholarly research activities of the faculty and topical academic issues are also discussed.
- Staff Colloquium: Senior level administrators meet in a colloquium format periodically to discuss work-related issues. The purpose of these colloquia is to enhance cooperation through understanding of individual and collective authority and responsibility in the ongoing development of the College's management systems that facilitate successful interdependent administrative operations.
- Colloquium of Student's Colloquia: This colloquium is designed as an orientation for new students and for continuing students. It includes the participation of the Educational Facilitators, academic administrators, student services and environmental services department directors. Everyone is expected to participate and communicate their goals, aspirations and concerns; as well as for constructive criticism and to find ways to mitigate or resolve problems.
- Student Council: Every year students elect a Student Council at each campus center. The Council presidents and officers meet regularly with a senior academic administrator or assigned faculty member that has responsibility for monitoring the elections, and serves as liaison to the Student Council. The Council plans programs of student activities and also serves as a voice and advocate of student's needs.
- Community Academic Program Advisory Committees: Each academic department at each campus center is required to develop an Advisory Committee of local professionals and administrators who meet periodically with each Department's faculty to advice on the current state of the work environment that may require necessary changes in the curricula or to affirm and certify the existing academic program.

- Special Policies

1. Non-Discrimination Policy

In compliance with Executive Order 11246, Boricua College is an Equal Opportunity and Affirmative Action Institution. Boricua College does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, transgender orientation, genetic predisposition or carrier status, citizenship, disability, veteran or marital status in its student admissions, employment, access to programs and administration of educational and human resources policies.

## 2. Non Discrimination Against the Handicapped

Boricua College takes seriously its obligation under Section 504 of the Rehabilitation Act of 1973 not to discriminate against qualified handicapped individuals in its federally assisted programs or activities. The College recognizes its responsibility under Section 504 to ensure that handicapped students, who meet the academic standards requisite for admission to, or participation in its programs are not excluded or otherwise discriminated against because of the absence of educational auxiliary aids which are necessary to provide the handicapped student an equal opportunity to obtain an education. The College accepts its responsibility to ensure the availability of necessary auxiliary aids by assisting handicapped students obtain such aids from governmental units. Accordingly, handicapped students will be expected to exercise reasonable self-help in obtaining funds from outside sources for required aids. To ensure availability of necessary aids at the start of a semester, a handicapped student who believes he or she will need an auxiliary aid in order to participate in a course or courses offered by Boricua College, must notify the Vice President, Academic Dean or the Chairperson of his or her department. Such notice is required in order to give the College a reasonable amount of time to evaluate the request, identify sources for purchasing, leasing or hiring any necessary aid, and, if necessary, obtain funding for required aids from appropriate government or charitable agencies.

## 3. Sexual Discrimination in the Form of Sexual Harassment

Boricua College reaffirms the principle that students, faculty and staff have a right to be free from sexual discrimination and/or sexual harassment by any member of the College community. Sexual harassment is defined as an attempt to coerce a person into a sexual relationship, to subject a person to unwanted sexual attention, to punish a refusal to comply with unwanted sexual advances, and/or to create a sexually intimidating, hostile, or offensive work or educational environment. Sexual harassment is understood to include a wide range of behaviors, from the actual coercing of sexual relations to the unwelcome emphasizing of sexual identity. This definition will be interpreted and applied consistent with accepted standards of mature behavior, academic freedom, and freedom of expression.

The office of the Vice Presidents, Academic Deans, Department Chairpersons as well as the Department of Human Resources and Personnel have responsibility for monitoring compliance with Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments Act of 1972.

A student or an employee who feels aggrieved is urged to immediately address the matter with his/her Department Chairperson. The department chairperson is required to investigate the grievance and provide the aggrieved with a response or decision within a reasonable period of time. This investigation may consist of, but is not limited to, gathering information from other students involved, reviewing College policy, and any other action necessary to become familiar with the situation. If the aggrieved is unsatisfied with the response/decision from the Department Chairperson, he or she is encouraged to address the grievance both orally and in writing with the Vice President and Academic Dean. This next level of supervision will also have a reasonable period of

time to investigate the issue and respond to the aggrieved in writing. Any individual who feels that a sexual harassment complaint did not receive prompt and equitable response should contact the Director of Human Resources. It is the College's policy to respond to any reasonable complaint and take the necessary actions to settle the issue. There will be no adverse action taken against any individual making a complaint regardless of the investigation's outcome. In compliance with the New York State Law (Chapter 739 of the Laws of 1990), Boricua will provide sexual assault prevention information on a regular basis.

#### 4. Compliance with the Jeanne Clery Act

The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* or *Clery Act*, signed in 1990, is a federal statute codified at 20 U.S.C. § 1092(f), with implementing regulations in the U.S. Code of Federal Regulations at 34 C.F.R. 668.46. This act requires all colleges and universities, who receive federal funding, to share information about crime on campus and their efforts to improve campus safety as well as inform the public of crime in or around campus. This information is made publicly accessible through the College's annual security report available at the College's website in October 1. Copies of this report are also available at the Vice Presidents and Deans offices in all campus centers.

#### 5. A Drug Free Campus

The United States Department of Education (DE) has issued regulations implementing provisions of the Drug-Free School and Communities Act Amendments signed into law by the President on December 12, 1989. As mandated by these regulations, Boricua College is required to annually distribute to students, faculty, and staff information pertaining to: description of the applicable laws; description of the health risks; description of treatment and rehabilitation programs; and statement of the disciplinary sanctions on students and employees who violate these regulations.

Boricua College is concerned about the well-being of its students and employees, recognizes that the abuse of illicit drugs and alcohol is hazardous to the physical and mental health of human beings and a threat to the safety and well-being of the College and the community as a whole. It is, therefore the College's policy that the unlawful manufacture, possession, use, or distribution of illicit drugs, or other controlled substances or alcohol abuse on the College premises is strictly prohibited.

#### 6. Children on Campus Policy

Children are not allowed unattended on College property.

#### 7. Campus Security

The College has a Campus Security Advisory Committee comprising administrators, students, faculty and community members that periodically evaluates and makes recommendations to the President or his appointed representative on the issue of campus security.

## Chapter 3

# Admissions

Recognizing that most Boricua students may be employed, full or part-time, throughout their undergraduate studies, a prospective student must therefore be ready and able to build course-work, home, family, community and employment into an integrated program of educational growth and development. It is important to note that employment in the form of supervised internships and clinical residence may be included as a vital part of the College's educational program.

### General Requirements

To be eligible for admission a prospective student must:

- Be a high school graduate, or have the equivalent of a high school diploma;
- Pass a written entrance examination, and an oral examination given by an Admissions Committee of the Faculty.

### Application Procedures

The academic year at Boricua is made up of three sessions, the Fall/Spring regular session of fifteen (15) weeks each and the Summer session of eight (8) weeks. Students may begin their studies in September for the Fall session and in January for the Spring session. The specific dates for each session are indicated in the Academic Calendar for the year. To apply for admission to the College a prospective student must complete the following steps:

1. Submit a completed Application Form, together with a non-refundable fee of \$25.00 (\$100.00 for Master degree applications), to the Admissions Department at one of the following locations:

**Manhattan Campus – Audubon Terrace**  
3755 Broadway (156 St.)  
New York, NY 10032

**Brooklyn Campus Center – Northside**  
186 North 6th Street  
Brooklyn, NY 11211

**Bronx Campus Center – Boricua Village**  
890 Washington Avenue  
Bronx, NY 10451

**Brooklyn Campus Center – Graham**  
9 Graham Avenue  
Brooklyn, NY 11206

2. Contact all high schools, colleges and/or other post-secondary institutions previously attended, and request that an **Official Academic Transcript** be forwarded directly to the Admissions Department.
3. Submit two (2) Letters of Recommendation.
4. Submit Immunization record.
5. Have an interview with an Admissions Counselor; receive financial aid information from a financial aid counselor. (See also academic requirements for federal and state financial aid in the section on "Financial Aid").

## **Admissions Requirements**

1. Complete a written diagnostic examination to guide the faculty in designing a suitable educational program.

2. Complete an individual or group oral interview conducted by an Admissions Committee of the faculty. The Admissions Committee makes the final decision regarding a prospective student's ability to function in the College's programs. Decisions are based primarily on the Committee's judgment regarding the candidate:

- (a) Academic competence and ability to devote full-time to college level studies.
- (b) Ability to integrate academic, employment, family and community responsibilities into a coherent program of educational development.
- (c) Maturity and discipline to assume progressively greater responsibilities for academic planning, development and evaluation.
- (d) Genuine interest in problems and needs of their community.

3. Following review of an applicant's file, written notification of admissions is mailed to the applicant.

## **Full-time Study**

Boricua College accepts only full-time students.

## **Special Program Requirements**

The College's general admission requirements allow a prospective student to begin their education in the Generic Studies-Liberal Arts and Sciences program and complete the Core Curriculum. Each Bachelor degree program, however, may require a student to fulfill additional requirements prior to or during matriculation as determined by each academic Department.

## **Transfer Students**

The College will accept a grade of "C" or above for courses transferred from another institution accredited by an appropriate accrediting agency of the United States. Because of Boricua's unique educational model, however, these transferred courses may not substitute for the specific requirements of an academic program but may be used to fulfill "Electives Courses requirements." Courses taken in excess of seven (7) years from the current academic year of a student's enrollment may be rejected from consideration. Transfer Students must complete all the requirements of the Generic Studies-LAS Program before entering a bachelor's degree program.

## **Transitional Students**

Students who enter with an Associate in Arts Degree or forty-five (45) credits in the Liberal Arts and Sciences may be exempt or considered Transitional Students. Nevertheless, Transitional Students are required to achieve at least fifteen (15) credits in Generic Studies-LAS Program courses; with a grade point average of 2.0, complete at least one (1) set of Individualized Instruction modules; and receive the approval of a

Senior Academic Administrator. The Transitional academic term is required for the purpose of orientating a new student to the College's non-traditional educational system

### **Special Admits**

Students who have a foreign high school diploma or an Individual Education Program (IEP) certificate and have passed the federal Ability to Benefit (ATB) exam. They can apply for admissions and receive financial aid if they qualify. Preparation for the ATB is available through the College's College Prep Program.

### **Language Policy**

The College provides all instruction in English and requires all student work to be produced in English. Boricua College is bilingual and students may request clarification of a concept or statement in Spanish. The faculty has the obligation to clarify in Spanish as needed.

- **Students Characteristics:** The College typically enrolls approximately 1,200 full-time students each year: females outnumber males 75% to 25%. The average age of the student population is 29 years, and about 80% are employed; 83% of the students are Puerto Rican or Latino, 15% are African American, 1.3% are White non-Hispanic, and 0.7% are from other ethnic backgrounds.
- **Admissions Rates:** An average of 300 new students are admitted each year to replace those who graduate or leave to complete degrees not offered by the College, and also for economic or other reasons offered by the College.
- **Retention Rates:** From Fall 2011 to Fall 2012 the retention rate was 43%. These levels parallel that of other institutions with a similar student body. And, as is the case with adult students everywhere, many will interrupt their studies temporarily and return later to complete their degrees.
- **Graduation Rates:** Approximately 340 students or 29% of the average annual enrollment achieve their degrees each year. About half receive an Associate degree, and many of these, about 40% continue to complete their Bachelor degrees. The overall graduation rate is 69%.
- **Degrees Awarded:** As of June 2013 the College has awarded a total of 9,934 degrees.
- **Significant Achievements:** In Brooklyn, P.S. 257 employs seventeen of Boricua's graduates, and at P.S. 380, twelve graduates are employed. Several graduates from the Manhattan Campus have also been appointed as school principals and assistant principals, agency directors, and one Brooklyn Campus graduate has been elected to the N.Y. State Assembly. Boricua's Education students passed the State Certification exams above the New York State required 80%.

## **Chapter 4**

# **Registration, Tuition and Fees**

### **Academic Calendar**

The academic year consists of Fall and Spring terms of fifteen weeks each, and a Summer term of eight weeks. The College considers 38 weeks of continuous instruction to be crucial in enabling adult working students to graduate in optimum time while providing them with a wide range of learning opportunities.

### **Tuition and Fees**

Boricua College is a private, non-profit institution of higher education. Tuition charges and fees are established for the year by the Board of Trustees and may be adjusted by the Board each year based on the costs of academic programs and administration. Tuition is charged on a per-term basis and not per credits, payable in full on Registration day. Until such payment is received, or other arrangements made with the Bursar, a student may not register for the academic term. Gifts and grants received by the College are used towards scholarships to the extent permitted by donors and other sources. No official documents regarding a student's academic standing will be released by the College if the student has an outstanding tuition bill.

### **Registration Procedures**

Prior to each term, eligible students are notified by mail about the dates and times of registration. Newly admitted students, and students in good academic standing during the previous six (F/S) academic terms, are allowed to register. Other students must complete a re-admissions procedure. On registration day every student is assigned an Educational Facilitator who will serve as primary instructor, of up to 10 credits, and as academic advisor. A student must complete the registration procedure in order to receive academic credit.

### **Pre-Requisites Courses**

A pre-requisite course is one that prepares a student for advanced courses in a chosen field. Pre-requisites and requirements are determined by each department for each academic program and may be waived at the request of the Department Chairperson and upon signed approval by a senior academic administrator.

### **Change of Class after Registration**

Students may change their courses by submitting a Change of Class form to the Department of Registration and Assessments: These changes are accepted only within the first three weeks of the Fall and Spring academic terms, and within the first week of the Summer academic term.

### **Official Withdrawal and Reduction of Tuition**

Students are required to register for full-time study. They may withdraw from the College after registration by submitting an Official Withdrawal Form issued by the Department of Registration and Assessments. Educational Facilitators or administrators are not authorized to withdraw students.

An official withdrawal within the first three weeks of the academic term may result in a reduction of tuition charges as follows:

- Week 1 = 25% of Tuition
- Week 2 = 50% of Tuition
- Week 3 = 75% of Tuition
- Week 4+ = 100% Tuition

### **Partial Withdrawal (Does Not Affect Tuition)**

If for special personal reasons a student may need to reduce their course workload, they may withdraw from either the Theoretical or Cultural Studies course and still remain in good academic standing. They may not, however, reduce their credit load below 12 credits, and cannot withdraw from Individualized Instruction courses or Colloquium. Partial withdrawal does not result in a reduction of tuition charges for the total term.

It is important to note that the Federal government will withdraw a student's PELL tuition aid grant if their attendance or credit falls below a certain level. (See Page 28).

### **Student's Academic Workload**

A student's workload consists of Contact Time with Faculty, and Supplementary Assignments based on the Commissioner's Regulations 50.1(o) for a 15 week academic term as noted below.

<b>Course Area</b>	<b>Maximum No. of Students per Session</b>	<b>Credits 15-Weeks</b>	<b>Contact Hours per Week</b>	<b>Supplementary Assignments per Week</b>
<b>Individualized Instruction</b>	1	4	1 hr.	11 hrs.
<b>Colloquium</b>	11	3	2.5 hrs.	5 hrs.
<b>Experiential Studies<sup>3</sup></b>	20	2 – 3	2 hrs./2.5 hrs.	4 hrs./ 5 hrs.
<b>Theoretical Studies</b>	30	3	2.5 hrs.	5 hrs.
<b>Cultural Studies</b>	30	3	2.5 hrs.	5 hrs.

### **Disenrollment by the Administration**

Boricua College's programs are designed to permit students of differing capacities to progress toward a degree at their own pace. Occasionally, a student's progress is so limited as to make disenrollment from the college clearly in the student's and the College's best interest. If a student's progress is judged as not likely to improve in the foreseeable future, the Assessment Committees and Department Chairpersons may advise the student to withdraw from the College for one or more terms.

<sup>3</sup> Experiential Studies courses at the baccalaureate level are three (3) credits, requiring two and a half (2.5) Contact Hours and five (5) Hours of Supplementary Assignments per week.

**Cancellation of Courses**

In case of insufficient registration in a particular course (defined as less than 15 students), the College is not obligated to offer that course. If a course is cancelled because of insufficient enrollment, students may be enrolled in another course.

**Student-Requested Courses**

Students needing a particular course not offered in a forthcoming term may consult with the department Chairpersons. Generally, courses listed in the catalogue are provided if there is indication from the academic administrators that the course is needed, or if at least 15 students sign a petition requesting that it be offered. Such requests must be made at least five weeks before the beginning of the term.

**ID Cards Required to Enter the College Facilities**

Students must carry ID cards at all times while on College property. The Department of Registration and Assessments distributes ID cards. All students must present a copy of their Tuition Charges Statement to receive, or validate an ID card. There is a five dollar (\$5.00) fee for replacement of a lost ID card.

**Books and Supplies**

Cost of books and supplies are approximately \$400 per year. Students may request to have book costs, supplies and other necessary items deducted from their financial aid awards, including textbooks purchased on-time from the College's new E-bookstore.

Other specific policies regarding registration and matriculation may be found in the manual and policy memos of the Department of Registration and Assessments.

## Chapter 5

# Financial Aid: Grants, Loans and Scholarships

Although Boricua has no guarantee of regular support from outside sources, the College accepts the challenge of making its educational programs available to all who need and want to study. Meeting this challenge means students must be willing to apply for financial assistance from government and private sources. The staff of the Financial Aid Department assists students in developing the best possible package of financial assistance including grants, scholarships, loans, and other sources:

Financial support for tuition and non-tuition expenses is critical to Boricua's students. As noted in previous chapters, the College consistently maintains a relatively low tuition rate, in fact, the lowest of all private, not-for-profit colleges in New York State, the third lowest in the United States mainland. The tuition is also competitive with the public colleges. The financial aid department has been successful in guaranteeing that students have a complete understanding of all available public and private tuition aid programs, and assists them individually in exploring and acquiring all the aids for which they qualify. All registered students are required to apply for financial aid. 88% receive some financial aid, and 50% receive the maximum level.

The Financial Aid department works in concert with the Admissions Departments from the beginning of a student's life at the College, monitoring attendance and retention in partnership with the Academic Administrators in order to prepare a personalized plan of financial aid for each student. In the past three years, through the efforts of the financial aid department, the students have received an average of: \$6 million per year in federal (Title IV) grants toward tuition and living expenses, an average of \$1 million dollars in federal direct loans, \$4 million in State grants, and approximately \$65,000 yearly in direct grants from the institution. This represents a major achievement in financial support of the students.

### General Eligibility Requirements

In order to receive assistance from the Student Financial Aid (SFA) programs, a student is required to meet the following basic requirements:

- U.S. Citizenship or eligible non-citizen status.
- Regular Enrollment in an eligible program.
- Academically Qualified for post-secondary level education.
- Maintain Satisfactory Academic Progress (SAP) in the chosen course of study.
- Signed certifications regarding:
  - Updated accurate personal information
  - Registration status
  - Statement of Educational Purpose
  - Refunds and defaults
- Compliance with loan repayment schedules for SFA grants/loans.
- Has not borrowed in excess of loan limits
- Registration with the Selective Service, if required
- Demonstrate Financial need

- Transfer students must provide the College with an Academic Transcript prior to final certification of grants.
- Meet attendance requirements as determined by federal regulations

In addition to these general requirements, some financial aid programs may have other requirements.

### **Grants**

These financial awards are given to students who fulfill academic and financial need criteria established by the Federal and State governments and the College's administration:

- Pell Grants Federal government awards to eligible students for tuition, books and other educational costs.
- TAP New York State Tuition Assistance Program awards to eligible students to cover tuition costs.
- FSEOG Federal Supplementary Educational Opportunity Grants help students with exceptional need pay for their education. Eligibility is dependent on financial need and satisfactory academic progress. Priority is given to students who receive federal grants. (See FSEOG procedures.)

### **Boricua College Scholarship (BCS)**

#### **Criteria for Eligibility and Selection:**

- Academic Excellence: A student must be in good academic standing and should have acquired 12-15 credits per term with a Grade Point Average (G.P.A.) of 2.5 minimum.
- Financial Need: This is a Non Need-Based Fund, therefore, its distribution will be determined based on tuition costs after all conventional financial sources have been exhausted.
- Procedure: The College will notify the student of the intended award. If student accepts the award, the students account is credited via a financial aid award letter.
- Priority: Preference may be given to students:
  - In Bachelors and Masters Programs.
  - Who may have exhausted or determined ineligible for conventional Student Financial Aid (SFA) award.
  - With recommendations from academic administrators and Faculty Facilitators.

### **Loans**

Due to the spiraling costs of higher education most college students in the United States have found it necessary to finance at least a portion of their educational costs through long-term loans. Boricua students may turn to the following lending sources to round out their financial aid packages:

- William D. Ford Federal Direct Loan DL (formerly known as Stafford Loans), is a federally guaranteed student loan program administered by the U.S. Department of Education. These low interest loans are available for each year of a student's

educational career and are required to be repaid six-months after a student graduates or immediately after a student stops attending school. Direct Loans are repayable over a ten-year period. Direct Loans include extensive Entrance and Exit Counseling Requirements.

- Alternative Loans administered through private banks and other lending institutions with basic requirements similar to those of DL - (See Above.) These loans are independently regulated and monitored by the banks and lending institutions with repayments schedules and repayment alternatives all governed by the lenders. All procedures to apply for these loans are in fact similar to that of the Federal Regulated Student loans.

**Other Financial Resources**

- The Federal Work Study Program (FWS) provides eligible students with funds for meeting educational costs. It further provides an opportunity to gain work experience in community and professional settings. Students are paid for approximately 20 hours of work per week at a rate no less than the currently approved minimum wage.
- GI Bill for Veterans who served honorably for more than 180 days in the U.S. Armed Services are eligible for education benefits while enrolled in a full-time educational program .
- State-Access-VR (VESID) - Adult Career and Continuing Education Services, geared for students with vocational rehabilitation related issues.
- Unions and places of employment may also be a resource for educational benefits. One example is the United Federation of Teachers (UFT).
- Bursar Short Term Tuition Loans.

**Satisfactory Academic Progress (SAP) Criteria for Financial Aid:**

Federal and New York State regulations for financial aid require a student to register for a minimum of 12 credits in order to be on full-time status in the Fall and Spring terms, and minimum of at least six credits in the Summer term. Please note that at Boricua, all curricula leading to degrees require registration in only one course from each of the Five Ways of Learning. Satisfactory Academic Progress (SAP) to receive financial aid requires a student to achieve the grade point average (GPA) according to the tables below:

BORICUA COLLEGE SATISFACTORY ACADEMIC PROGRESS CRITERIA (SAP) ASSOCIATE DEGREE PROGRAM						
Calendar: Semester						
BEFORE BEING CERTIFIED FOR THIS PAYMENT:	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
A STUDENT MUST HAVE ACCRUED AT LEAST THIS MANY CREDITS:	0	6	15	30	45	60
WITH AT LEAST THIS GRADE POINT AVERAGE:	0	1.5	1.8	2.0	2.0	2.0
TAP EMERGENCY ENACTMENT ACT Effective 2010-2011 Academic Year						

BORICUA COLLEGE SATISFACTORY ACADEMIC PROGRESS CRITERIA (SAP) BACHELORS DEGREE PROGRAMS										
Calendar: Semester										
BEFORE BEING CERTIFIED FOR THIS PAYMENT:	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
A STUDENT MUST HAVE ACCRUED AT LEAST THIS MANY CREDITS:	0	6	15	30	45	60	75	90	105	120
WITH AT LEAST THIS GRADE POINT AVERAGE:	0	1.5	1.8	2.0	2.0	2.0	2.0	2.0	2.0	2.0
TAP EMERGENCY ENACTMENT ACT Effective 2010-2011 Academic Year										

### Federal and State Program Pursuit (P.P.) Criteria for Financial Aid:

Program pursuit is defined as receiving a passing or failing grade in a certain percentage of a full-time course load in each term for which an award is received. The percentage increases from 50% of the minimum full-time course load in each term of study in the first year for which an award is received, to 75% of the minimum full-time course load in each term of study in the second year for which an award is received, to 100% of the minimum full-time course load each term thereafter.

PROGRAM PURSUIT PROGRESS CHART												
	1 <sup>ST</sup> Year			2 <sup>nd</sup> Year			3 <sup>rd</sup> Year			4 <sup>th</sup> Year		
BEFORE BEING CERTIFIED FOR THIS PAYMENT:	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
PROGRAM PURSUIT:	50% of Full Time			75% of Full Time			100% of Full Time			100% of Full Time		
MINIMUM REQUIREMENT:	6 credits	6 credits	6 Credits	9 credits	9 Credits	9 credits	12 credits	12 credits	12 credits	12 credits	12 credits	12 credits

**Note:** Beyond the 4<sup>th</sup> Year, 12 Credits (100%) is standard.

### Attendance Policy for Financial Aid

The federal government will reduce the amount of PELL grant and other federal aid and loans to a student based on their attendance record. Therefore, all institutions participating in the Student Financial Aid programs must determine a policy framework by which to refund the federal government for a student's lack of attendance. Federal regulations 34 CFR Section 668.22 provides the guidelines for determining the refund policy based on a student's "Last Date of Attendance." Boricua College's policy is presented below:

**FEDERAL REGULATED REFUND POLICY**

(Effective July 1, 1995)

<u>Stopped Attending</u>	<u>Student's Award</u>
From 0 day – 1 <sup>st</sup> Day of Classes .....	0%
From 2 <sup>nd</sup> day – 1.5 week.....	10%
From 2 <sup>nd</sup> week – 4 <sup>th</sup> week.....	50%
From 5 <sup>th</sup> week – 7.5 week .....	75%
From 8 <sup>th</sup> week and beyond .....	100%

- **Reinstatement of Financial Aid after Termination:** To re-establish Good Academic Standing, a student must make up the deficiency in (SAP) Academic Progress or (P.P.) Program Pursuit requirements: by completing a SAP Appeals package due to personal hardship. If an SAP appeal is approved an “One-time Financial Aid SAP- Appeals Waiver” will be granted based on the appeal in conjunction with the Academic Plan of Action; according to the following procedure:

Upon written appeal by the student and supported in writing by an Academic Administrator, Chairperson of the Department and the student's Faculty Facilitator, the Director of Financial Aid, in consultation with the Vice President of Academic Affairs, will review all data submitted to determine if the student may appeal for waiver” and retain their eligibility for financial aid. The student will be notified of the decision within 30 days of receipt of the appeal. The following types of information or circumstances may be considered in determining whether the student is eligible for a “One-time Financial Aid SAP- Appeal Waiver:” Illness or death in the student's family, illness of the student, academic or economic hardship or other circumstances radically affecting their studies.

## Chapter 6

# Ways of Learning at Boricua College

### Five Ways of Learning and Modes of Instruction

In all its academic programs, Boricua College has a unique pattern of ways of learning and modes of instruction implemented through five curricular areas. For most students, going to college means taking courses in an institution of higher education, attending lectures on various academic subjects such as history, physics, or math, and taking examinations on those subjects at the end of each term. At Boricua College, lecture-discussion courses constitute an excellent way for college students to master some kinds of information. Such “theoretical studies,” however, are only one of five distinct ways in which students are educated and receive academic credit at Boricua.

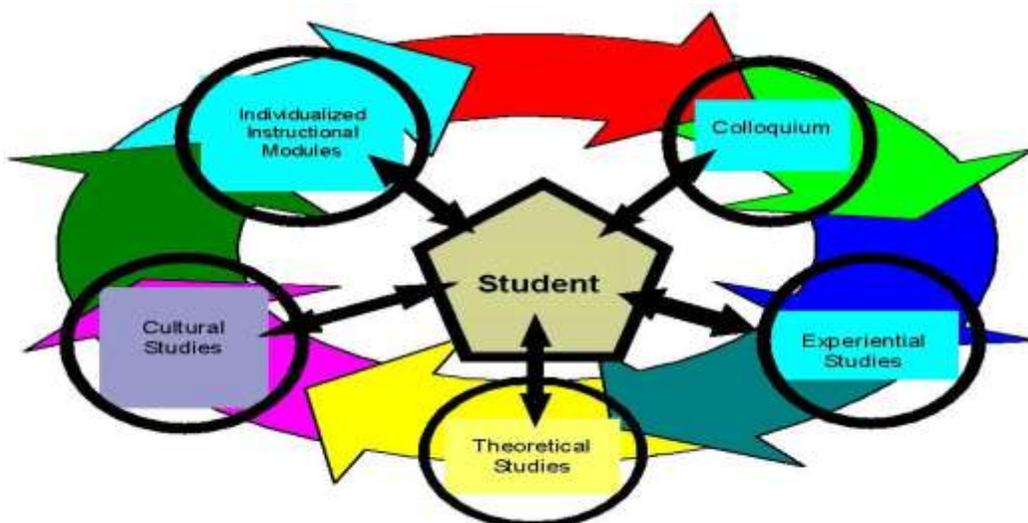
An explanation of each of the five modes of instruction and learning and the way they are integrated into a singular program of student growth and development is described below.

- **Individualized Instruction:** In the courses that use this mode of instruction and way of learning every student meets individually with their assigned full-time faculty member (i.e. Educational Facilitator) for one hour per week throughout the academic term to plan, implement and evaluate a program of learning based on the curriculum, and designed to meet that student’s educational needs and career aspirations. During the first two years, individualized instruction emphasizes the development of carefully identified generic intellectual skills required for the mastery of the basic principles of knowledge of the humanities, social sciences and natural sciences. During the next two years, individualized instruction takes on a more disciplinary character as the student is helped to develop the breadth and depth of intellectual skills and apply them in learning the concepts and literature of his/her field of specialization. In all these courses, a system of instructional modules, developed by the faculty, are used as the primary text to guide instruction.
- **Colloquium:** A second unique way of learning at Boricua involves the use of small group colloquia comprising eight to ten students who meet once a week with their assigned full-time faculty to exchange, share, discuss, and evaluate ideas, issues and problems related to the learning program of the group members. In the first two years, a particular objective of these courses is the development of the affective skills (receiving, responding, valuing) necessary for life-long learning and acquisition of knowledge. During the next two years a Colloquium takes on a more disciplinary character as students are helped to develop the breadth and depth of both the affective skills and the subject matter contents of their field of specialization.
- **Experiential Studies:** This mode of learning involves carefully designed structured experiences of “learning by doing.” It aims to develop students’ awareness of how simple psychomotor skilled movements evolve into complex professional skills. In the first year students participate in structured field experiences under the guidance of their assigned full-time faculty to sharpen their sensory and perceptual awareness and observational skills. They continue on to courses that increase body sensory

awareness, physical abilities and complex instrumental skills that integrate the psychomotor with cognitive and affective skills. In the next two years and beyond, the student participates in carefully designed workshops, studio activities and supervised internships related to their academic disciplines and professional goals.

- **Theoretical Studies:** A fourth set of courses employing the customary techniques of lectures, discussion, readings and written examinations lead the student through a body of instrumental knowledge required for problem solving. In the first two years of Theoretical Studies courses, students learn by memorizing and applying their intellectual and affective skills to introductory subject matter of mathematics, social and natural sciences, transforming them into personal knowledge. In the following two years and beyond, the student develops further a higher level of competency in the use of their intellectual and affective skills by applying them to learning facts, methods and theories of specialized subject matter of the liberal arts and sciences and of the professions.
- **Cultural Studies:** At Boricua College three levels of culture are particularly relevant: (1) the archetypal elements, mostly unconscious, that motivate behaviors and identify a student as a member of “a people”; (2) historical elements that serve as conscious icons representative of popular aspects of a particular culture; (3) the contemporaneous elements of a culture that are being created in the daily life of a student and his/her peers. Particularly essential to Cultural Studies is the development in students, the affective skills: and processes of receiving and responding (literacy) and expression of values, and the companion internal processes of sensing, emotions and feelings that, together with the intellectual-cognitive abilities provide content for creating and understanding culture. In the first two years Cultural Studies courses also concentrate on written and oral communication skills of the student. In the second two years and beyond, the concentration is on the humanities history and the arts.

**STRUCTURE OF THE EDUCATIONAL MODEL  
Ways of Learning and Modes of Instruction**



## **Integration of Learning Experiences**

No goal is more important to Boricua College than its students' success in integrating the five modes of instruction and ways of learning into a coherent pattern of educational growth and personal development. Several key features of the College's program are directed toward that goal.

### **▪ The Educational Facilitator-Student Partnership**

Neither detailed planning nor comprehensive documentation and assessment can ensure the integration of a student's learning experience at Boricua without the work of an Educational Facilitator<sup>4</sup>, the key figure in the College's educational programs. Performing a faculty role virtually unknown in traditional institutions, Boricua's "facilitators of learning" are directly responsible for up to 22 students with whom they meet for individualized instruction courses and two small group colloquia each week. The Educational Facilitator creates a learning environment and a transactional process whereby the student achieves a synthesis of knowledge, skills and values inherent in the academic programs.

### **▪ The Learning Contract**

The task of integrated learning begins with a plan of education embodied in a Learning Contract. At the beginning of every academic term, each Boricua student develops with an Educational Facilitator a personalized Learning Contract. The contract specifies the student's educational goals for the term, how the Five Ways of Learning will be utilized to achieve those goals, and the method by which the student's progress will be evaluated at the end of the term.

The Learning Contract process begins with the first contact between a student and his or her assigned Faculty Facilitator. The contract is signed by both and includes the registered courses, an agreement on the learning objectives in each course, and any special academic recommendations or challenges indicated by the Assessment Committee's report of the student in the prior academic term.

The Learning Contract allows the institution to individualize the student's learning agenda, taking into account personal issues, obstacles, or concerns that may impede the student's satisfactory academic progress. The Learning Contract also demonstrates the College's commitment to the principles of student-centered, self-paced, competency-based learning.

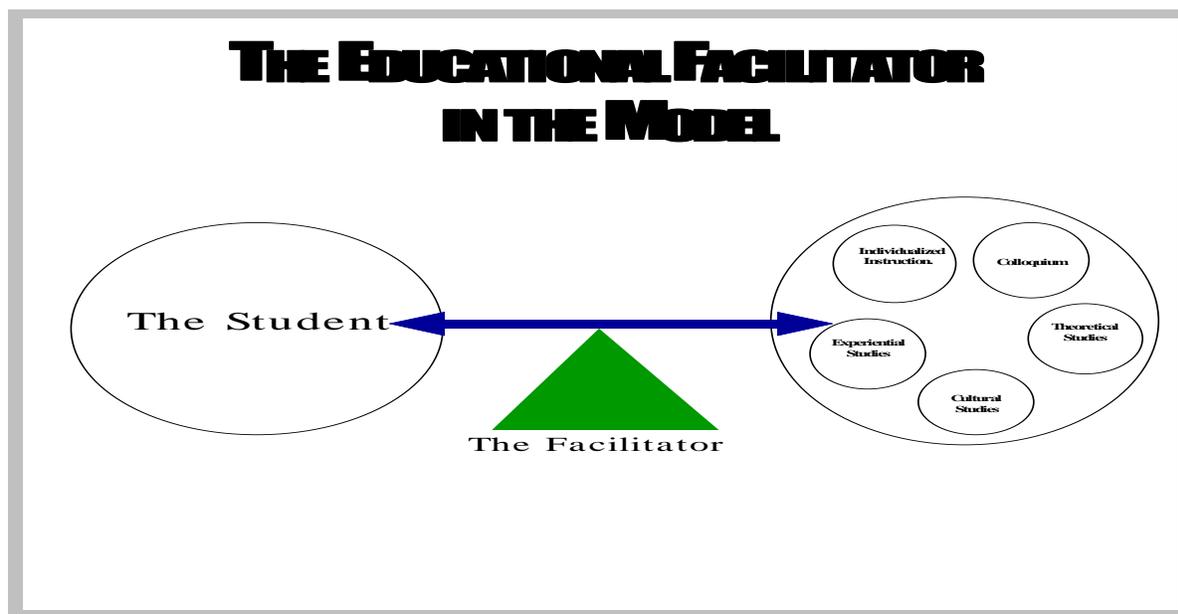
From time to time, students' personal life conditions necessitate renegotiation of the Learning Contract. In consultation with their Educational Facilitator, students may decide to reduce their workload by dropping a course in either Theoretical or Cultural Studies, while maintaining full-time student status. Individualized Instruction, Colloquium, and Experiential Studies courses may not be dropped. In renegotiation cases, the Educational Facilitator recommends re-contracting, which must be approved

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<sup>4</sup> Educational Facilitator is an instructional role described by Carl R. Rogers in his seminal work on the subject, *"Freedom to Learn"* (1964) and adapted by Boricua College as the primary role of the full-time faculty responsible for the implementation of the instructional model of the curriculum.

by the academic administrator. A memorandum sent to the registrar completes the re-contracting process. At the end of the term, the student earns no credit for the dropped course with no negative effect in their Grade Point Average.

Similarly, students may increase their credit load during the academic term by adding Independent Study to their learning contract.



#### ▪ Academic Assessment

Assessment of satisfactory academic progress is an integral part of the instructional process. Throughout an academic term, in individualized instructional sessions and colloquia, a student's Educational Facilitator provides periodic feedback about the learning and work completion. It culminates in a written evaluation that summarizes the student's progress toward educational objectives. That final, summative evaluation of all the courses is the joint product of all the faculty who have worked with the student during the learning term. A comprehensive portfolio of course work is produced and brought to an Assessment Committee comprising the student's Educational Facilitator and two additional faculty members. The student's Assessment Portfolio has two parts. One part contains all the work produced by the student; the other contains a record of the evaluations of the instructor for each course and the review and final grades recommended by the Educational Facilitator to the Assessment Committee. The Committee reviews the contents of the portfolio in relation to the objectives in the learning contract, and the summary evaluation of the courses and grades recommended. The grades achieved by a student vary with the quality and quantity of the work produced as well as the dialogical and participatory process of the student in Individualized Instruction sessions and Colloquia. Only the Assessment Committee has the authority to award the final grades. The fact that the student's Educational Facilitator must justify the suggested grade to the Assessment Committee helps to assure the validity and reliability of the grades awarded.

## Chapter 7

# Academic Programs

Boricua College’s undergraduate academic programs are organized into two divisions: a core Curriculum, referred to as the Generic Studies Liberal Arts and Sciences program, and an upper division of Specialty Studies program majors leading to Bachelor of Science degrees in Human Services, Childhood Education and Business Administration, and Bachelor of Arts degrees in Liberal Arts and Sciences and Inter-American Studies. The College also offers graduate Master degrees in Human Services and Education - Teaching English to Speakers of Other Languages (TESOL), and Master of Arts degree in Latin American and Caribbean Studies.

The Boricua College’s non-traditional educational philosophy that “a liberal arts” education means mastery of a set of generic intellectual, affective, and psychomotor-behavioral skills and abilities, carefully integrated with the knowledge of the liberal arts and sciences or the professions, provides the fundamental rationale for the institutional-level goals and learning objectives of each program.

### BORICUA COLLEGE INSTITUTIONAL LEARNING GOALS

Goal 1	The graduates can demonstrate mastery of intellectual, affective and psychomotor skills and technology for life-long learning.
Goal 2	The graduates can demonstrate mastery of increasing levels of intellectual, affective and psychomotor skills to acquire the subject matter knowledge of the liberal arts and sciences.
Goal 3	The graduates can demonstrate mastery of the values, skills and knowledge of their profession through the use of an advanced level of intellectual, affective and psychomotor skills.
Goal 4	The graduates can demonstrate mastery of an advanced level of affective skills and values in their ability to work with diverse populations in multicultural settings.

For each academic program, student learning is further founded upon program-level objectives, which are aligned directly with each other and integrated into the aforementioned institutional-level goals. The program-level objectives for all programs are presented in the following pages.

**ALIGNMENT OF PROGRAM GOALS, PROGRAM LEARNING OBJECTIVES AND  
INSTITUTIONAL LEARNING GOALS**

<b>Program</b>	<b>Objective</b>	<b>Aligned Institutional Learning Goal</b>
<p>Program – Associate of Arts in Generic Studies-Liberal Arts</p> <p><i>Goal – Demonstrate self-awareness and mastery of critical generic skills, knowledge and values required for understanding the environment, as described through the social sciences, natural sciences and the humanities.</i></p>	1. Demonstrate mastery of critical intellectual, affective and psychomotor-behavioral skills for life-long learning.	Institutional Learning Goal 1
	2. Demonstrate mastery of communication literacy and English language, quantitative and scientific reasoning, technology skills, physical development and artistic expression.	Institutional Learning Goal 2
	3. Demonstrate mastery of generic principles of the social sciences and natural sciences through the use of the intellectual, affective and psychomotor-behavioral skills.	Institutional Learning Goal 3
	4. Demonstrate mastery of generic principles of the humanities and cultural studies through the use of intellectual, affective and psychomotor-behavioral skills.	Institutional Learning Goal 4
<p>Program – Bachelor of Science in Human Services</p> <p><i>Goal – Prepare human services practitioners who can demonstrate mastery of the generic human services skills, values and knowledge needed to facilitate a quality of life for all residents of New York City.</i></p>	1. Demonstrate self-awareness and mastery of generic intellectual, affective and psychomotor-behavioral skills for life-long learning and professional training.	Institutional Learning Goal 1
	2. Demonstrate research-based interdisciplinary liberal arts knowledge of social problems, public policies, programs.	Institutional Learning Goal 2
	3. Demonstrate the skills, values and knowledge in the practice of human services directed at individuals, groups, families and community organizations.	Institutional Learning Goal 3
	4. Demonstrate affective skills and values of human services directed at special client groups in multicultural settings.	Institutional Learning Goal 4
<p>Program – Bachelor of Science in Childhood Education</p> <p><i>Goal – Prepare childhood education teachers as “facilitators of learning”, for the school system of New York City.</i></p>	1. Demonstrate self-awareness and mastery of generic intellectual and affective competencies for life-long learning, and professional training in the field of Education.	Institutional Learning Goal 1
	2. Demonstrate mastery of liberal arts knowledge and related relevant subject matter.	Institutional Learning Goal 2
	3. Demonstrate mastery in the pedagogical skills, knowledge and values of childhood education.	Institutional Learning Goal 3
	4. Demonstrate mastery of affective skills and values in the multicultural classroom environment.	Institutional Learning Goal 4
<p>Program – Bachelor of Science in Business Administration</p> <p><i>Goal – Demonstrate introductory level mastery of the skills, knowledge and values of management decision-making in the multicultural business</i></p>	1. Demonstrate self-awareness and mastery of generic intellectual and affective and psychomotor skills necessary for life-long learning and professional training in business.	Institutional Learning Goal 1
	2. Demonstrate mastery of liberal arts knowledge necessary for management decision-making in the field of business.	Institutional Learning Goal 2
	3. Demonstrate mastery of core skills and specialized subject matter necessary for management decision-making.	Institutional Learning Goal 3

**ALIGNMENT OF PROGRAM GOALS, PROGRAM LEARNING OBJECTIVES AND  
INSTITUTIONAL LEARNING GOALS**

Program	Objective	Aligned Institutional Learning Goal
<i>environment of New York City.</i>	4. Demonstrate introductory knowledge of the legal and ethical principles of business management in a multicultural setting.	Institutional Learning Goal 4
<b>Program – Master of Science in Human Services</b>  <i>Goal – Address the needs in the City for human services senior administrators and practitioners with the professional skills and humanistic values to facilitate a high quality of life for City’s residents.</i>	1. Demonstrate self-awareness and superior mastery of the generic, intellectual, affective, and psychomotor competencies necessary for continuing advanced training.	Institutional Learning Goal 1
	2. Demonstrate mastery in the research of interdisciplinary foundational knowledge of social problems, social policies and programs.	Institutional Learning Goal 2
	3. Demonstrate mastery level competency in the application of complex generic human service knowledge and skills, to individuals, groups, families and community organizations.	Institutional Learning Goal 3
	4. Demonstrate comprehension of and competency in planning and implementation of social welfare policies and programs within multicultural environments.	Institutional Learning Goal 4
<b>Program – Master of Science in TESOL-Education</b>  <i>Goal – Address the need for senior level practitioners in facilitating learning in children of diverse cultural and linguistic backgrounds.</i>	1. Demonstrate self-awareness and superior mastery of intellectual, affective and psychomotor competencies necessary for continuing advanced training.	Institutional Learning Goal 1
	2. Demonstrate research-based subject matter knowledge necessary to teach children from K-12 for whom English is a new language.	Institutional Learning Goal 2
	3. Demonstrate the ability to create a caring and nurturing environment, and develop intellectual, affective and psychomotor competencies for students who are English language learners.	Institutional Learning Goal 3
	4. Demonstrate competencies in the values, skills and knowledge required to facilitate the learning of students from diverse, multicultural backgrounds and special needs.	Institutional Learning Goal 4

Note: Program Goals and Program Learning Objectives are presented only for programs for which Boricua College is currently accepting enrollment. Three programs (Bachelor of Arts in Inter-American Studies, Bachelor of Arts in Liberal Arts and Sciences, and Master of Arts in Latin American and Caribbean Studies) are not accepting enrollment at this time and, thus, learning assessment data are not currently being collected.

**Boricua College**  
**Associate in Arts Degree**  
**Generic Studies Program of Liberal Arts and Sciences**  
**The Core Curriculum (HEGIS: 5649)**  
**Minimum Required Credits 60**  
**Associate in Arts Degree Requires 68 Credits**

The Generic Studies - Liberal Arts and Sciences program serves as the general education foundation and Core curriculum of all the College's baccalaureate degree programs.

**Goal:**

Demonstrate self-awareness and mastery of critical generic skills, knowledge and values required for understanding the environment, as described through social sciences, natural sciences and the humanities.

**Objectives:**

After completing the Program, students will be able to:

1. Demonstrate mastery of critical intellectual, affective and psychomotor-behavioral skills for life-long learning.
2. Demonstrate mastery of communication literacy and English language, quantitative and scientific reasoning, technology skills, physical development and artistic expression.
3. Demonstrate mastery of generic principles of the social sciences and natural sciences through the use of the intellectual, affective and psychomotor-behavioral skills.
4. Demonstrate mastery of generic principles of the humanities and cultural studies through the use of intellectual, affective and psychomotor-behavioral skills.

**NOTE:**

The Generic Studies-LAS Program requires completion of a minimum of 60 credits of course work described below with a 2.0 GPA, on a mastery level, based on assessment rubrics developed for each course. Completion of the Associate in Arts (A.A.) degree requires 68 credits.

**BORICUA COLLEGE  
ASSOCIATE IN ARTS DEGREE**

<b>GENERIC STUDIES PROGRAM of LIBERAL ARTS AND SCIENCES</b>					
<b>THE CORE CURRICULUM (HEGIS: 5649)</b>					
<b>Minimum Required Credits 60 - (Associate in Arts Degree Requires 68 Credits)</b>					
<b>CYCLE</b>	<b>INDIVIDUALIZED INSTRUCTION</b> (4 Credits)	<b>COLLOQUIUM</b> (3 Credits)	<b>EXPERIENTIAL STUDIES</b> (2-3 Credits)	<b>THEORETICAL STUDIES</b> (3 Credits)	<b>CULTURAL STUDIES</b> (3 Credits)
<b>FALL CYCLE</b>  <i>15 Credits</i>	<b>GS11100</b> <b>MODULES:</b> <b>COGNITIVE SCIENCE I:</b> An Approach to the: ▪ Humanities, Social Sciences ▪ Natural Sciences, Electives	<b>GS21100</b> <b>AFFECTIVE DEVELOPMENT I:</b> Through Study of: ▪ Humanities, Social Sciences ▪ Natural Sciences, Electives	<b>GS31129</b> <b>PERCEPTUAL DEVELOPMENT</b> (Field Experiences)	<b>GS41163</b> <b>COLLEGE MATH I</b>	<b>GS51181</b> <b>ENGLISH COMPOSITION I</b>
<b>SPRING CYCLE</b>  <i>12 to 15 Credits</i>	<b>GS11210</b> <b>MODULES:</b> <b>COGNITIVE SCIENCE II:</b> An Approach to the: ▪ Humanities, Social Sciences ▪ Natural Sciences, Electives <i>4 Credits</i>	<b>GS21210</b> <b>AFFECTIVE DEVELOPMENT II:</b> Through Study of: ▪ Humanities, Social Sciences ▪ Natural Sciences, Electives	<b>GS31230</b> <b>PHYSICAL DEVELOPMENT</b> (Yoga, Aerobics, Martial Arts, Dance)	<b>GS42263</b> <b>COLLEGE MATH II</b>	<b>GS51281</b> <b>ENGLISH COMPOSITION II</b>
<b>FALL CYCLE</b>  <i>15 Credits</i>	<b>GS11320</b> <b>MODULES:</b> <b>COGNITIVE SCIENCE III:</b> An Approach to the: ▪ Humanities, Social Sciences ▪ Natural Sciences, Electives	<b>GS21320</b> <b>AFFECTIVE DEVELOPMENT III:</b> Through Study of: ▪ Humanities, Social Sciences ▪ Natural Sciences, Electives	<b>NATURAL SCIENCE LAB</b>	<b>NATURAL SCIENCES</b> (Electives)	<b>GS53186</b> <b>AMERICAN HISTORY I</b>
<b>SPRING CYCLE</b>  <i>15 Credits</i>	<b>GS12420</b> <b>MODULES:</b> <b>COGNITIVE SCIENCE IV:</b> An Approach to the: ▪ Humanities, Social Sciences ▪ Natural Sciences, Electives	<b>GS22420</b> <b>AFFECTIVE DEVELOPMENT IV:</b> Through Study of: ▪ Humanities, Social Sciences ▪ Natural Sciences, Electives	<b>GS32367</b> <b>INTRODUCTION TO COMPUTERS I</b>	<b>SOCIAL SCIENCES</b> (Electives)	<b>GS53286</b> <b>AMERICAN HISTORY II</b>
<b>SUMMER OPTIONAL</b> <i>7 to 10 Credits</i>	↓ (Required)	↓ (Required)	↓	↓	↓

<sup>5</sup> Cognitive Science: The study, development and use of the mental, intellectual skills to create, discover and internalize knowledge of the environment as described in the humanities, social sciences and natural sciences.

**Boricua College**  
**Associate in Science Degree**  
**Paralegal Studies Program**  
**(HEGIS: 5099)**  
**Minimum Required Credits 69**

**Goal:**

This program has been designed for the purpose of increasing the number of trained paralegal assistants who are Latino bilingual or from other traditionally underrepresented communities of New York City.

**Objectives:**

At the conclusion of this program, graduates will be able to:

1. Demonstrate self-awareness and a sense of wholeness as a person with the intellectual, affective and psychomotor skills necessary for life-long learning and paralegal competency.
2. Demonstrate mastery of literacy and communication in English, quantitative and scientific reasoning, technological ability, artistic appreciation and performance, and physical wellness.
3. Demonstrate mastery of the foundational principles of paralegal studies including: U.S. legal system (history and development) and contemporary needs for paralegal services in immigration, civil family and business law
4. Demonstrate mastery of the differentiation and integration of personal and professional values of paralegal services in a multicultural environment.

**NOTE:**

The Paralegal Studies Program (A.S.) requires completion of a minimum of 69 credits of course work described below with a minimum 2.0 GPA based on assessment rubrics, exams or other direct measures of student learning.

**BORICUA COLLEGE  
ASSOCIATE IN SCIENCE DEGREE**

<b>PARALEGAL STUDIES PROGRAM</b> (HEGIS Code: 5099) Minimum Required Credits 69					
<b>CYCLE</b>	<b>INDIVIDUALIZED INSTRUCTION</b> (4 Credits)	<b>COLLOQUIUM</b> (3 Credits)	<b>EXPERIENTIAL STUDIES</b> (2-3 Credits)	<b>THEORETICAL STUDIES</b> (3 Credits)	<b>CULTURAL STUDIES</b> (3 Credits)
<b>FALL CYCLE</b>  <i>15 Credits</i>	<b>GS11101</b> <b>MODULES:</b> <b>COGNITIVE SCIENCE I:</b> An Approach to the Humanities	<b>GS21101</b> <b>AFFECTIVE DEVELOPMENT I:</b> Through Study of the Humanities	<b>GS31195</b> <b>FIELD ANALYSIS OF LEGAL INSTITUTIONS</b>	<b>GS41163</b> <b>COLLEGE MATH I</b>	<b>GS51181</b> <b>ENGLISH COMPOSITION I</b>
<b>SPRING CYCLE</b>  <i>15 Credits</i>	<b>GS11211</b> <b>MODULES:</b> <b>COGNITIVE SCIENCE II:</b> An Approach to the Social Sciences	<b>GS21211</b> <b>AFFECTIVE DEVELOPMENT II:</b> Through Study of Social Sciences	<b>GS31230</b> <b>PHYSICAL DEVELOPMENT</b>	<b>GS42263</b> <b>COLLEGE MATH II</b>	<b>GS51295</b> <b>ENGLISH COMPOSITION II:</b> (Paralegal Writing)
<b>SUMMER CYCLE</b>  <i>7 Credits</i>	<b>GS12321</b> <b>MODULES:</b> <b>COGNITIVE SCIENCE III:</b> An Approach to Study of American History I	<b>GS22321</b> <b>AFFECTIVE DEVELOPMENT III:</b> Through American History	<b>PLS32395</b> <b>COMPUTER LAB: APPLICATIONS TO PARALEGAL STUDIES</b>		
<b>FALL CYCLE</b>  <i>16 Credits</i>	<b>PLS12495</b> <b>MODULES:</b> <b>COGNITIVE SKILLS IV:</b> An Approach to American Legal System	<b>PLS22495</b> <b>DIFFERENTIATION BETWEEN PERSONAL &amp; PROFESSIONAL VALUES IN PARALEGAL STUDIES</b>	<b>PLS32495</b> <b>WORKSHOPS IN PARALEGAL OFFICE MANAGEMENT</b>	<b>PLS42495</b> <b>PRINCIPLES OF BUSINESS LAW</b>	<b>PLS52495</b> <b>PRINCIPLES OF FAMILY LAW</b>
<b>SPRING CYCLE</b>  <i>16 Credits</i>	<b>PLS13595</b> <b>MODULES:</b> <b>COGNITIVE SCIENCE V:</b> An Approach to Paralegal Studies	<b>PLS23595</b> <b>INTEGRATION OF PERSONAL &amp; PROFESSIONAL VALUES IN PARALEGAL STUDIES</b>	<b>PLS33595</b> <b>INTERNSHIP IN PARALEGAL STUDIES</b>	<b>PLS43595</b> <b>PRINCIPLES OF IMMIGRATION LAW</b>	<b>PLS53595</b> <b>PRINCIPLES OF CIVIL LAW</b>

**Boricua College**  
**Bachelor of Science Degree**  
**Human Services Program**  
**(HEGIS: 2101)**  
**Minimum Required Credits 132**

The Human Services degree program of 132 credits is designed to prepare practitioners with the knowledge, skills and values of the “helping process” directed at individuals, families, groups, communities, and selected special populations, and social services support systems<sup>6</sup>. The fundamental principle of practice is to enable individuals to move from external support to personal, self-support.

**Goal:**

Prepare human services practitioners who can demonstrate mastery of the generic human services skills, values and knowledge that facilitate an improved quality of life for residents of New York City.

**Objectives:**

1. Demonstrate self-awareness and mastery of generic intellectual, affective and psychomotor-behavioral skills for life-long learning and professional training.
2. Demonstrate research-based interdisciplinary liberal arts knowledge of social problems, public policies and programs.
3. Demonstrate the skills, values and knowledge in the practice of human services directed at individuals, groups, families and community organizations.
4. Demonstrate affective skills and values of human services directed at special client groups in multicultural settings.

**NOTE:**

The Human Services Program (B.S.) requires completion of a minimum of 132 credits of course work with a minimum 2.0 GPA, based on assessment rubrics, exams or other direct measures of student learning; and completion of the Generic Studies-Liberal Arts and Sciences Core Curriculum.

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<sup>6</sup> Baccalaureate Degree in Human Services, Council for National Standards in Human Service Education.

**BORICUA COLLEGE  
BACHELOR OF SCIENCE DEGREE**

<b>HUMAN SERVICES PROGRAM (BS)</b>					
<b>(HEGIS: 2101)</b>					
<b>Minimum Required Credits 132</b>					
<b>CYCLE</b>	<b>INDIVIDUALIZED INSTRUCTION</b> (4 Credits)	<b>COLLOQUIUM</b> (3 Credits)	<b>EXPERIENTIAL STUDIES</b> (3 Credits)	<b>THEORETICAL STUDIES</b> (3 Credits)	<b>CULTURAL STUDIES</b> (3 Credits)
<b>FALL CYCLE</b>  <i>16 Credits</i>	<b>HS13593</b> <b>MODULES:</b> <b>HISTORY, PHILOSOPHY, AND GENERAL SYSTEMS THEORY IN HUMAN SERVICES</b>	<b>HS23593</b> <b>DIFFERENTIATION OF PERSONAL AND PROFESSIONAL VALUES IN HUMAN SERVICES</b>	<b>HS33593</b> <b>PRACTICUM I:</b> (Workshops & Case Studies) Introduction to Human Services Delivery Systems	<b>SOCIAL SCIENCES ELECTIVES</b>	<b>LAS52184</b> <b>WORLD HISTORY I</b>
<b>SPRING CYCLE</b>  <i>16 Credits</i>	<b>HS13693</b> <b>MODULES:</b> <b>DATA COLLECTION FOR RESEARCH</b>	<b>HS23693</b> <b>GROUP WORK I</b> (Working with Groups)	<b>HS33693</b> <b>PRACTICUM II: HUMAN SERVICES METHODS</b> (Workshops & Case Studies) Data Gathering and Research Methods	<b>SOCIAL SCIENCES ELECTIVES</b>	<b>LAS52284</b> <b>WORLD HISTORY II</b>
<b>FALL CYCLE</b>  <i>16 Credits</i>	<b>HS14793</b> <b>MODULES:</b> <b>CONTRACTING, ENGAGING THE CLIENT, AND TERMINATION PROCESS IN HUMAN SERVICES PRACTICE</b>	<b>HS24793</b> <b>INTERPERSONAL SKILLS I</b> (Working with Individuals)	<b>HS34793</b> <b>PRACTICUM III: (INTERNSHIPS)</b> 90 HOURS	<b>SOCIAL SCIENCES ELECTIVES</b>	<b>LAS53185</b> <b>HISTORY OF WESTERN CIVILIZATION I</b> <b>OR</b> <b>LAS53176</b> <b>ART HISTORY I</b>
<b>SPRING CYCLE</b>  <i>16 Credits</i>	<b>HS14893</b> <b>MODULES:</b> <b>HELPING PROCESS IN HUMAN SERVICES</b> (Selected Methods)	<b>HS24893</b> <b>INTEGRATION OF PERSONAL AND PROFESSIONAL VALUES IN HUMAN SERVICES</b>	<b>HS34893</b> <b>PRACTICUM IV: (INTERNSHIPS)</b> 90 Hours	<b>SOCIAL SCIENCES ELECTIVES</b>	<b>LAS54183</b> <b>SURVEY OF AMERICAN LITERATURE: MULTICULTURAL PERSPECTIVES</b>
<b>SUMMER OPTIONAL</b> <i>8 to 11 Credits</i>	↓ (Required)	↓ (Required)	↓	↓	↓

**Boricua College**  
**Master of Science Degree**  
**Human Services Program**  
**(HEGIS: 2101)**  
**Minimum Required Credits 40**

**Goal:**

To address the needs in the City for human services senior administrators and practitioners with the professional skills and humanistic values to facilitate a high quality of life for City's residents.

**Objectives:**

1. Demonstrate self-awareness and superior mastery of the generic, intellectual, affective, and psychomotor competencies necessary for life-long learning, and continuing advanced training.
2. Demonstrate mastery in the research of interdisciplinary foundational knowledge of social problems, social policies and programs.
3. Demonstrate mastery level competency in the application of complex generic human service knowledge and skills, to individuals, groups, families and community organizations.
4. Demonstrate comprehension of and competency in planning and implementation of social welfare policies and programs within multicultural environments.

**NOTE:**

The Human Services Program (M.S.) requires completion of a minimum of 40 credits of course work described below with a 2.0 GPA, on a mastery level-based on assessment rubrics developed for each course.

**BORICUA COLLEGE  
MASTER OF SCIENCE DEGREE**

<b>HUMAN SERVICES PROGRAM (MS)</b> <b>(HEGIS: 2101)</b> <b>Minimum Required Credits 40</b>					
<b>CYCLE</b>	<b>INDIVIDUALIZED INSTRUCTION</b> (4 Credits)	<b>COLLOQUIUM</b> (3 Credits)	<b>EXPERIENTIAL STUDIES</b> (3 Credits)	<b>THEORETICAL STUDIES</b> (3 Credits)	<b>CULTURAL STUDIES</b> (3 Credits)
<b>FALL CYCLE</b>  <i>16 Credits</i>	<b>G-HS18793</b> <b>MODULES:</b> <b>FOUNDATIONS OF HUMAN SERVICES AND SOCIAL WELFARE POLICY</b>	<b>G-HS28893</b> <b>SOCIAL WELFARE POLICY APPLICATIONS TO SOCIAL PROBLEMS</b>	<b>G-HS38793</b> <b>PRACTICUM I:</b> (Workshops & Case Studies)	<b>G-HS48793</b> <b>RESEARCH METHODS FOR HUMAN SERVICES PLANNING</b>	<b>G-HS58740</b> <b>THE CULTURAL DIMENSIONS OF URBAN PUBLIC HEALTH</b>
<b>SPRING CYCLE</b>  <i>16 Credits</i>	<b>G-HS18893</b> <b>MODULES:</b> <b>ENVIRONMENTAL PSYCHOLOGY IN HUMAN SERVICES PRACTICE</b>	<b>G-HS28793</b> <b>GROUP DYNAMICS IN HUMAN SERVICES</b>	<b>G-HS38893</b> <b>PRACTICUM II: (INTERNSHIPS)</b>	<b>G-HS48893</b> <b>SURVEY OF THEORIES OF PERSONALITY</b>	<b>G-HS58840</b> <b>SOCIO-CULTURAL DIMENSIONS OF THE LATINO URBAN EXPERIENCE</b>
<b>FINAL COMPLETION</b>  <i>8 Credits</i>	<b>G-HS38993</b> <b>FINAL THESIS, PROJECT OR G-HS 68893 CAPSTONE PORTFOLIO</b>				

**Boricua College**  
**Bachelor of Science Degree**  
**Childhood Education Program<sup>7</sup>**  
**(HEGIS: 0802)**  
**Minimum Required Credits 132**

The College trains its childhood education students as “Facilitators of Learning” to approach children as total human beings, at the center of the educational agenda. It prepares students to teach to the N.Y. State Learning Common Core Standards, and for graduate training in the field of education.

**Goal:**

Prepare childhood education teachers as facilitators of learning, for the school system of New York City.

**Objectives:**

1. Demonstrate self-awareness and mastery of generic intellectual and affective competencies for life-long learning, and professional training in the field of Education.
2. Demonstrate mastery of liberal arts knowledge about a method and related relevant subject matter.
3. Demonstrate mastery in the pedagogical skills of knowledge and values of childhood education.
4. Demonstrate mastery of affective skills and values in the multicultural classroom environment.

**NOTE:**

The Childhood Education Program (B.S.) requires completion of a minimum of 132 credits of course work with a minimum 2.0 GPA, based on completion of the Generic Studies-Liberal Arts and Sciences Core Curriculum.

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<sup>7</sup> The Teacher Education Program at Boricua College is awarded TEAC accreditation by the Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from May 2014 - May 2021.

**BORICUA COLLEGE  
BACHELOR OF SCIENCE DEGREE**

**CHILDHOOD EDUCATION PROGRAM (BS)**

**(HEGIS: 0802)**

Minimum Required Credits 132

CYCLE	INDIVIDUALIZED INSTRUCTION (4 Credits)	COLLOQUIUM (3 Credits)	EXPERIENTIAL STUDIES (3 Credits)	THEORETICAL STUDIES (3 Credits)	CULTURAL STUDIES (3 Credits)
<b>FALL CYCLE</b>  <i>16 Credits</i>	EDU13592 MODULES: FOUNDATIONS OF AMERICAN EDUCATION	EDU23592 DIFFERENTIATION OF PERSONAL AND PROFESSIONAL VALUES	EDU33592 PRACTICUM I: CREATING A HUMANISTIC LEARNING ENVIRONMENT  ----- CHILD OBSERVATION	SOCIAL SCIENCES ELECTIVES	LAS52184 WORLD HISTORY I
<b>SPRING CYCLE</b>  <i>16 Credits</i>	EDU14892 MODULES: TEACHING LANGUAGE ARTS I: READING AND WRITING	EDU24792 PRINCIPLES AND CONCEPTS OF EDUCATIONAL FACILITATION	EDU33692 PRACTICUM II: TEACHING METHODS WITH TECHNOLOGY  ----- TEACHER OBSERVATION	SOCIAL SCIENCES ELECTIVES	LAS52284 WORLD HISTORY II
<b>FALL CYCLE</b>  <i>16 Credits</i>	EDU14992 MODULES: TEACHING LANGUAGE ARTS II: READING	EDU23692 PRINCIPLES AND CONCEPTS OF INDIVIDUALIZATION : THE EXCEPTIONAL CHILD	EDU34792 PRACTICUM III: TEACHING METHODS WORKSHOPS AND CASE STUDIES	SOCIAL SCIENCES ELECTIVES	LAS53185 HISTORY OF WESTERN CIVILIZATION OR LAS53176 ART HISTORY I
<b>SPRING CYCLE</b>  <i>16 Credits</i>	EDU13692 MODULES: CHILD DEVELOPMENT	EDU24892 CREATING AN ENVIRONMENT FOR HEALTHY LIVING	EDU34892 PRACTICUM IV: FACILITATING LEARNING IN THE CLASSROOM (1-3 Level)	SOCIAL SCIENCES ELECTIVES	LAS54183 SURVEY OF AMERICAN LITERATURE MULTICULTURAL PERSPECTIVES
<b>FALL CYCLE</b>  <i>16 Credits</i>	EDU14792 MODULES: TEACHING MATH, SCIENCE & TECHNOLOGY	EDU24992 INTEGRATION OF PERSONAL AND PROFESSIONAL VALUES IN EDUCATION	EDU35992 PRACTICUM V: FACILITATING LEARNING IN THE CLASSROOM (4-6 Level)	SOCIAL SCIENCES ELECTIVES	LAS52181/ LAS53281 SPANISH COMPOSITION I or II (Pre-requisite Spanish Comp. I)
<b>SUMMER OPTIONAL</b> <i>8 to 11 Credits</i>	↓  (Required)	↓  (Required)	↓	↓	↓

**Boricua College**  
**Master of Education Science Degree**  
**TESOL (Teaching English to Speakers of Other Languages)**  
**(HEGIS: 1508)**  
**Minimum Required Credits 40**

**Goal:**

Address the need for senior level practitioners in facilitating learning in children of diverse cultural and linguistic backgrounds.

**Objectives:**

1. Demonstrate self-awareness and superior mastery of intellectual, affective and psychomotor competencies necessary for continuing advanced training.
2. Demonstrate research-based subject matter knowledge necessary to teach children from K-12 for whom English is a new language.
3. Demonstrate the ability to create a caring and nurturing environment, and develop intellectual, affective and psychomotor competencies for students who are English language learners.
4. Demonstrate competencies in the values, skills and knowledge required to facilitate the learning of the students from diverse, multicultural backgrounds, and special needs.

**NOTE:**

The Master of Science Program (Teaching English to Speakers of Other Languages - TESOL) (M.S.) requires completion of a minimum of 40 credits of course work described below with a 2.0 GPA, on a mastery level based on assessment rubrics developed for each course.

**BORICUA COLLEGE  
MASTER OF SCIENCE DEGREE**

**TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES)**

**(HEGIS: 1508)**

**Minimum Required Credits 40**

<b>CYCLE</b>	<b>INDIVIDUALIZED INSTRUCTION (4 Credits)</b>	<b>COLLOQUIUM (3 Credits)</b>	<b>EXPERIENTIAL STUDIES (3 Credits)</b>	<b>THEORETICAL STUDIES (3 Credits)</b>	<b>CULTURAL STUDIES (3 Credits)</b>
<b>FALL CYCLE</b>  <i>16 Credits</i>	<b>G-EDU18792 MODULES: THEORY AND PRACTICE OF BILINGUAL AND SPECIAL EDUCATION</b>	<b>G-EDU28792 DIFFERENTIATION AND INTEGRATION OF PERSONAL AND PROFESSIONAL VALUES IN FACILITATING SECOND LANGUAGE LEARNERS</b>	<b>G-EDU38792 CURRICULUM, ASSESSMENT AND METHODS OF TEACHING ESL IN GENERAL AND SPECIAL EDUCATION</b>	<b>G-EDU48782 PSYCHOSOCIAL LINGUISTICS</b>	<b>G-EDU58892 TEACHING THE STRUCTURE OF THE ENGLISH LANGUAGE</b>
<b>SPRING CYCLE</b>  <i>16 Credits</i>	<b>G-EDU18892 MODULES: INTELLECTUAL SKILLS APPROACH TO SOCIAL STUDIES</b>	<b>G-EDU28892 LITERACY AND SECOND LANGUAGE LEARNING IN CORE SUBJECT AREAS:</b>	<b>G-EDU38892 CURRICULUM, ASSESSMENT OF TEACHING CORE SUBJECTS IN NATIVE LANGUAGE AND ENGLISH: (Math, Science and Social Studies)</b>	<b>G-EDU48892 TEACHING CORE SUBJECTS TO SECOND LANGUAGE LEARNERS (Math, Science and Technology)</b>	<b>G-EDU58792 INTERNATIONAL PERSPECTIVES ON BILINGUAL AND MULTICULTURAL EDUCATION</b>
<b>FINAL COMPLETION</b>  <i>8 Credits</i>	<b>G-EDU68992 FINAL CAPSTONE PORTFOLIO</b>				<b>G-EDU58781 ADVANCED SPANISH (ELECTIVE)</b>

**Boricua College**  
**Bachelor of Science Degree**  
**Business Administration Program**  
**(HEGIS: 0506)**  
**Minimum Required Credits 132**

This program aims to develop management professionals for the private and public business sector who are aware of the changing language and cultural diversity of the marketplace.

**Goal:**

Graduates will be able to demonstrate introductory level mastery of the skills, knowledge and values of management decision-making in the multicultural business environment of New York City.

**Objectives:**

Graduates will be able to

1. Demonstrate self-awareness and mastery of generic intellectual, affective and psychomotor-behavioral skills for life-long learning and professional training.
2. Demonstrate mastery of liberal arts interdisciplinary subject matter knowledge necessary for management decision-making in the field of business.
3. Demonstrate mastery of the skills, knowledge and values necessary in management decision-making.
4. Demonstrate mastery of the affective skills, and legal-ethical principles of management necessary in a multicultural environment.

**NOTE:**

The Business Administration Program (B.S.) requires completion of a minimum of 132 credits of course work with a minimum 2.0 GPA based on assessment rubrics, exams or other direct measures of student learning; and completion of the Generic Studies-Liberal Arts and Sciences Core Curriculum.

**BORICUA COLLEGE  
BACHELOR OF SCIENCE DEGREE**

<b>BUSINESS ADMINISTRATION PROGRAM (BS)</b>					
<b>(HEGIS: 0506)</b>					
<b>Minimum Required Credits 132</b>					
<b>CYCLE</b>	<b>INDIVIDUALIZED INSTRUCTION (4 Credits)</b>	<b>COLLOQUIUM (3 Credits)</b>	<b>EXPERIENTIAL STUDIES (3 Credits)</b>	<b>THEORETICAL STUDIES (3 Credits)</b>	<b>CULTURAL STUDIES (3 Credits)</b>
<b>FALL CYCLE</b> <i>16 Credits</i>	<b>BUA13591 MODULES: MANAGEMENT I DECISION MAKING</b>	<b>BUA23591 DIFFERENTIATION OF PERSONAL AND PROFESSIONAL VALUES</b>	<b>BUA33591 PRACTICUM I: WORKSHOPS AND CASE STUDIES</b>	<b>SOCIAL SCIENCES ELECTIVES</b>	<b>LAS52184 WORLD HISTORY I</b>
<b>SPRING CYCLE</b> <i>16 Credits</i>	<b>BUA13691 MODULES: MANAGEMENT II: ORGANIZATIONAL DEVELOPMENT</b>	<b>BUA23691 THE PLANNING FUNCTION IN MANAGEMENT</b>	<b>BUA33691 PRACTICUM II: WORKSHOPS AND CASE STUDIES</b>	<b>SOCIAL SCIENCES ELECTIVES</b>	<b>LAS52284 WORLD HISTORY II</b>
<b>FALL CYCLE</b> <i>16 Credits</i>	<b>BUA14791 MODULES: INTRODUCTION TO MARKETING I</b>	<b>BUA24791 STAFFING AND HUMAN RESOURCES</b>	<b>BUA34791 PRACTICUM III: (INTERNSHIP) 90 hours</b>	<b>SOCIAL SCIENCES ELECTIVES</b>	<b>LAS53185 HISTORY OF WESTERN CIVILIZATION I OR LAS53176 ART HISTORY I</b>
<b>SPRING CYCLE</b> <i>16 Credits</i>	<b>BUA14891 MODULES: INTRODUCTION TO BUSINESS LAW I</b>	<b>BUA24891 INTEGRATION OF PERSONAL AND PROFESSIONAL VALUES</b>	<b>BUA34891 PRACTICUM IV: (INTERNSHIP) 90 hours</b>	<b>SOCIAL SCIENCES ELECTIVES</b>	<b>LAS54183 SURVEY OF AMERICAN LITERATURE A MULTICULTURAL PERSPECTIVES</b>
<b>SUMMER OPTIONAL</b> <i>8 to 11 Credits</i>	↓ <i>(Required)</i>	↓ <i>(Required)</i>	↓	↓	↓

**Boricua College**  
**Bachelor of Arts Degree**  
**Liberal Arts and Sciences Program**  
**(HEGIS: 4901) / Minimum Required Credits 124**

**Goal:**

Demonstrate the scholarly ability to examine through study and research the human condition of the 21st Century through an interdisciplinary approach to the liberal arts and sciences.

**Objectives:**

1. Demonstrate self-awareness and mastery of the generic intellectual and affective skills necessary for life-long learning.
2. Demonstrate the ability to integrate the intellectual, affective and psychomotor competencies with the knowledge of the liberal arts and sciences for scholarly research and professional practice.
3. Demonstrate competency in the research methodology required to examine the human condition, through an interdisciplinary approach.
4. Demonstrate competency in the application of both “instrumental” and “interpretive” knowledge in understanding the multicultural human experience.

**NOTE:**

This degree requires completion of minimum of 124 credits, 60 credits in the Generic Studies-Liberal Arts and Sciences program and 60 credits in a program of study designed for a specific student and approved by the Vice President for Academic Affairs composed of courses from the Five Ways of Learning Model of the College.

**Boricua College**  
**Bachelor of Arts Degree**  
**Inter-American Studies Program**  
**(HEGIS: 0399) / Minimum Required Credits 124**

**Goal:**

Demonstrate the scholarly and professional ability to examine the inter-relationships of the peoples and nations of North, Central and South America, and the Caribbean with specific focus on history, culture and migration.

**Objectives:**

1. Demonstrate self-awareness and mastery of generic intellectual and affective skills necessary for life-long learning and further professional development.
2. Demonstrate competencies in the research methodology and subject matter knowledge required to examine the human condition of the peoples of the Americas.
3. Demonstrate the ability to integrate the intellectual, affective and psychomotor skills with the knowledge of the Americas for into scholarly and creative work presentations and professional practice.
4. Demonstrate basic competency in the application of instrumental and interpretive knowledge in the study of culture, history, literature and politics in inter-American relations.

**NOTE:**

This degree requires completion of minimum of 124 credits, 60 credits in the Generic Studies-Liberal Arts and Sciences program and 60 credits in a program of study designed for a specific student and approved by the Vice President for Academic Affairs composed of courses from the Five Ways of Learning Model of the College.

**Boricua College**  
**Master of Arts Degree**  
**Latin American and Caribbean Studies Program**  
**(HEGIS: 0308) / Minimum Required Credits 40**

**Goal:**

Demonstrate advanced level of research and study of the peoples of the Americas, including the Caribbean, from the perspectives of the humanities and social sciences.

**Objectives:**

1. Demonstrate self-awareness and mastery level of the intellectual, affective and psychomotor competencies necessary for life-long learning and further scholarly development.
2. Demonstrate ability to extend and/or contribute to the knowledge of the Americas through study and research.
3. Demonstrate the ability to integrate the knowledge of the Americas, for scholarly and creative work and professional practice through the use of the generic intellectual, affective and psychomotor skills.
4. Demonstrate the application of the generic skills and knowledge of the Americas, in the context of the humanities and the social sciences, in multicultural situations.

**BORICUA COLLEGE**  
**MASTER OF ARTS DEGREE**

<b>LATIN AMERICAN AND CARIBBEAN STUDIES PROGRAM (MA)</b>					
<b>(HEGIS: 0308)</b>					
<b>Minimum Required Credits 40</b>					
<b>CYCLE</b>	<b>INDIVIDUALIZED INSTRUCTION</b> (4 Credits)	<b>COLLOQUIUM</b> (3 Credits)	<b>EXPERIENTIAL STUDIES</b> (3 Credits)	<b>THEORETICAL STUDIES</b> (3 Credits)	<b>CULTURAL STUDIES</b> (3 Credits)
<b>FALL CYCLE</b>  <i>16 Credits</i>	<b>G-LAC14682</b> <b>MODULES</b> <b>U.S.</b> <b>CONTEMPORARY</b> <b>LATINO</b> <b>LITERATURE</b> <b>1950-Present</b>	<b>G-LAC24782</b> <b>MODERN</b> <b>CARIBBEAN</b> <b>NARRATIVE</b> <b>1950-Present</b>	<b>G-LAC38787</b> <b>PRACTICUM</b> <b>VI:</b> <b>(SUPERVISED</b> <b>INTERNSHIP)</b>	<b>G-LAC48744</b> <b>POLITICAL</b> <b>INSTITUTIONS IN</b> <b>LATIN AMERICAN</b> <b>AND</b> <b>THE CARIBBEAN</b>	<b>G-LAC58787</b> <b>SURVEY OF LATIN</b> <b>AMERICAN AND</b> <b>CARIBBEAN</b> <b>ART/FILM/MUSIC</b>
<b>SPRING CYCLE</b>  <i>16 Credits</i>	<b>G-LAC14782</b> <b>MODULES</b> <b>HISTORY OF</b> <b>LATIN AMERICA</b> <b>AND CARIBBEAN</b> <b>(Pre-Colombian</b> <b>Period)</b>	<b>G-LAC25582</b> <b>DICTATORSHIPS</b> <b>IN THE LATIN</b> <b>AMERICAN AND</b> <b>CARIBBEAN</b> <b>NOVEL</b>	<b>G-LAC38887</b> <b>PRACTICUM VII:</b> <b>(SUPERVISED</b> <b>INTERNSHIP)</b>	<b>G-LAC48845</b> <b>ECONOMIC</b> <b>SYSTEM AND</b> <b>ISSUES OF</b> <b>LATIN AMERICA</b> <b>AND CARIBBEAN</b> <b>BASIS</b>	<b>G-LAC58887</b> <b>HISTORY OF LATIN</b> <b>AMERICA AND THE</b> <b>CARIBBEAN</b> <b>(1810-1990)</b>
<b>FINAL COMPLETION</b>  <i>8 Credits</i>	<b>G-LAC38987</b> <b>FINAL</b> <b>THESIS/PROJECT</b> <b>OR</b> <b>G-LAC68987</b> <b>ARTISTIC</b> <b>PERFORMANCE</b>				

## Chapter 8

# Academic Assessment and Grades

Boricua students progress toward their objectives at a varying pace, always aware of the criteria by which their performance will be assessed, and the relationship between their performance and the College's academic standards.

Registration and Assessments departments manages the academic records of the highly individualized academic registration and academic assessments of each student.

### Assessment Procedure and Grading Policy

Boricua awards letter grades at the end of each academic term to indicate level of "Mastery" of skills, competencies and subject matter achieved by the student (See Grading System Chart below) Assessment of academic achievement is an integral part of a student's educational process and begins with a Learning Contract. It continues in weekly Educational Facilitator dialogues with a student throughout the term, and culminates in the recommendation of grades based on the cumulative recommendations of all faculty members who have worked with a student. Recommended grades are reviewed by an Assessment Committee, (composed of the student's Faculty Facilitator and two other Faculty Facilitators) who has the ultimate and official authority to award final grades. The Assessment Committee's ratification and awarding of a grade depends on a student's: attendance, participation and quality and quantity of work produced.

### Academic Policies

(a) All students are required to register Full-Time for a minimum of 12 credit in the first term and maximum of 16 credits thereafter in each Fall and Spring terms, and up to 11 credits in the Summer term. (b) There are no part-time students at Boricua. (c) Boricua College is a senior college, therefore, all entering students are expected to achieve a Bachelor or Master's degree. An Associate in Arts degree may be awarded after completing sixty-eight (68) credits and all requirements of the Generic Studies "Core" liberal arts and sciences program. (d) All students must complete at least six (6) credits in Math, six (6) credits in English and three credits in Natural Sciences. (e) Each department or program may have additional requirements for degree completion. (f) Students must declare a major area of study by their "junior" year, and are expected to fulfill any outstanding requirements of the Generic Studies-LAS programs as well as any special requirements of the academic program to which they are applying. (g) For any grievance, students are required to follow a pattern of communication that begins with their Educational Facilitator, followed by the Chairperson of their Department to the Vice President of Academic Affairs or another administrator appointed by the President. Ignoring this procedure may be detrimental to resolving a problem. (h) A faculty member who is absent is expected to make up the session(s) missed, and students are expected to attend the re-scheduled classes. (i) While the College makes every effort to give students sound academic advice, it must be understood that compliance with academic rules and regulations is the student's responsibility.

- **Strictly Required:** Students will be suspended if they stop attending or withdraw from Individualized Instruction, Colloquium and Experiential Studies courses; and may not receive grades for any other course attended.
- **Repeated Courses:** a course in which the student has already received a passing grade cannot be included in meeting full-time study requirements for State and Federal financial aid. Repeated courses may be counted toward full-time study requirements when a student has received a grade that is passing at the institution but is unacceptable for a particular degree program. (NYHESC Regulations), 3.01(e).
- **Course Descriptions:** Every course is listed by number and title, and briefly described in the College catalogue. Students can request a more complete description of the course syllabi from their Department Chairperson or Dean.
- **Independent Study Courses:** Students must consult with their Educational Facilitators before requesting enrollment in an Independent Study course. All independent study courses must be approved by the Department Chairperson and Vice President for Academic Affairs, prior to their initiation. No more than two credits may be awarded for I.S. courses and the product must be evaluated by an Assessment Committee.
- **Attendance Requirements:** Students are expected to attend all courses. Non-attendance will jeopardize academic achievement as well as eligibility for financial aid.
- **Official Withdrawal:** Students who choose to withdraw from the College after registration must complete and submit a Withdrawal form to the Department of Registration and Assessments by the date stated in the academic calendar (students may be responsible for a portion of their tuition) and participate in an exit interview.
- **Disenrollment:** The programs of Boricua College are designed to permit students of differing capacities to progress toward a degree at their own pace. Occasionally, a student's progress is so limited as to make disenrollment from the College clearly in the student's and College's best interest.
- **Re-assessment Grievance Procedures:** If a student disagrees with the credits or grades awarded by the Assessment Committee, they may seek reassessment by completing a Re-assessment Request Form in the Department of Registration and Assessments. Upon reviewing the request, the Director of Registration and Assessments may meet with the Vice President of Academic Affairs who may convene a Re-Assessment Committee. The re-assessment decision reached by this committee is final and the student is notified. Students may only request reassessment for the immediate previous term.

- **Open Academic Portfolios:** From time to time a student may not have completed academic work for a course because of unusual personal circumstances; or the student may need a few more credits in a course for graduation, or for other reasons reported in writing by the Faculty Facilitator and Chairperson of a Department. In such rare instances, a student's Academic Portfolio is kept open, and in some cases re-opened, so that required work may be completed and grades are awarded retroactively.
- **Full-Time Course Load:** Every student is registered full time for a course load distributed as follows:

Course Categories	Maximum 16 Credits (During the Academic Year)	Maximum 11 Credits (Summer Only*)
1. Individualized Instruction	4	3
2. Colloquium	3	2
3. Experiential Studies	2-3	2-3
4. Theoretical Studies	3	3 Either/or
5. Cultural Studies	3	

\* Summer term up to 11 credits

### Academic Grading System

The actual grades and the corresponding quality points achieved by a student reflect the quantity of work produced and Mastery level of the skills and subject matter content in each course.

GRADING SYSTEM			
GRADE	DEFINITION	GRADE	QUALITY POINTS
<b>SM</b>	SUPERIOR MASTERY	<b>SM</b>	4:00
<b>M+</b>	MASTERY	<b>M+</b>	3.75
<b>M</b>	MASTERY	<b>M</b>	3.50
<b>M-</b>	MASTERY	<b>M-</b>	3.25
<b>MC</b>	MASTERY WITH CONDITIONS	<b>MC</b>	2.50
<b>MC-</b>	MASTERY WITH CONDITIONS	<b>MC-</b>	2.00
<b>NI</b>	Needs Improvement	<b>NI</b>	1.50
<b>U</b>	Unacceptable Repeat Course	<b>U</b>	0

- **How to Calculate Grade Point Average (G.P.A.):** The grade point average is obtained by multiplying the total number of quality points achieved by the number of credits achieved and dividing the result by the number of credits attempted.

$$\text{G.P.A.} = \frac{\text{Quality Points X Credits Achieved}}{\text{Total Course Credits Attempted}}$$

- **Boricua College’s Academic Progress Policy:** If a student achieves less than 2.0 GPA in two (2) consecutive terms and progress is judged not likely to improve in the foreseeable future, an Assessment Committee or Chairperson may advise the student to withdraw from the College for one or more academic terms. The student may appeal the ruling to the Vice President of Academic Affairs, whose judgment in this matter is final.
- **Academic Degree Completion Milestones:** Boricua College is a four (4) year institution and all students are expected to complete a bachelor's degree. Boricua's degree completion has two minimum milestones, one at sixty-eight (68) credits for which the student may be awarded an Associate of Arts degree and another at one hundred and thirty two (132) credits for the Bachelor degrees.

### **Life Experience Credits**

A student seeking Boricua College credit for life-experience-learning (e.g., employment, community leadership, travel, military experiences and/or non-college course work) may contact his/her Faculty Facilitator for guidance in the preparation of a portfolio documenting such experience and the competencies derived there from. The Department of Registration and Assessments provides students with a complete set of guidelines regarding the preparation of the Life Experience Portfolio. Upon receipt of the Life Experience Portfolio, an Assessment Committee evaluates it and awards credits. A maximum of thirty (30) credits may be allocated to Life Experience Learning. Only students with excellent academic records will be allowed to attempt “Life Experience” credits, and only with the written recommendation of the Department Chairperson and the written approval of the Vice President for Academic Affairs.

### **College Level Examination Program (CLEP)**

Students entering the College may qualify for up to thirty (30) credits by scoring at or above the median for freshmen on the General and Subject examinations of the New York State College Level Examination Program (CLEP). Information about CLEP may be obtained from the Department of Registration and Assessments.

### **Transcript Requests**

Official transcripts, of a student’s academic record, are only released upon submission of a signed Transcript Request Form to the Department of Registration and Assessments. Transcripts will not be prepared or released without written verification that the student does not have any past due library books or College equipment and/or outstanding balance, tuition and/or fees. A processing fee is charged for each transcript request.

### **Academic Honors and Awards**

- The Honors List

The Honors List is announced at the beginning of the Fall term of each academic year. Eligibility for the Honors List requires being registered for all three terms of the previous academic year, and a grade point average of at least 3.50. A failing grade in any course during those three terms will cause the student to be ineligible. The Honors List status is noted on the student’s official transcript.

- **Graduation Honors**

There are three (3) levels of distinction for the Associate and Baccalaureate degree candidates: a degree with Summa Cum Laude shall be granted to students whose cumulative grade point average (GPA) is at least 3.80. A degree with Magna Cum Laude shall be granted to students whose cumulative grade point average is at least 3.50. A degree with Cum Laude shall be granted to students whose cumulative grade point average is at least 3.20. In addition, special awards are presented at Commencement to four (4) graduates from the Generic Studies Department and one graduate from each of the Specialty Studies departments.

## Chapter 9

# Library and Learning Resources

The Library and Learning Resources system includes all those functions of the College that provide students and faculty with the material and technological resources necessary to complete their assigned tasks.

Like most libraries in the country, Boricua College’s library is facing a dramatic challenge imposed by the constant changes in technological resources. The College aspires to establish a system whereby all our students can gain access to information and knowledge in digital format in a manner that is free to all. This does not mean the replacement of its present libraries, but rather to create a common network allowing for the flow of knowledge among the faculty and students. This goal poses an interesting educational challenge for the faculty and the library staff to create a partnership in support of student learning. The College’s library staff, faculty and academic administrators are studying this situation in order to design a 21st Century library.

### Library Resources

For the last two decades, the library has followed the standards of the New York State Education Department (NYSED) (1989), and the American Libraries Association (ALA) (2004), that required a liberal arts senior college to observe the following minimum holdings formula:

<b>General Liberal Arts Collection: (Basic)</b>	26,000 books
<b>Program Collections: (Additional)</b>	
For each student enrolled:	15 books
For each full-time faculty in a Program:	100 books
For each undergraduate program:	350 books

Boricua College policy also includes the following principles:

- The description of library resources and/or plan for library development should include educational and research materials in an appropriate print and non-print mix in depth and breadth to support the curriculum;
- The institution should demonstrate that students attain through instruction and practice the advanced information literacy skills appropriate to the attainment of the general education and program goals;
- Library resources should include a sufficient number of appropriately trained library staff to support the proposed program;
- Sufficient number of Library staff should possess a Master’s degree from accredited library schools

Current Status: Thus, Boricua College, while updating its Master Plan 2012-2017, created several objectives aimed to upgrade and update the library and has worked to meet the standards while continuing to support both traditional and non-traditional aspects of Boricua's programs. Its current priorities are to continue to meet the standards and supplement print materials with digital data, retraining faculty and staff in the use of contemporary digital books, magazines and scholarly journals; and redesign the library facilities of 14,692 sq. ft.,(12 sq. ft. per student).

The Boricua College library currently has several major units distributed among the three campuses: Basic Liberal Arts Collection, Academic Programs Collections, Instructional Modules Library, Special Collections, in addition to an Inner-City library agreement, and several other networks of digital and print resources and electronic catalogue system.

### **Basic Liberal Arts and Academic Programs Collections:**

The Basic Collection includes the general liberal arts and science collection as well as special holdings for each academic program according to standards established by the State Education Department, the National Library Association, and the Middle States Association of Colleges and Schools.

### **Instructional Module Library:**

The Instructional Module Library is a circulating library that has 42,650 volumes, including 25 multiple stock items per volume, and a Module Reserve Book Collection of 1,442 volumes that support bibliographic citations of copyrighted text used in the production of instructional modules.

### **Special Collections**

- Congressman Herman Badillo's Congressional Papers represent the work of the first Puerto Rican congressman and include documentation of his activities supporting the development of New York's Puerto Rican community. The papers also document Congressman Badillo's participation in the impeachment hearings of President Richard Nixon and his leadership in creating the Bi-lingual Education Act.
- The Puerto Rican Collection is composed of books, periodicals, letters, photographs, clippings, and other published materials related to the Puerto Rican community's experience in New York City from 1930 to 1980. The collection contains 3,446 volumes.
- The Hispanic Music Collection serves as a repository of the music of Puerto Rican and other Hispanic communities over the last 100 years. The primary objective of the collection is to document and maintain this music. The growing collection now contains 5,447 records and tapes from classical, popular, and folklore genres. The Hispanic community's interest in this collection is expanding rapidly.

- The Map Collection was donated to the College by the American Geographical Society and represents the society's illustrious work. For many years, the society was a leading international institution of scholarship, exploration, and mapmaking. The Manhattan campus center is located in the former building of the American Geographical Society, which the College purchased in 1980. The collection contains 9,000 maps related to historical, geographic, demographic, and other physiographic developments worldwide studied by the Society.
- Inner-City Library Agreement: Boricua is a member of the New York Metropolitan Reference and Research Libraries Consortium (METRO), which provides faculty and students with access to the collections and services of 270 member institutions that represent 1,200 libraries in the New York metropolitan area. Students also use the New York Public Library system.
- Koha Electronic Card Catalogue: The college is migrating its legacy card catalog to a modern digital version based on Koha, the leading open source integrated library system. The new system provides online access to the college community from any computer connected to the internet. It provides powerful online search capabilities, description of titles, resource availability, library location of titles, hold and reserve, commenting on titles, acquisition recommendations and linkages to other local libraries that might hold copies of searched titles. The user will be able to browse an electronic version of the physical shelf where the book is located. All users will be able to create reading lists for their own personal use or to make them publicly available to other users. This is a great tool for faculty to share their reading bibliography and or interests with their students. The same interface will be used for accessing EBSCO electronic journals databases, the World catalog and other online resources.

### **Westchester Academic Library Directors Organization (WALDO)**

WALDO is a membership organization supporting the procurement and administration of electronic information services for libraries since 1982. Boricua College joined WALDO in 2003 when they expanded their membership to locations outside of Westchester County in NY. WALDO membership provides the college with the following services:

- METRO (Metropolitan New York Library Council): METRO has developed and maintains unsurpassed services to facilitate resource sharing among member libraries. Their resource sharing services open the world of knowledge to patrons of member libraries by providing access to collections around New York City and Westchester County. With more than 250 members, the METRO community encompasses a variety of archives and libraries, including academic, hospital, nonprofit, school, special, and public libraries. METRO's Referral Card system expands our college community access to collections and resources throughout New York City and Westchester County.

- EBSCO Information Services: EBSCO offers E-books more than 75 full-text and secondary research database subscriptions for over 360,000 e-journals, and print journals.

### **Library Use and Training**

The library staff conducts library training for students and faculty on a regular basis. Students are given a survey questionnaire by the librarian to express their opinions about the visit. These questionnaires are then analyzed by the library staff and academic administrators to decide what improvements should be made.

### **Information Technology System Upgrade**

For almost a decade the College has used as its information technology infrastructure a system known as CAMS (Comprehensive Academic Management System). While the system has made a positive contribution in the management of certain kinds of information, in particular with respect to the registration of students and academic reporting, the operational linkages between several critical departments, including finance, student accounts and financial aid has not been possible. Moreover, the aging of the servers and narrow communication bandwidth has impeded electronic communication.

As of today, a great deal of planning and work has taken place to upgrade the College's system by increasing the bandwidth so that faster communication is possible, not only within the College, but with regard to a new website, and for the development of distance learning opportunities for students.

### **Computer Laboratories**

The Computer Labs provide for the teaching of computer skills required of all Boricua students. The College has five (5) computer labs with twenty-five (25) computer workstations each with standard software for word processing and academic software in English and mathematics. Research software is also available to all students and faculty. Every classroom in the College has the potential of becoming an electronic classroom when connected to a portable multimedia audio-visual computer system.

### **Natural Science Laboratories**

There are five general science labs, two at the Brooklyn Campus Center, one at the Manhattan Campus and two at the Bronx Campus Center. All students are required to take at least one natural science lab course.

### **Physical Education Gymnasium**

Physical development and maintenance of health is an important component of Boricua's academic philosophy. Courses in yoga, dance, martial arts, volleyball, basketball, and lectures on personal health and other physical activities regularly take place in the College's physical development studios at each Campus center.

**Buildings and Grounds**

Boricua facilities are specially designated to support its adapted to its unique educational mission and instructional methods, and their locations are chosen to allow students to learn at a place convenient to their homes and jobs, in order to minimize transportation and other costs. The College is also an active partner with the communities it serves and a strong collaborator in the economic and cultural development of the communities.

## Chapter 10

# Student Academic Support and Community Services

Once a student has been accepted, Boricua College is committed to providing its students with all the necessary supports to guarantee the completion of their studies and graduation. The network of student academic support services is part of the backup safety net for each and every student.

**Student Academic Supports:** This includes the Tutoring Center and College Prep Program. The latter provides free-of-charge preparation for the High School Equivalency Diploma, and the federal Ability to Benefit Exam.

### ▪ **Tutoring Center**

The Tutoring Center provides a STEM program of individual and group tutoring in Science, Technology, English and Math at each of the College's locations throughout the academic year. The student's Educational Facilitator's recommendation is required.

### ▪ **College Prep Program**

The College Prep program was created to address the inadequate education, cultural prejudices, low academic skills, language difficulty and economic hardship, which contribute to Puerto Ricans, Hispanics and others leaving high school. At the core of the College Prep Program is the College's individualized and small group, culture-based educational system, and its unique instruction methods that have proven over the past thirty-three years to guarantee quality education and high retention rates among the College's students. The College Prep Program is offered at all the College's campuses. Completion of the College Prep Program can lead to admissions into the College.

### ▪ **Community Service**

Community Service, together with instruction and research, constitute the three primary functions of an institution of higher learning. Boricua is proud of its consistent, effective and far reaching contributions to community service. In addition to the College Prep program other community service activities include the following:

### ▪ **Boricua College Chorus**

A permanent, volunteer choral group under the College's auspices was established in 1985 by its Director and Artist-in-Residence, the late Abraham Lind Oquendo. It is composed of singers of diverse ethnic backgrounds representing the multi-cultural/multi-racial makeup of New York City. Membership is open to students, staff, and alumni of Boricua College, and the community-at-large. While the scope of musical presentations is universal, the Chorus emphasizes the dissemination, development and nurturing of Puerto Rican and Hispanic music and composers, utilizing an international repertoire of varied styles and languages. The Chorus performs extensively throughout the New York metropolitan area, including Carnegie Hall, and has collaborated with the Bronx Arts Ensemble Orchestra on numerous occasions. The Chorus has received numerous awards and is widely praised.

- **The Galerías de Arte**

The Galerías de Arte are located at each of the College's Campus buildings. They provide an indispensable showcase for emerging and professional Puerto Ricans, Hispanic/Latino and non-Latino artists to present their work for exhibitions, discussions, workshops and conferences for students, faculty and community members.

## Chapter 11 COURSE DESCRIPTIONS

### GENERIC STUDIES PROGRAM of LIBERAL ARTS AND SCIENCES (THE CORE CURRICULUM)

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#### INDIVIDUALIZED INSTRUCTION

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The Individualized Instruction courses in the Generic Studies Core Curriculum program require students to demonstrate self-awareness and mastery in the use of critical, intellectual skills<sup>8</sup> necessary for understanding the generic principles of the liberal arts and sciences. At Boricua College, the study of these mental processes is referred to as Cognitive Science.

#### **GS11101 Cognitive Science I: An Approach to the Humanities**

By completing this course students will be able to demonstrate self-awareness and mastery in the use of critical intellectual skills in understanding the basic facts, concepts, and theories of the Humanities disciplines. This course will require the completion of one set of twelve instructional modules from a list provided by the department. (History, Literature, Philosophy, Fine Arts, Languages, Performance Arts).

#### **GS11211 Cognitive Science II: An Approach to the Social Sciences**

By completing this course students will be able to demonstrate self-awareness and mastery in the use of critical intellectual skills in understanding basic facts, methods, and theories of the Social Sciences. This course will require the completion of one set of twelve instructional modules from a list provided by the department. (Psychology, Sociology, Anthropology, Political Science, Economics).

#### **GS12321 Cognitive Science III: An Approach to the Natural Sciences**

By completing this course students will be able to demonstrate self-awareness and mastery in the use of critical intellectual skills in understanding basic facts, methods, and theories of the Natural Sciences. This course will require the completion of one set of twelve instructional modules from a list provided by the department. (Biology, Chemistry, Physics, Mathematics).

#### **GS12421 Cognitive Science IV: An Approach to the Liberal Arts and Sciences**

By completing one elective course from the three clusters (I, II, III), students will be able to demonstrate a growing awareness and competency with the cognitive science approach to the generic principles of the liberal arts and sciences. (Interdisciplinary)

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<sup>8</sup> Boricua College has adapted the B. Bloom, et.al., Bloom Taxonomy of Educational Objectives (1956), and translated the objectives into mental operational processes required for internalizing subject matter.

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## COLLOQUIUM

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Small group colloquia are designed to provide students with an opportunity to demonstrate their self-awareness and Mastery of the Affective Skills<sup>9</sup> of receiving (listening and reading), responding (speaking and writing) and expressing their values, feelings and emotions in understanding the generic principles of the liberal arts and sciences.

### **GS21101 Affective Development I: An Approach to the Humanities**

By participating in this small group colloquia, students will be able to demonstrate self-awareness and Mastery of their affective ability in receiving and responding to social communication and expressing the values necessary to acquire facts, concepts, and principles of the humanities. A special outcome of this course is the student's ability to communicate and express their individuality.

### **GS21211 Affective Development II: An Approach to the Social Sciences**

Provides students with an opportunity to demonstrate self-awareness and Mastery of the complex levels of the affective skills required in group learning, while introducing them to the facts, methods, theories and interdisciplinary integration of the social sciences. A special outcome of this course is that students demonstrate an awareness of their personal values and ability to tolerate differences with their peers.

### **GS21321 Affective Development III: An Approach to the Natural Sciences**

At the completion of this colloquium students will be able to demonstrate self-awareness and Mastery of the affective skills to maximize understanding of the facts, methods and theories of the natural sciences, and scientific findings, within the framework of their own cultural values and world view.

### **GS 22421 Affective Development IV: An Approach to the Liberal Arts and Sciences**

At this level of participation in a colloquium, students will be able to demonstrate a comprehensive awareness and Mastery of their affective skills, the effectiveness of learning groups, and a clear understanding of the liberal arts and sciences; select a direction for further study; and demonstrate depth, quality and confidence in their oral and written communication, and a clear overarching philosophy and world view.

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## EXPERIENTIAL STUDIES

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These courses concentrate on the "psychomotor" dimension of learning and compliments the cognitive and affective skills developed in individualized instruction and colloquium. These sequences of courses evolve from perceptual enrichment through sensory awareness and physical development to instrumental and complex skills where the cognitive and affective dimensions integrate with the psychomotor.

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<sup>9</sup> B. Bloom, et. al., *Taxonomy of Educational Objectives* (1956) (Affective Domain)

**GS31129 Perceptual Development:** Field Analysis of Structured Learning Experiences

The goal of the Perceptual Development course is to broaden and sharpen sensory mechanisms that contribute to the richness and depth of meaning in a student's perceptions. Perception is a mental ability that gives meaning to experience. Students are provided with structured experiences received through the senses (vision, olfaction, touch, hearing, taste), and perception is the process by which all this sensory information is synthesized with memory.

**GS31230 Physical Development:** Structured physical experiences

The Physical Development courses focus on the kinesthetic, body awareness, and muscular sensibility of the student and its contribution to the mastery of motoric functions. It is concerned with the relation between cognitive competency and effective action. A physically healthy and developed individual can learn and adapt easily to their environment. The practice of carefully organized physical movements is the way to prepare students for long-term physical competency and mastery of their sensorimotor coordination which has its manifestation in affect and cognition. Course includes: *Aerobics (GS31231)*, *Karate (GS31232)*, *Yoga (GS31233)*, *Modern Dance (GS31234)*, *Puerto Rican Folkdance (GS31235)*, *Mambo/Salsa (GS31236)*, *Basketball/Volleyball, Tennis (GS31237)*

**GS32338 Instrumental Skills Development:** Computer Labs

The development of instrumental skills is the third level of the Generic Studies, learning-by-experience curriculum. Here the sensorimotor coordination emphasized in the Perceptual and Physical Development courses is further enriched with cognitive and affective content. Introduction to basic computer usage, technology and information management provides the means by which sensorimotor competencies are developed. Course includes: *Computer Lab I (GS32367)*

**GS32439 Complex Skills Development I:** Science Labs (Required)

The development of Complex skills is the fourth level of the Generic Studies, learning-by-experience curriculum. Here the sensorimotor coordination emphasized in the Perceptual and Physical Development courses is further enriched with cognitive and affective content. The subject matter to be assimilated via structured experiments will cover basic concepts in Physics, Chemistry and Biology. Course includes: *Natural Science Lab I (GS32350)*.

**GS32539 Complex Skills Development II:** Electives: Fine Arts, Music, Drama

Here the sensorimotor coordination is further enriched with cognitive and affective content on a more specialized level calling for student participation and synthesis in a creative process of Artistic Expression. Courses includes: *The Arts (GS32376/GS32576)*, *Music (GS32471)*, *Drama I (GS32472)*, *Drama II (GS32572)*. Logs are required.

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## THEORETICAL STUDIES

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### **GS41163 Mathematics I**

This course will review basic concepts of algebra by an introduction to linear equation and inequalities; operation with polynomials; factorization of polynomials; solving polynomials equations, and graphing linear equations.

### **GS42263 Mathematics II**

This course will introduce topics on advanced algebra, trigonometry, and system of equations.

### **LAS43361 Mathematics III: Elective**

Concepts, principles and processes in the development of mathematics in Western culture. Topics: Greek mathematics, non-euclidean geometries, algebraic structure; modern methods and symbolic logic.

### **GS42150 Survey of Natural Sciences**

This course will introduce students to the Natural Sciences. Discussions will focus on basic concepts of Physics, Chemistry, and Biology. Students will be exposed to the way scientists think and work through the scientific method.

### **GS41140 Systems of Society**

This course reflects the multi-layered construction of social systems and the way social science disciplines interact with each other. Topics include: the study and scope of the social sciences; the physical bases of culture; language, beliefs and values; race and ethnicity; the socialization process; personality; society and social interaction; family; religion and social stratification.

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## CULTURAL STUDIES

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The College believes that affirmation of students' culture is essential to their learning process; Cultural Studies courses supplement as context for the learning processes of the previous four types of courses.

### **GS51181 English Composition I**

Students will be able to demonstrate effective use of language without sacrificing their own culture. Organization and grammar is given special attention in order to strengthen students' writing skills. The course also focuses on studying essays as models of rhetorical style.

### **GS51281 English Composition II**

Student will be able to demonstrate basic research skills, information retrieval and reporting, and development of documented conclusions using more refined writing skills. The written expression of process and meaning will be given special attention.

**GS51381 Advanced English III:** Elective

This course, to be taken only after completing English Composition I and II, prepares students to write to academic audiences about the humanities and the arts, literature and the social sciences by using persuasive writing techniques based on practical reasoning or informal logic, and formal use of rhetoric. Writing is persuasive when it attempts to advance a claim with a given audience for reasons acceptable to the audience. Students learn how to create dialectical/rhetorical argument; how to analyze, evaluate and generate arguments; how written, oral, and visual rhetoric are used in the academic disciplines and professions concerned with human behavior and social institutions.

**GS53186 American History I**

This course will survey the history of the United States from the colonial period to the Civil War. Topics include: The Puritan at Jamestown: the first permanent settlements; the primitive political and social structure of colonial America; the introduction of slavery, the conflict between elected assemblies and the governors, the revolutionary period: Thomas Jefferson and the Declaration of Independence, the Constitutional convention, the Louisiana Purchase; Democracy in America, immigration, Jacksonian democracy, the revolution in transportation and communications; the Mexican War.

**GS53286 American History II**

The second part of the American History course sequence considers the unfolding of events from the Civil War to the present day, including reconstruction; the conflicts between Native Americans and “Settlers”, and significance of the frontier; America as a “melting-pot”; the United States in two World Wars; northward immigration of African-American and the Civil Rights movement. The Cold War, Vietnam, women’s rights and feminism; technology as burden and blessing, and global concern of the United States in the twenty-first century; September 11 and its aftermath.

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**INDEPENDENT STUDIES**

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**GS62420 Generic Studies-Liberal Arts and Sciences**

By written approval of the Academic Administration based on a comprehensive study plan.

## ASSOCIATE IN SCIENCE DEGREE PARALEGAL STUDIES PROGRAM

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### INDIVIDUALIZED INSTRUCTION

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The Individualized Instruction courses in the Associate in Science Degree in Paralegal Studies Program require students to demonstrate self-awareness and mastery in the use of critical, intellectual skills necessary for understanding the generic principles of the liberal arts and sciences. At Boricua College, the study of these mental processes is referred to as Cognitive Science.

#### **GS11101 Cognitive Science I: An Approach to the Humanities**

By completing this course students will be able to demonstrate self-awareness and mastery in the use of critical intellectual skills in understanding the basic facts, concepts, and theories of the Humanities disciplines. This course will require the completion of one set of twelve instructional modules from a list provided by the department. (History, Literature, Philosophy, Fine Arts, Languages, Performance Arts).

#### **GS11211 Cognitive Science II: An Approach to the Social Sciences**

By completing this course students will be able to demonstrate self-awareness and mastery in the use of critical intellectual skills in understanding basic facts, methods, and theories of the Social Sciences. This course will require the completion of one set of twelve instructional modules from a list provided by the department. (Psychology, Sociology, Anthropology, Political Science, Economics).

#### **GS12321 Cognitive Science III: An Approach to the Study of Early American History** (TBA)

#### **PLS12495 Cognitive Science IV: An Approach to the Study of American Legal System** (TBA)

#### **PLS13595 Cognitive Science V: An Approach to Paralegal Studies** (TBA)

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### COLLOQUIUM

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Small group colloquia are designed to provide students with an opportunity to demonstrate their self-awareness and Mastery of the Affective Skills of receiving (listening and reading), responding (speaking and writing) and expressing their values, feelings and emotions in understanding the generic principles of the liberal arts and sciences.

#### **GS21101 Affective Development I: Through Study of the Humanities**

By participating in this small group colloquia, students will be able to demonstrate self-awareness and Mastery of their affective ability in receiving and responding to social

communication and expressing the values necessary to acquire facts, concepts, and principles of the humanities. A special outcome of this course is the student's ability to communicate and express their individuality.

**GS21211 Affective Development II:** Through Study of the Social Sciences

Provides students with an opportunity to demonstrate self-awareness and Mastery of the complex levels of the affective skills required in group learning, while introducing them to the facts, methods, theories and interdisciplinary integration of the social sciences. A special outcome of this course is that students demonstrate an awareness of their personal values and ability to tolerate differences with their peers.

**GS22321 Affective Development III:** Through Study of American History:  
(Civil war to the 21st Century)  
(TBA)

**PLS22495 Affective Development IV:** Through Study of the Differentiation of Personal and Professional Values in Paralegal Studies  
(TBA)

**PLS23595 Affective Development V:** Through Study of the Integration of Personal and Professional Values in Paralegal Studies  
(TBA)

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## EXPERIENTIAL STUDIES

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These courses concentrate on the “psychomotor” dimension of learning and compliments the cognitive and affective skills developed in individualized instruction and colloquium. These sequences of courses evolve from perceptual enrichment through sensory awareness and physical development to instrumental and complex skills where the cognitive and affective dimensions integrate with the psychomotor.

**GS31195 Perceptual Development:** Structured Field Analysis of Legal Institutions  
(TBA)

**GS31230 Physical Development:** Structured physical experiences

The Physical Development courses focus on the kinesthetic, body awareness, and muscular sensibility of the student and its contribution to the mastery of motoric functions. A physically healthy, developed individual can learn and adapt easily to their environment. Carefully organized “physical movements” is the way to prepare students for long-term physical competency and mastery of their sensorimotor coordination, that is manifested in the creative integration of the intellect and affective domains of behavior. Course includes: *Aerobics (GS31231)*, *Karate (GS31232)*, *Yoga (GS31233)*, *Modern Dance (GS31234)*, *Puerto Rican Folkdance (GS31235)*, *Mambo/Salsa (GS31236)*, *Basketball/Volleyball, Tennis (GS31237)*

**PLS32395 Instrumental Skills Development: Computer Lab: Applications to Paralegal Studies**

The development of instrumental skills is the third level of the Generic Studies, learning-by-experience curriculum. The sensorimotor coordination is emphasized in the Perceptual and Physical Development courses. Introduction to basic computer usage, technology and information management provides the means by which sensorimotor competencies are developed and applied in Paralegal Studies.

**PLS32495 Practicum I: Workshops in Paralegal Office Management (TBA)**

**PLS33595 Practicum II: Internship in Paralegal Studies (TBA)**

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**THEORETICAL STUDIES**

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**GS41163 Mathematics I**

This course will review basic concepts of algebra by an introduction to linear equation and inequalities; operation with polynomials; factorization of polynomials; solving polynomials equations, and graphing linear equations.

**GS42263 Mathematics II**

This course will introduce topics on advanced algebra, trigonometry, and system of equations.

**GS42351 Biology I**

The goal of this course is for students to demonstrate the ability for scientific inquiry, the scientific method, fundamental concepts and description of biological processes that enable biological life. Special attention will be given to the characteristics of life: chemical basis of life, the cell, metabolism, genetics, evolution and ecology.

**PLS42495 Principles of Business Law (TBA)**

**PLS43595 Principles of Immigration Law (TBA)**

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**CULTURAL STUDIES**

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The College believes that affirmation of students' culture is essential to their learning process; Cultural Studies courses supplement as context for the learning processes of the previous four types of courses.

**GS51181 English Composition I**

Students will be able to demonstrate effective use of language without sacrificing their own culture. Organization and grammar is given special attention in order to strengthen students' writing skills. The course also focuses on studying essays as models of rhetorical style.

**GS51295 English Composition II: Paralegal Writing  
(TBA)****PLS52495 Principles of Family Law  
(TBA)****PLS53595 Principles of Civil Law  
(TBA)**

# BACHELOR OF SCIENCE IN HUMAN SERVICES

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## INDIVIDUALIZED INSTRUCTION

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### **HS13593 History, Philosophy and General System Theory in Human Services**

By integrating the intellectual skills, students will be able to demonstrate understanding of the philosophical and historical foundations of the human services profession, and the principles, concepts and methods of general systems theory, as applied to the practice of human services.

### **HS13693 Data Collection for Human Services**

By integrating the intellectual skills, students will be able to demonstrate competency in selected methods of data collection and their use in the practice and research of human service.

### **HS14793 Contracting, Engaging the Client, and Terminations**

By integrating the intellectual skills, students will be able to demonstrate their skill in these three phases of the human service practice. Specifically, students will demonstrate (1) skills and behaviors necessary to create the Contract of Work between the human services worker and the client system (Individual/Group/Community); (2) the opening phases of Engaging the Client in the Helping Process; and (3) prepare the client system for Ending the Contract of Work.

### **HS14893 A Helping Process Modality: Psychoanalytic Approach**

By integrating the intellectual skills, students will demonstrate knowledge of several fundamental concepts of psychoanalytic dynamic theory and their application in human services: key structural elements of theory are discussed, as well as the dynamics such as resistance, anxiety, repression, transference and other impediments to healthy behavior.

### **HS15593 A Helping Process Modality: Group Dynamics**

By integrating the intellectual skills, students will be able to demonstrate knowledge of the forces that contribute to group formation: the different types of groups and their unique action patterns; how a group creates and maintains its own culture and develops the various types of members and leaders; and how it dissolves at the end of its work contract.

### **HS15693 A Helping Process Modality: Community Organization**

By integrating the intellectual skills, students will be able to demonstrate: knowledge of the concepts of community organization and selected techniques for increasing citizen participation in civic affairs; skill in the identification of political, cultural and ethnic motivators of community organization; and techniques for planning, communicating and executing community action.

**HS15893 A Helping Process Modality:** Eclectic Models of Treatment

By integrating the intellectual skills, students will be able to demonstrate knowledge of various helping methods and theories and synthesize them into a unique personal style of practice.

**HS16993 A Helping Process Modality:** The Aging Client

By integrating the intellectual skills, students will be able to demonstrate their understanding of the theoretical concepts, issues and techniques required in working with clients in the process of aging.

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**COLLOQUIUM**

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**HS23593 Differentiation of Personal and Professional Values**

Using their affective skills, students will explore and demonstrate their personal motivations, needs and interests in pursuing the human services profession. They will be able to demonstrate awareness of and explore their perceptions of the various roles, functions, and possible conflicting values human service workers face in their professional settings.

**HS23693 Group Work Skills I**

Using their affective skills, students will be able to demonstrate basic group building strategies including contracting, developing group culture, work and termination processes.

**HS24793 Interpersonal Skills I**

Using their affective skills, students will be able to demonstrate competency in interpersonal relations with clients through the skills of observation, receiving and responding to verbal and non-verbal communication and through effective participation in a group process that is focused on the analysis of case studies and reports of life experiences.

**HS24893 Integration of Personal and Professional Values in Human Services**

Using their affective skills, students will be able to demonstrate their ability to synthesize the generic values, skills, knowledge and ethics of the helping process in the Human Services profession.

**HS25793 Interpersonal Skills II**

Using their affective skills, students will demonstrate their skills in helping clients on a one-to-one basis.

**HS25893 Group Work Skills II**

Using their affective skills, students will be able to learn and demonstrate their ability to explore and develop advanced skills in group formation, contracting, processing and termination of work.

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## EXPERIENTIAL STUDIES

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**HS33593 Practicum I:** Workshops in Human Services Systems (50 hrs. Field Observation)

To expose the intern to a variety of alternative systems for delivering human services; to provide them with knowledge about various Human Services agency systems: Health, Human Resources, Justice, Education, etc; to inform the students about available internship placement sites and their distinctive missions, goals and services; to facilitate the students' decision-making process in selecting an internship site.

**HS33693 Practicum II:** Workshops in Human Services Systems (50 hrs. Field Observation)

To observe, record and analyze the delivery of human services in simulated workshops; to become aware of the environment of the internship site; to demonstrate ability to accept supervision and establish relationships with agency personnel; to demonstrate punctuality, responsibility; and to communicate professional concepts in writing and orally.

**HS34793 Practicum III:** Internship in Human Services Systems

To complete under supervision a minimum of 90 hours of internship in a suitable placement site, during the academic term; to demonstrate the ability to establish relationships with and understand a client's needs; to develop ability to make referrals and advocate for individuals, families, groups, or communities.

**HS34893 Practicum IV:** Internship in Human Services Systems

Students will be able to integrate values, skills and knowledge into a method of service, and complete under supervision a minimum of 90 hours of internship in a suitable placement site that offers students the opportunity to apply techniques of service to individuals, groups family and community systems.

**HS35993 Practicum V:** Elective (Internships and or Workshops in Human Services)

Students will be able to integrate values, skills and knowledge into a method of service, and complete under supervision a minimum of 90 hours of internship in a suitable placement site that offers students the opportunity to apply techniques of service to individuals, groups family and community systems.

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## THEORETICAL STUDIES

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(Electives)

**LAS43141 Psychology I**

Introduction to the principles of general psychology: the nature of psychology and its historical principles philosophical and neurobiological basis of psychology; sensory processes, perception, cognition and consciousness; learning, conditioning, memory; basic motives, emotions and affect; personality, social psychology, abnormal psychology and methods of therapy

**LAS43241 Psychology II**

Principles of development of the individual differences and their measurement; personality and social determinants of behavior; biological and psychological basis of learning and memory.

**LAS43142 Sociology I**

Introduces the concepts and methods used to study the nature and organization of human society: socialization, culture and social interaction.

**LAS44242 Sociology II**

Examines the basic institutions of society: the family, religion, education, the state and political order; social classes, stratification, bureaucracy, population and social change.

**LAS43143 Anthropology I**

An introduction to the study of humankind through the perspective of general anthropology. Topics include: evolution; Homo Sapiens and their culture; language and culture; social stratification; sex, marriage and family; social organizations.

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**CULTURAL STUDIES**

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(Electives)

**LAS52184 World History I: Prehistory to Renaissance (1500 AD)**

At the end of this course students will be able to demonstrate comprehension and knowledge of the economic, political, social, and cultural developments that created early civilizations. The course presents world history through an analysis of five (5) topics, including: 1) Human Origins and Human Cultures; 2) Settling Down: Rise of the Village Community and the City-State; 3) Empire and Imperialism; 4) Rise of World Religions; 5) Movement of Goods (Trade) and People (Migration).

**LAS52284 World History II: From the Renaissance (1500 AD) to the Present**

At the end of this course students will be able to demonstrate comprehension and knowledge of the economic, political, social, and cultural developments that created contemporary civilizations. The course presents world history through an analysis of the following seven topics: 1) Nature of the Global Economy and Geopolitics in the 16<sup>th</sup> Century; 2) Economic Growth, Religion and Migration; 3) Industrial, Social and Political Revolutions in Europe and throughout the Americas; 4) Technological Innovations: Mass Production and Destruction; 5) the World at War (WWI and WWII) and the Rise of New Nations; 6) The Cold War and the Emergence of New Nations and the Third World; 7) Political, Religious, Economic and Cultural issues in the 21<sup>st</sup> Century.

**NOTE:** Although World History I is not a prerequisite to taking World History II, it is advisable that students take World History I prior to taking World History II.

**LAS53185 Western Civilization I**

This is a survey course on the social, cultural, and political development of Western Civilization. Topics include: the ancient Near East; the civilization of the Greeks and Romans; European Civilization in the middle ages; the Age of Renaissance; the Age of Reformation; concept of the Nation-State and the search for order in the seventeenth century; the scientific revolution and the emergence of modern science.

**LAS53176 Art History I**

An exploration of the history of art, beginning with prehistoric art and covering major periods and styles.

**LAS54183 American Literature: Multi-cultural Perspectives**

This course is a survey of English and American literature featuring both the classics and contemporary American writings in English, including by African American and Latino writers. The course will deal with English and American literary traditions such as the “gilded age”, African-American Renaissance, the American novel, Immigrant novel, magic reality, cultural identifications, celebrations and rituals, the role of the oral traditions and their transmission and transformation in written works, stylistic innovations in the use of language of Emily Dickinson, Robert Frost, Maya Angelou and Julia de Burgos, writers as individuals and as a members of a cultural community.

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**INDEPENDENT STUDIES**

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**HUS64893 Human Services**

By written approval of the Academic Administration based on a comprehensive study plan.

# MASTER OF SCIENCE IN HUMAN SERVICES

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## INDIVIDUALIZED INSTRUCTION

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### **G-HS18793 Social Welfare Policy and Foundations of Human Services**

Students are expected to complete a set of three Instructional Modules that demonstrate their ability to integrate the intellectual skills of Comprehension and Application; Analysis and Synthesis, and Evaluation. The subject matter of the Modules focus on the historical antecedents and philosophical principles underlying Social Welfare Policy in the U.S. leading to the emergence of social services and the profession of Human Services.

### **G-HS18893 Environmental Psychology in Human Services**

Students will be able to demonstrate understanding of the psychological forces in the urban environment that shape the delivery of human services. Works of Robert Gifford, Harold Proshansky, Leanne Rivlin, Kurt Lewin, Roger Barker and others are presented, and understood through the application of the College's taxonomy of critical thinking intellectual skills. The student will be able to demonstrate competency in the joint mental processes of comprehension-application, analysis-synthesis, and evaluation by internal evidence-evaluation by external criteria.

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## COLLOQUIUM

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### **G-HS28793 Group Dynamics in Human Services**

Students will be able to demonstrate their ability with the affective skills of receiving, responding and valuing as the means for understanding "small-group" theory, group membership, formation, growth, and termination, as well as the application of techniques appropriate to each stage of group development.

### **G-HS28893 Welfare Policy Applications to Social Problems**

Students will be able to demonstrate a high level of affective competencies, through the examination of the philosophical, economic, and political forces that shaped the social welfare systems of the U.S.

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## EXPERIENTIAL STUDIES

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### **G-HS38797 Practicum I:** Workshops in Social, Demographic and Clinical Research for Human Services

Through five structured workshops, students will develop through practice competency in the research techniques of data collection and data analysis as applied to social, demographic and clinical practice; field observation techniques, creation of interview schedules, introduction to the software application package SPSS (Statistical Package

for Social Science) and its use in Statistical and demographic data analysis; and the use of the DMS IV criteria for clinical diagnosis.

**G-HS38893 Practicum II:** Workshops or Clinical Internships

Through the use of carefully selected, supervised clinical internships, students will demonstrate their ability to use highly sophisticated strategies of the “helping process” to assist client systems: individuals, groups, and communities.

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### THEORETICAL STUDIES

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**G-HS48793 Research Methods for Human Services Planning**

At the end of this course, students will be able to demonstrate research methods in sociology, psychology, and economics as applied to Human Services planning. Special attention will be given to high level techniques of questionnaire development, statistical sampling and analysis, survey analysis (descriptive and explanatory types) and the use of computer assisted software packages for social research.

**G-HS48893 Survey of Theories of Personality**

A comparative study of Personality Theory including those with a psychoanalytic-dynamic orientation (Adler, Horney, Sullivan, Fromm); cognitive oriented theories (Rogers, Lewin, Piaget), and behaviorists theories (Dollard and Miller, Skinner).

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### CULTURAL STUDIES

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**G-HS58740 Cultural Dimensions of Urban Public Health**

Students will be able to demonstrate a comprehensive understanding of the social, economic and political systems in the urban environment of New York City, and how these systems can contribute to a healthy quality of life, and how public health policy and practice responds appropriately to particular client populations.

**G-HS58840 Socio-Cultural Dimensions of the Latino Experience:** Oral History Approach

Students will be able to demonstrate understanding of and skill in the “oral history” methods of research. Biographies, personal documents and testimonies are utilized. Students will also identify ethical issues linked to oral history and reports and identify their relationship to descriptive research methodology.

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### INDEPENDENT STUDIES

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**G-HS68992 A required Thesis, Project or Capstone Portfolio, for program completion.**

# BACHELOR OF SCIENCE IN CHILDHOOD EDUCATION

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## INDIVIDUALIZED INSTRUCTION MODULES

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### **EDU13592 Foundations of American Education**

Students will be able to demonstrate understanding of the fundamental issues and problems of childhood education while considering the historical overview and solutions relevant to American elementary education; examines changes in philosophy and practice in American elementary education from its inception to the present.

### **EDU13692 Child Development**

Students will be able to demonstrate knowledge of and competency in the factors contributing to the development of the child as a learner; the interaction between maturation and learning, and a review of recent research findings on the teaching of children at various levels of biological, cognitive, affective and psychomotor development.

### **EDU14792 Teaching Mathematics, Science and Technology**

The student will be able to demonstrate knowledge of basic concepts and principles in the teaching of mathematics, science and technology to children in accordance with the State Learning Standards.

### **EDU14892 Teaching Language Arts I**

Students will be able to demonstrate knowledge of the fundamental concepts of teaching children literacy and language arts; listening, responding, reading and writing techniques; development of lesson plans and evaluation of students, in accordance with the State Learning Standards.

### **EDU14992 Teaching Language Arts II**

Students will be able to demonstrate knowledge of the theoretical foundations of reading provided in Language Arts I; students will engage in the practical application of those theories to develop reading materials, and evaluation techniques in accordance with the State Learning Standards.

### **EDU15592 Teaching Reading to Bilingual Students in 1st and 2nd Language**

Students will be able to demonstrate knowledge of conceptual and practical understanding of language development, readiness for reading, methods, theories and techniques for teaching reading to bilingual students in their 1st and 2nd languages in accordance with the State Learning Standards.

### **EDU15692 Teaching Reading in Spanish to Bilingual Students**

Students will demonstrate knowledge of the various aspects of teaching reading in Spanish, in accordance with the State Learning Standards and Common Core. The course also deals with listening, linguistics, culture-driven perceptions and values of children.

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## COLLOQUIUM

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### **EDU23592 Differentiation of Personal and Professional Values in Education**

Students will be able to demonstrate understanding of the personal affective values they possess and which are in contradiction with the values of the education profession. The course requires self-awareness, differentiation and identification of cultural, philosophical religious or political values that guide behavior; followed by their expression and discussion in a group context, and a critical analysis of points of conflict with the goals and values of childhood education.

### **EDU23692 Principles and Concepts of Individualization:** The Exceptional Child

Students will demonstrate understanding of core principles and concepts about individualization of instruction of the exceptionally gifted and/or handicapped child.

### **EDU24892 Creating an Environment for Healthy Living**

Students will be able to demonstrate their understanding of conditions that affect learning. Topics covered include: drugs, alcohol and tobacco abuse; health and nutrition; detecting child abuse and actions for teachers to take; safe living conditions and healthy environments that promote learning.

### **EDU24992 Integration of Personal and Professional Values in Education**

Students will demonstrate an organized, logical set of values that indicate a synthesis of personal and professional values. Students will demonstrate in a small group setting the characteristics of that synthesis of values through their attitudes, a capacity for receiving and responding with clarity and a commitment and consistency in disciplined appropriate professional behaviors towards their professional peers and the children and parents assigned to them.

### **EDU24792 Principles and Concepts of Educational Facilitation (Elective)**

At the conclusion of this course students will be able to demonstrate understanding of the humanistic, philosophical principles, theoretical constructs, and intervention techniques of Educational Facilitation as a method of individualized and small group instruction. Of special focus are the seminal works of Carl R. Rodgers', principles of facilitation, William Schwartz', focus on small group theory: "purpose, contracting and work (i.e. energy directed to a purpose)" and others. Finally, a major emphasis will be placed on the development of cognitive, affective, and psychomotor skills (i.e. Bloom Taxonomy) in students and children and their use in the acquisition of knowledge.

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## EXPERIENTIAL STUDIES

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### **EDU33592 Practicum I:** Workshops on Creating a Humanistic Learning Environment

Students will be able to demonstrate understanding of how to create a supportive learning environment; plan curricula lessons; and develop assessment techniques for children's learning.

### **EDU33692 Practicum II:** Workshops on Teaching Methods with Use Technology

Students select sites (an elementary school or program) consistent with their particular career goals and learning needs; six workshops on using technology to teach children.

**EDU34792 Practicum III:** Workshops on Teaching Methods (Summer Term)

Through the use of workshops concentrating; the assessment of teaching skills; the child as the learner; classroom management; lesson plans; assessment; and developing professional relationships in the school.

**EDU34892 Practicum IV:** Facilitation of Learning in the Classroom (Grades 1-3)

Students receive intensive practice in teaching grades 1-3 under the supervision of an on-site classroom teacher. 112.5 hours of faculty supervised student teaching is required.

**EDU35992 Practicum V:** Facilitation of Learning in the Classroom (Grades 4-6)

Students receive intensive practice in teaching grades 4-6 under the supervision of an on-site classroom teacher. 112.5 hours of faculty supervised student teaching is required.

**EDU35992-A Practicum VI:** Capstone Portfolio

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**THEORETICAL STUDIES**

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(Electives)

**LAS43141 Psychology I**

Introduction to the principles of general psychology: the nature of psychology and its historical principles philosophical and neurobiological basis of psychology; sensory processes, perception, cognition and consciousness; learning, conditioning, memory; basic motives, emotions and affect; personality, social psychology, abnormal psychology and methods of therapy.

**LAS43241 Psychology II**

Principles of development of the individual; differences and their measurement; personality and social determinants of behavior; biological and psychological basis of learning and memory.

**LAS43142 Sociology I**

Introduces the concepts and methods used to study the nature and organization of human society: socialization, culture and social interaction.

**LAS44242 Sociology II**

Examines the basic institutions of society: the family, religion, education, the state and political order; social classes, stratification, bureaucracy, population and social change.

**LAS43143 Anthropology I**

An introduction to the study of humankind through the perspective of general anthropology. Topics include: evolution; Homo sapiens and their culture; language and culture; social stratification; sex, marriage and family; social organizations.

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## CULTURAL STUDIES

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(Electives)

### **LAS52184 World History I:** Prehistory to Renaissance (1500 AD)

At the end of this course students will be able to demonstrate comprehension and knowledge of the economic, political, social, and cultural developments that created early civilizations. The course presents world history through an analysis of five (5) topics, including: 1) Human Origins and Human Cultures; 2) Settling Down: Rise of the Village Community and the City-State; 3) Empire and Imperialism; 4) Rise of World Religions; 5) Movement of Goods (Trade) and People (Migration).

### **LAS52284 World History II:** From the Renaissance (1500 AD) to the Present

At the end of this course students will be able to demonstrate comprehension and knowledge of the economic, political, social, and cultural developments that created contemporary civilizations. The course presents world history through an analysis of the following seven topics: 1) Nature of the Global Economy and Geopolitics in the 16<sup>th</sup> Century; 2) Economic Growth, Religion and Migration; 3) Industrial, Social and Political Revolutions in Europe and throughout the Americas; 4) Technological Innovations: Mass Production and Destruction; 5) the World at War (WWI and WWII) and the Rise of New Nations; 6) The Cold War and the Emergence of New Nations and the Third World; 7) Political, Religious, Economic and Cultural issues in the 21<sup>st</sup> Century.

**NOTE:** Although World History I is not a prerequisite to taking World History II, it is advisable that students take World History I prior to taking World History II.

### **LAS53185 Western Civilization I**

This is a survey course on the social, cultural, and political development of Western Civilization. Topics include: the ancient Near East; the civilization of the Greeks and Romans; European Civilization in the middle ages; the Age of Renaissance; the Age of Reformation; concept of the Nation-State and the search for order in the seventeenth century; the scientific revolution and the emergence of modern science.

### **LAS53176 Art History I**

An exploration of the history of art, beginning with prehistoric art and covering major periods and styles.

### **LAS54183 American Literature:** Multi-cultural Perspectives

This course is a survey of English and American literature featuring both the classics and contemporary American writings in English, including by African American and Latino writers. The course will deal with English and American literary traditions such as the "gilded age", African-American Renaissance, the American novel, Immigrant novel, magic reality, cultural identifications, celebrations and rituals, the role of the oral traditions and their transmission and transformation in written works, stylistic innovations in the use of language of Emily Dickinson, Robert Frost, Maya Angelou and Julia de Burgos, writers as individuals and as a members of a cultural community.

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## INDEPENDENT STUDIES

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### **EDU64892 Childhood Education**

## **MASTER OF SCIENCE IN EDUCATION**

(Teaching English to Speakers of Other Languages- TESOL)

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### **INDIVIDUALIZED INSTRUCTION MODULES**

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#### **G-EDU18792 Foundations: Theory and Practice of Bilingual, General and Special Education and Multicultural Perspectives in Education**

The aim of this course is to expand and deepen students' comprehensive understanding of the foundations, theory and practice of bilingual education and the multicultural perspectives currently influencing the field of education. Linguistics and English grammar and its relevance for bilingual education and second language learning; historical, cultural and legislative-political influences on teaching and learning; Readings and research on: court decisions, laws and policy statements pertaining to classroom instruction and second language learners, language acquisition, applied linguistics, bilingual special education, and multicultural education; Critical awareness of special education mandated by policy and law.

#### **G-EDU18892 Intellectual Skills Approach to Social Studies**

The purpose of this course is to train teachers to teach to the N.Y. State Standards and common core curriculum in Social Studies. Students will be able to demonstrate how to develop in children a series of intellectual skills and use them for understanding the history of the United States, New York and the world, geography, economics, government, civics, citizenship and democracy.

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### **COLLOQUIUM**

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#### **G-EDU28792 Differentiation and Integration of Personal and Professional Values in Facilitating Second Language Learners**

This course explores the goals, ideals and values related to second language teaching and learning. Drawing upon a number of primary and secondary sources the course will examine in-depth, the historical, theoretical, current practice, and public policy issues in the field of education as it relates to English language learners in Pre K-12 settings and will critically evaluate the issues and themes of cultural identity, second language acquisition, bilingualism and biliteracy; pedagogy, program models, and criteria for academic excellence. The center of attention of this course will be the classroom teacher, how he or she is able to differentiate his/her personal values of second language learning and how he/she synthesizes and integrates the values of the profession.

#### **G-EDU28892 Second Language Acquisition and Literacy Development in the Core Subject Areas for Second Language Learners in the Multicultural Classroom**

The aim of this course is to demonstrate the fundamentals of literacy development and its impact on the second language acquisition process, and interdisciplinary practices that incorporate the four basic skills: listening, speaking, reading and writing in Native Language Arts and in English through English as a second language (ESL)

methodologies; with a focus on reading and writing, in core subjects as indicated in the NYS Learning Standards for grades Pre K-12.

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## EXPERIENTIAL STUDIES

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### **G-EDU38792 Curriculum, Assessment and Methods of Teaching English as a Second Language in General and Special Education**

Methods, materials and assessment criteria used to teach English as a second language to limited English proficient students, including those with disabilities, at the elementary and secondary levels to meet the English as a Second Language Learning Standards (listening, speaking, reading and writing) and assessment requirements in the state of New York.

### **G-EDU38892 Curriculum, Assessment and Methods of Teaching Native Language Arts in General and Special Education**

The purpose of this course is for the student to develop competency and demonstrate an in-depth comprehension of the methods, materials, and assessment criteria used to develop a curriculum and teach native language arts to limited English proficiency students. Of special focus will be the New York State Standards for Native Language Arts learning and assessment.

### **G-EDU38992 Curriculum, Assessment and Methods of Teaching Core Subject Areas in the Native Language and English: Math, Sciences and Technology**

This course involves in-depth study of methods, materials and assessment criteria used to teach the core content areas of mathematics, science and social studies to students with limited proficiency in both their native language and English. Students will critically examine the incorporation of the language arts modalities of listening, speaking, reading and writing for native language (NL) and English as a second language (ESL), instruction to the New York State Learning Standards for grades Pre K-12 and the “common core”.

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## THEORETICAL STUDIES

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### **G-EDU48782 Psycho-Social Linguistics**

This course offers a detailed and in-depth study of the concepts and theories of the psychological and sociological aspects of linguistics. Linguistics is the study of the origin and formation of human speech and language. This course introduces two other dimensions to speech formation and language acquisition: the psychological, which deals with the intrapersonal (cognitive, affective behavioral); and the sociological, which deals with the interpersonal and society’s impact on language and speech formation and meaning. The course will require in-depth research of the biological basis of language, speech production, sentence processing, discourse, the lexicon and language acquisition. The course will discuss how language is influenced by the social environment and the relationship between language and power; regional and stylistic variations of language; multilingualism, language ecology and ideology.

### **G-EDU48992 Socio-Cultural Values in Second Language Acquisition**

This course will provide students with an understanding of the complex theoretical underpinning and processes of first and second language acquisition. It also aims to develop students' awareness of the socio/cultural influences that shape language, language choice, and language use.

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## **CULTURAL STUDIES**

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### **G-EDU58781 Advanced Spanish Composition**

The advanced Spanish composition course is designed to further the development of writing skills for the production of imaginative and expository essays. The purpose of this course is to enhance the reading and writing skill in Spanish together with the appreciation of literature by engaging in the reading of some classic authors such as Azorin, Juan Ramon Jimenez, Jose Luis Gonzalez, Juan Bosch, Isabel Allende, Rosario Ferre. The students will comprehend the assigned reading materials and will analyze the syntax and the style that they will use as models for writing their own composition.

### **G-EDU58892 Teaching the Structure of the English Language**

The purpose of this course is for students to be able to conduct in-depth study and comprehension of the concepts and theories of the English language regarding syntax semantics, phonology, phonetics, morphology and grammar, and apply them to the teaching English language learners from Pre K to 12. Students will be able to review relevant research literature and critically analyze the structure and functional uses of the English language through the listening, speaking, reading and writing of English language learners. Special attention will be given to the description synthesis and evaluation of ideas and classroom experiences into hypotheses about how the structure of the English language is learned and affected by or affects the perceptions and culture of second language learners.

### **G-EDU58792 International Perspectives on Bilingual and Multicultural Education**

The purpose of this course is to explore in-depth the international perspectives on bilingualism and second language learning in the global society. Nationalistic policies, language ideology and language maintenance will be reviewed; the media of biliteracy multimodal education and teaching methods in the multiethnic/multilingual classroom; the development of pedagogy for multiliteracies; and the roles and collaboration of parents, teachers, and communities in facilitating the inevitable transitions from a one language to a multilanguage world.

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## **INDEPENDENT STUDIES**

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### **G-EDU68992 Capstone Portfolio**

The Portfolio is in partial fulfillment of the requirements for the Master's degree in TESOL. It documents intellectual skills, humanistic attitudes and values, experiential, theoretical and cultural knowledge acquired by participation in individualized and group courses, focused colloquia, field experiences and practice as facilitators of learning, under the supervision of certified cooperating teachers, with commitment to the New York State Learning Standards.

## **BILINGUAL EDUCATION EXTENSION CERTIFICATE**

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### **INDIVIDUALIZED INSTRUCTION, COLLOQUIUM, EXPERIENTIAL STUDIES, THEORETICAL STUDIES AND CULTURAL STUDIES**

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The list of Required and Elective courses for the Certificate program may be found in the Education Department Manual.

# BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

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## INDIVIDUALIZED INSTRUCTION MODULES

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### **BUA13591 Management I: Decision Making**

Students will be able to demonstrate competency in the use of critical intellectual skills to acquire knowledge of management theories, and ability to make management decisions through systematic analysis, of managerial problems and creation of action strategies to solve them.

### **BUA13691 Management II: Planning and Organizational Development**

Students will be able to demonstrate mastery level competency in the use of their intellectual skills to acquire knowledge of planning models and their utility as well as organizational behavior and development in business management.

### **BUA14791 Marketing I**

Students will be able to demonstrate mastery in the use of their intellectual skills to acquire knowledge of marketing theories and marketing strategies used by a firm to attract consumers; the business philosophy that orients a firm towards a particular consumer; how business professionals collect and analyze market characteristics and create buyer motivation towards purchasing a product.

### **BUA14891 Business Law I**

Students will be able to demonstrate mastery level competency in the use of their intellectual skills to acquire knowledge of the legal system and other areas of the law affecting the management of private or public business enterprises.

### **BUA15591 Finance I**

Students will be able to demonstrate their intellectual skills to acquire knowledge of the theories and practice of how to finance a business firm.

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## COLLOQUIUM

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### **BUA23591 Differentiation between Personal and Professional Values**

Students will be able to demonstrate competency in the affective skills and values of receiving and responding to acquire knowledge of the philosophical principles of the business enterprise and profession of management decision-making. Special attention will focus on the differences between personal and professional values and possible value conflicts experienced by managers.

### **BUA23691 Planning**

Students will be able to demonstrate the affective skills and values necessary in the control methods required to achieve operational objectives. The Case Study method will be used in creating learning experiences.

**BUA24791 Staffing**

Students will demonstrate mastery of their affective skills and values in learning about the issues and problems in selecting and training personnel; design of job descriptions; setting performance criteria; development of fringe benefit packages and salary standards; and understanding and monitoring Federal and State labor regulations.

**BUA24891 Integration of Personal and Professional Values in Business Administration**

Students will be able to demonstrate ability to integrate the affective skills, values and knowledge of business management decision-making into a professional method of work.

**BUA25591 Budgeting**

Students will be able to demonstrate the generic skills and abilities in the preparation of budgets and the uses of the budget operational and capital for organizational control. Students will be able to demonstrate their skills in this area by producing various kinds of budgets.

**BUA25691 Organizational Development**

Students will demonstrate their ability to guide an organizational development process by analyzing case studies that explore developmental issues within organizations and the source of pressures for change, and objectives of organizational development.

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**EXPERIENTIAL STUDIES**

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**BUA33591 Practicum I: Workshops**

A series of six (6) workshops in which students will demonstrate the use of fundamental quantitative techniques in management decisions. The curriculum includes simulation, statistical analysis, financial analysis and other techniques. A total of 50 hours of field observation is required.

**BUA33691 Practicum II: Workshops**

This course of six (6) workshops is a continuation of Practicum I with subject matter of greater complexity and depth, in order to develop in students the ability to demonstrate competency in quantitative, analytic skills necessary for effective management. A total of 50 hours of field observation is also required.

**BUA34791 Practicum III: Internships**

Under supervision, students will be able to demonstrate through mastery of the intellectual affective and psychomotor-behaviors their knowledge and skills in management decision-making in the business aspects of an organization. Students are required to complete 90 hours of a supervised internship, and receive oversight visits by faculty.

**BUA34891 Practicum IV: Internships**

Under supervision, students will be able to demonstrate mastery in the intellectual, affective and psychomotor-behaviors and knowledge and skills of business

management in a real-life setting. Students are required to complete 90 hours of internship, and receive oversight visits by faculty.

**BUA35991 Practicum V:** Internships

Students will be able to demonstrate increasing mastery of managerial and supervisory skills.

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**THEORETICAL STUDIES**

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(Electives)

**LAS43365 Statistics I**

Students will be able to demonstrate understanding of the basic statistical principles. Topics include variables and graphs, frequency distributions; mean, median, mode and other measures of central tendencies; standard deviation and other measures of dispersion; elementary probability theory; tests of hypothesis and significance; small sampling theory; chi square tests, curve fitting and the method of least squares.

**LAS43144 Political Science I**

Students will be able to demonstrate understanding of the philosophy, processes and problems of the democratic system in the United States. Topics include: the structure and powers of federal, state and city governments; separation of powers through checks and balances; political parties; the election process; interest groups and civil rights.

**LAS43145 Economics I**

Students will be able to demonstrate understanding of the fundamental principles of Economics. Among the topics covered are laws of supply and demand and the principle of scarcity. In addition, students will explore issues of unemployment, inflation and interest rates; measures of economic performance, such as gross national product and national income. The course ends with a review of monetary and fiscal policies and their impact on economic growth.

**LAS43366 Accounting I**

Students will be able to demonstrate understanding of the basic principles of accounting. Topics include the recording of transactions; the accounting term; assets and liabilities; preparation of financial statements; analysis of financial data as applied-to-sole proprietorships, partnerships and corporations.

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**CULTURAL STUDIES**

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(Electives)

**LAS52184 World History I:** Prehistory to Renaissance (1500 AD)

At the end of this course students will be able to demonstrate comprehension and knowledge of the economic, political, social, and cultural developments that created early civilizations. The course presents world history through an analysis of five (5) topics, including: 1) Human Origins and Human Cultures; 2) Settling Down: Rise of the Village Community and the City-State; 3) Empire and Imperialism; 4) Rise of World Religions; 5) Movement of Goods (Trade) and People (Migration).

**LAS52284 World History II:** End of the Dark Ages (1500 AD) to the Present

At the end of this course students will be able to demonstrate comprehension and knowledge of the economic, political, social, and cultural developments that created contemporary civilizations. The course presents world history through an analysis of the following seven topics: 1) Nature of the Global Economy and Geopolitics in the 16<sup>th</sup> Century; 2) Economic Growth, Religion and Migration; 3) Industrial, Social and Political Revolutions in Europe and throughout the Americas; 4) Technological Innovations: Mass Production and Destruction; 5) the World at War (WWI and WWII) and the Rise of New Nations; 6) The Cold War and the Emergence of New Nations and the Third World; 7) Political, Religious, Economic and Cultural issues in the 21<sup>st</sup> Century.

**NOTE:** Although World History I is not a prerequisite to taking World History II, it is advisable that students take World History I prior to taking World History II.

**LAS53185 Western Civilization I**

This is a survey course on the social, cultural, and political development of Western Civilization. Topics include: the ancient Near East; the civilization of the Greeks and Romans; European Civilization in the middle ages; the Age of Renaissance; the Age of Reformation; concept of the Nation-State and the search for order in the seventeenth century; the scientific revolution and the emergence of modern science.

**LAS53176 Art History I**

An exploration of the history of art, beginning with prehistoric art and covering major periods and styles.

**LAS54183 American Literature:** Multi-cultural Perspectives

This course is a survey of English and American literature featuring both the classics and contemporary American writings in English, including by African American and Latino writers. The course will deal with English and American literary traditions such as the “gilded age”, African-American Renaissance, the American novel, Immigrant novel, magic reality, cultural identifications, celebrations and rituals, the role of the oral traditions and their transmission and transformation in written works, stylistic innovations in the use of language of Emily Dickinson, Robert Frost, Maya Angelou and Julia de Burgos, writers as individuals and as a members of a cultural community.

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**INDEPENDENT STUDIES**

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**BUS64891 Business Administration**

## BACHELOR OF ARTS IN LIBERAL ARTS AND SCIENCE

### INDIVIDUALIZED INSTRUCTION MODULES

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- **English and American Literature**

**LAS13583 English Literary Genres: 1600-1900**

Through an integration of the intellectual skills of comprehension, application, analysis, synthesis and evaluation students will demonstrate an understanding and appreciation of the GENERIC forms of literature – fiction, poetry and drama and its generic principles, such as heroism, war, love, beauty – and how these genres may be discussed as life metaphors: English and American authors.

- **Latin American and Caribbean Literature**

**LAC13582 Latin American Literature: 1600-1900**

Through an integration of the intellectual skills of comprehension, application, analysis, synthesis and evaluation, students will demonstrate understanding of the GENERIC forms of Latin American and Caribbean Literature – fiction, poetry, drama, magic reality – and how these forms may be discussed as life-metaphors. Fuentes, Garcia Marquez, Allende, Vargas Llosa, Burgos, Cortazar.

**LAC13782 The Novel in Latin America: Caribbean Perspective**

Students will be able to demonstrate understanding of Caribbean writers including: G. Roumain, E. Diaz Valcarcel, Alejo Carpentier, and R. Marrero Aristy. Focuses on the appreciation of literary style and portrayal of the linguistic, racial, socio-political and cultural complexities of the Caribbean.

**LAC14582 Latin American and Caribbean History: Origins to 1900**

Students will be able to demonstrate understanding of the history of the Caribbean, emphasizing origins and aborigines, the Spanish conquest, colonization, independence movements, and the economic and social aspects of the Caribbean during the 18th and 19th centuries.

- **Sociology**

**LAS13542 Comparative Survey of Sociological Theories**

Through an integration of the intellectual skills of comprehension, application, analysis, synthesis and evaluation students will demonstrate an understanding and appreciation of classical and contemporary sociological theories. They will translate from the works of 19<sup>th</sup> Century sociologists like Max Weber and August Comte, analyze the theories of 20<sup>th</sup> Century sociologists like Horkheimer and synthesize their own sociological theories after observing various generalizations. Authors discussed Bacon, Locke, Thereau, Durkheim, Marx, Weber, Ortega, Merton.

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### COLLOQUIUM

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- **English and American Literature**

**LAS23583 Literature, Life and Values**

Students will be able to demonstrate understanding by examining relationships between literature, life, the affect and values in appreciating literary works. Authors discussed: Milton, Blake, Whitman, Yeats, Joyce, O'Neil and McLeish.

**LAS23683 History, Politics and the English Literary Milieu**

Students will be able to demonstrate understanding through the dynamics of group discussion thereby understand how becoming aware of the affective dimension in critical exchange, and writers use history to create fictions. Authors discussed: Shakespeare, Milton Wordsworth, Walter Scott, Joyce and Eliot.

**LAS24783 Social Values in American Literature**

Students will be able to demonstrate understanding of social values inherent in selected works of: Emerson, Poe, O'Henry, Edna St. Vincent Millay, O'Neil, Hughes, Robert Lowell, Sylvia Plath and Alice Walker.

**LAS24883 Language and Awareness**

Students will be able to demonstrate their aptitude through group discussions, students learn about the relation between language and social phenomena. Significant issues include: multilingualism, linguistic standard vs. non-standard dialects, language attitudes, language choice, linguistic maintenance and shift.

**▪ Latin American and Caribbean Literature****LAS23582 Themes in Latin American Literature**

Students will be able to demonstrate understanding through the dynamics of group discussion; students will study recurring themes in Latin American Literature: The Conquest, civilization and conflicts, the dictator, the superimposition of cultural layers. Authors included: Horacio Quiroga, Garcia Marquez, Ana Lydia Vega, Carlos Fuentes and others.

**LAS23682 Contemporary Latin American Short Stories**

Students will be able to demonstrate understanding through the dynamics of group discussions. Students will study contemporary short stories by writers from several Latin American countries, from the perspective of predominant issues such as: social/political, urban/rural, male/female, mythical/cultural.

**LAS23782 Contemporary Latin American Women Writers**

Students will be able to demonstrate understanding of contemporary Latin American women writers, starting with the founders: Gabriela Mistral, Delmira Augustini, Julia de Burgos, and going on to the works of modern writers, Luisa Venezuela, Isabel Allende, Nicholasa Mohr. Focus is on literary style, characteristics, and feminist issues.

**LAS24582 Major Poets of Latin America**

Students will be able to demonstrate understanding of major poets of Latin America by tracing their lives and works. Focus is on the connection between significant life issues and literature.

**LAS23583 Literature, Life and Values**

By participating in small group interaction, coordinated by a Faculty Facilitator, students will demonstrate a sophisticated level of the affective skills of listening, responding and valuing as they read, discuss and write about American Literature. Students will demonstrate their ability to detect how group members organize themselves according to the groups purpose of learning the principal aspects of literacy study's; how they set

the agenda, tasks and rules; how they terminate group processes as they socially construct knowledge of the grammar of literacy criticism, textual analysis, esthetic theories and the social and political milieu of the authors under study: Steinbeck, Ellison, Faulkner, Piri Thomas and Junot Diaz.

- **History**

- **LAC23588 History as Method for Understanding the Caribbean**

- Students will be able to demonstrate understanding of Caribbean issues and their historical development.

- **LAC23687 Historical Issues in Latin America**

- Students will be able to demonstrate understanding through group discussion, of Latin American history, including the role of the Church, State, military, as well as the social revolutions that shaped Latin America.

- **LAC24886 Historical Issues in the American Tradition**

- Students will be able to demonstrate understanding of the issues and themes in American History and how they affect the individual; colonization, slavery, and the American revolution; the U.S. constitution, Civil War, imperialism, industrialization and capitalism, the depression, technology, civil rights and Black power movements, poverty and its causes and consequences, and immigration.

- **Sociology**

- **LAS23542 Ethics and Values in the Study of Sociology**

- Students will be able to demonstrate understanding, through group discussions, of the ethics and values of social science research in particular the study and uses of sociological research.

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## EXPERIENTIAL STUDIES

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- **Practicum**

- **LAS33520 Practicum I: Research Methods Workshops**

- A series of workshops expose students to their perceptual skills through observation, recording and analysis of original documents and reports in their subject area of concentration. An additional 50 hours of field observation and recording is required.

- **LAS33620 Practicum II: Research Methods Workshops**

- Students develop skills and knowledge of their subject area of concentration by participating in supervised group research projects. A final project along with a presentation is required. An additional 50 hours of field observation and recording is required.

- **LAS34720 Practicum III: Internships**

- Students are placed in an on-the-job internship where they perform research in their subject area of concentration. 90 hours of faculty supervised internship is required per term.

**LAS34820 Practicum IV:** Internships

Students are placed in an internship where they perform research in their subject area of concentration: 90 hours of faculty supervised internship is required per term.

**LAS34920 Practicum V:** Internships (Continuation of Practicum IV)

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**THEORETICAL STUDIES**

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(Electives)

**LAS43141 Psychology I**

Introduction to the historical principles psychology, and the philosophical and neurobiological basis of psychology; sensory processes, perception, cognition and consciousness; learning, conditioning, memory; basic motives, emotions and affect; personality, and social psychology.

**LAS43241 Psychology II**

Principles of development and individual differences and their measurement; biological, social and personality related determinants of behavior; abnormal psychology and general methods of therapy.

**LAS43142 Sociology I**

Introduces the concepts and methods used to study the nature and organization of human society: socialization, culture and social interaction.

**LAS44242 Sociology II**

Examines the basic institutions of society: the family, religion, education, the state and political order; social classes, stratification, bureaucracy, population and social change.

**LAS43143 Anthropology I**

An introduction to the study of humankind through the perspective of general anthropology. Topics include: evolution; Homo Sapiens and their culture; language and culture; social stratification; sex, marriage and family; social organizations.

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**CULTURAL STUDIES**

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(Electives)

**LAS52184 World History I:** Prehistory to Renaissance (1500 AD)

At the end of this course students will be able to demonstrate comprehension and knowledge of the economic, political, social, and cultural developments that created early civilizations. The course presents world history through an analysis of five (5) topics, including: 1) Human Origins and Human Cultures; 2) Settling Down: Rise of the Village Community and the City-State; 3) Empire and Imperialism; 4) Rise of World Religions; 5) Movement of Goods (Trade) and People (Migration).

**LAS52284 World History II:** From the Renaissance (1500 AD) to the Present

At the end of this course students will be able to demonstrate comprehension and knowledge of the economic, political, social, and cultural developments that created contemporary civilizations. The course presents world history through an analysis of

the following seven topics: 1) Nature of the Global Economy and Geopolitics in the 16<sup>th</sup> Century; 2) Economic Growth, Religion and Migration; 3) Industrial, Social and Political Revolutions in Europe and throughout the Americas; 4) Technological Innovations: Mass Production and Destruction; 5) the World at War (WWI and WWII) and the Rise of New Nations; 6) The Cold War and the Emergence of New Nations and the Third World; 7) Political, Religious, Economic and Cultural issues in the 21<sup>st</sup> Century.

**NOTE:** Although World History I is not a prerequisite to taking World History II, it is advisable that students take World History I prior to taking World History II.

### **LAS53185 Western Civilization I**

This is a survey course on the social, cultural, and political development of Western Civilization. Topics include: the ancient Near East; the civilization of the Greeks and Romans; European Civilization in the middle ages; the Age of Renaissance; the Age of Reformation; concept of the Nation-State and the search for order in the seventeenth century; the scientific revolution and the emergence of modern science.

### **LAS53176 Art History I**

An exploration of the history of art, beginning with prehistoric art and covering major periods and styles.

### **LAS54183 American Literature: Multi-cultural Perspectives**

This course is a survey of English and American literature featuring both the classics and contemporary American writings in English, including by African American and Latino writers. The course will deal with English and American literary traditions such as the “gilded age”, African-American Renaissance, the American novel, Immigrant novel, magic reality, cultural identifications, celebrations and rituals, the role of the oral traditions and their transmission and transformation in written works, stylistic innovations in the use of language of Emily Dickinson, Robert Frost, Maya Angelou and Julia de Burgos, writers as individuals and as a members of a cultural community.

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## **INDEPENDENT STUDIES**

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### **LAS64887 Liberal Arts and Sciences**

# MASTER OF ARTS IN LATIN AMERICAN AND CARIBBEAN STUDIES

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## INDIVIDUALIZED INSTRUCTION MODULES

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### **G-LAC14682 U.S. Contemporary Latino Literature 1950-Present**

Students will be able to demonstrate understanding of literature through the use of their intellectual skills: comprehension, analysis and evaluation of Latino literary and cultural experiences in the U.S.A. as expressed in poetry, novels, short stories, essays, and plays by Puerto Rican, Mexican-American, Dominican, and other Latino writers in English and Spanish.

### **G-LAC14782 History of Latin America and Caribbean (Pre-Colombian Period)**

Students will be able to demonstrate understanding of the native civilizations of Latin America (Aztecs, Mayas, Incas, and other groups) from ancient times to the conquest, the structure of the colonial rule and African slavery and the formation of a “new race”.

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## COLLOQUIUM

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### **G-LAC25582 Dictatorships in Latin American and Caribbean Novels**

Study of Latin American dictatorships through reading novels from several countries. Included are: Tirano Banderas, Amalia, El Señor Presidente, La Llagas, El Otoño Del Patriarca, El Recurso Del Método, Yo El Supremo, and others.

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## EXPERIENTIAL STUDIES

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### **G-LAC38787 Practicum I:** Supervised Internships

Internships where students develop and practice research skills.

### **G-LAC38887 Practicum II:** Supervised Internships

Internships where students develop and practice research skills under supervision.

### **G-LAC38987 Practicum III:** Final Thesis or Project

The student is required to produce a Thesis or comprehensive research project, that reflects breadth and depth in the use of cognitive and affective, competencies and extensive documented knowledge of Latin American and Caribbean.

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## THEORETICAL STUDIES

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### **G-LAC48744 Political Institutions in Latin America and the Caribbean**

Study of the development of political institutions in Latin America and the Caribbean. Course covers descriptions of governmental systems and analysis of the socio-economic and political impact of external forces.

**G-LAC48845 Economic System and Issues of Latin America and the Caribbean**

Course covers origins of the major economic systems, consequences and possible solutions to the region's socio-economic dilemmas.

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**CULTURAL STUDIES**

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**G-LAC58787 Survey of Latin American and Caribbean Arts**

The arts, music and cinema from Latin America and Caribbean countries are studied and discussed in terms of their origins, form, content and international appeal.

**G-LAC58887 History of Latin America and the Caribbean (1810-1900)**

Study of critical issues in the history of Latin American and Caribbean countries from the nineteenth century to the present. Among the issues covered are beginnings of selected nations; colonialism, slavery, independence movements and revolutions, military dictatorship, neo-colonialism, emerging democracies, and relationships with the United States.

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**INDEPENDENT STUDIES**

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**G-LAC68992 Capstone Portfolio or Thesis**

# BACHELOR OF SCIENCE IN INTER-AMERICAN STUDIES

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## INDIVIDUALIZED INSTRUCTION MODULES

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### **IAS13545 Advanced Concepts in Economics**

Students will be able to demonstrate understanding of advanced economic concepts required for the study of Inter American relations. Through detailed study of macro and micro economic theories, the course discusses U.S. economic relations with South America regarding such issues as free enterprise, foreign aid and transfer of technology, and other critical issues.

### **IAS13645 Foundations of Contemporary Economic Issues in Latin America**

Students will be able to demonstrate understanding of contemporary economic issues in Latin America. Topics include: economic history of Latin America; the nature and foundation of contemporary Latin American economies, U.S. economy and Latin America; alternate strategies for economic integration in Latin America; socialist and mixed economies in Latin America.

### **IAS14744 Concepts in Comparative Politics**

Students will be able to demonstrate competency with the basic concepts of comparative politics. Beginning with political histories of such countries as Britain, France, Germany and the Soviet Union, the course goes on to examine the history and formation of North and South American countries. Other topics include: legal aspects of international relations; concepts of self-determination; theories of sovereignty in Latin American countries, and comparisons with U.S. political history.

### **IAS14844 Foundations of Contemporary International Politics**

Students will be able to demonstrate the historical foundations and conceptualization that led to the development of contemporary international politics especially in the modern period. Topics include: nature of foreign policy; diplomacy after World War I and II; economic issues in Western and Third World Countries; power patterns in Latin America; Communism and the Domino Theory; international law and multinational corporations; constitutional framework and foreign policy—the U.S. and Latin America; military dictatorships and liberation movements.

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## COLLOQUIUM

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### **IAS23545 Contemporary Economic Issues in the Americas**

Students will be able to demonstrate understanding of contemporary economic issues in North and South American relations. Topics include: the rise of automation in American industry; perfect competition in a capitalistic economy; the state and the socialist economy; capital accumulation and investment; the International Monetary Fund (IMF), and World Bank and the South American developing economies.

**IAS23645 International Economic Issues in the Americas**

Students will be able to demonstrate understanding of international economic issues and their impact on the Americas, topics include: the government's role in the economy; population problems in Third World Countries; technological problems and economic growth; and the role of economic planning in developing nations.

**IAS24744 Issues and Problems in Inter-American Political Relations**

Students will be able to demonstrate understanding of issues and problems of Inter-American political relations. Topics include: geographic, demographic and economic factors in international relations; nationalism, international organizations and the concept of independence in world affairs; U.S. foreign policy in Latin American affairs.

**IAS24844 Impact of International Organizations on Latin America**

Students will be able to demonstrate understanding of the impact of international organizations in Latin America. Topics include national and multinational corporations and organizations; economic and military organizations; the role of the super powers; East-West conflict in Latin America and Latin American policies and U.S. foreign policy.

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**EXPERIENTIAL STUDIES**

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**IAS33580 Practicum I: Research Methods Workshops**

Students increase their perceptual skills through observation, recording and analysis of original documents and reports about Latin America and its relationship with North America.

**IAS33680 Practicum II: Research Methods Workshops**

Students will be able to acquire research skills and theoretical knowledge of the issues and problems of Inter-American relations. A final project and written presentation is required.

**IAS34780 Practicum III: Internships**

Students are placed in on-the-job-training where they perform research in the area of Inter-American Studies: 90 hours of faculty supervised internship is required per term.

**IAS34880 Practicum IV: Internships**

Students are placed in on-the-job-training where they perform research in the area of Inter-American Studies: 90 hours of faculty supervised internship is required.

**IAS35980 Practicum V: Internships – (Continuation of Practicum IV)**

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**THEORETICAL STUDIES**

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(Electives)

**LAS43365 Statistics I**

Students will be able to demonstrate understanding of the basic statistical principles. Topics include variables and graphs, frequency distributions; mean, median, mode and other measures of central tendencies; standard deviation and other measures of

dispersion; elementary probability theory; tests of hypothesis and significance; small sampling theory; chi square tests, curve fitting and the method of least squares.

### **LAS43144 Political Science I**

Students will be able to demonstrate understanding of the philosophy, processes and problems of the democratic system in the United States. Topics include: the structure and powers of federal, state and city governments; separation of powers through checks and balances; political parties; the election process; interest groups and civil rights.

### **LAS43145 Economics I**

Students will be able to demonstrate understanding of the fundamental principles of Economics. Among the topics covered are laws of supply and demand and the principle of scarcity. In addition, students will explore issues of unemployment, inflation and interest rates; measures of economic performance, such as gross national product and national income. The course ends with a review of monetary and fiscal policies and their impact on economic growth.

### **LAS43366 Accounting I**

Students will be able to demonstrate understanding of the basic principles of accounting. Topics include the recording of transactions; the accounting term; assets and liabilities; preparation of financial statements; analysis of financial data as applied-to-sole proprietorships, partnerships and corporations.

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## **CULTURAL STUDIES**

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(Electives)

### **LAS52184 World History I: Prehistory to Renaissance (1500 AD)**

At the end of this course students will be able to demonstrate comprehension and knowledge of the economic, political, social, and cultural developments that created early civilizations. The course presents world history through an analysis of five (5) topics, including: 1) Human Origins and Human Cultures; 2) Settling Down: Rise of the Village Community and the City-State; 3) Empire and Imperialism; 4) Rise of World Religions; 5) Movement of Goods (Trade) and People (Migration).

### **LAS52284 World History II: From the Renaissance (1500 AD) to the Present**

At the end of this course students will be able to demonstrate comprehension and knowledge of the economic, political, social, and cultural developments that created contemporary civilizations. The course presents world history through an analysis of the following seven topics: 1) Nature of the Global Economy and Geopolitics in the 16<sup>th</sup> Century; 2) Economic Growth, Religion and Migration; 3) Industrial, Social and Political Revolutions in Europe and throughout the Americas; 4) Technological Innovations: Mass Production and Destruction; 5) the World at War (WWI and WWII) and the Rise of New Nations; 6) The Cold War and the Emergence of New Nations and the Third World; 7) Political, Religious, Economic and Cultural issues in the 21<sup>st</sup> Century.

**NOTE:** Although World History I is not a prerequisite to taking World History II, it is advisable that students take World History I prior to taking World History II.

### **LAS53185 Western Civilization I**

This is a survey course on the social, cultural, and political development of Western Civilization. Topics include: the ancient Near East; the civilization of the Greeks and Romans; European Civilization in the middle ages; the Age of Renaissance; the Age of Reformation; concept of the Nation-State and the search for order in the seventeenth century; the scientific revolution and the emergence of modern science.

### **LAS53176 Art History I**

An exploration of the history of art, beginning with prehistoric art and covering major periods and styles.

### **LAS54183 American Literature: Multi-cultural Perspectives**

This course is a survey of English and American literature featuring both the classics and contemporary American writings in English, including by African American and Latino writers. The course will deal with English and American literary traditions such as the “gilded age”, African-American Renaissance, the American novel, Immigrant novel, magic reality, cultural identifications, celebrations and rituals, the role of the oral traditions and their transmission and transformation in written works, stylistic innovations in the use of language of Emily Dickinson, Robert Frost, Maya Angelou and Julia de Burgos, writers as individuals and as a members of a cultural community.

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## **INDEPENDENT STUDIES**

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### **IAS64880 Inter-American Studies**

## Chapter 12 Introducing Boricua College

### INSTRUCTION

#### **Generic Studies/Liberal Arts and Sciences Department**

##### **Myrna Nieves, Ph.D.**

Professor

*Ph.D., New York University, 1984*

*(Latin American Literature)*

*M.A., Columbia University, 1973,*

*(Spanish)*

*B.A., University of PR, 1970*

*(World Literature)*

##### **Shivaji Sengupta, Ph.D.**

Professor

*Ph.D., Columbia University, 1979*

*(English and Compatible Literature)*

*M. Phil, Columbia University, 1976*

*(Philosophy)*

*M.A., Columbia University, 1970*

*(English)*

##### **Ida Torres, Ed.D.**

Professor

*Ed.D., Teacher's College/Columbia University, 2000*

*(Education)*

*M.S., Catholic University of PR, 1975*

*(Educational Adm. & Supervision)*

*B.S., City College of NY (CUNY), 1970*

*(Early Childhood Education)*

##### **Rene Ramirez, Ph.D.**

Professor

*Ph.D., Columbia University, 1998*

*(Philosophy)*

*M.A., New York University, 1977*

*(Education)*

*B.A., City College of NY (CUNY), 1966*

##### **Doris Mills**

Associate Professor

*M.S., Brockport State University, 1978*

*(Education and Counseling)*

*B.A., Lehman College (CUNY), 1977*

*(Psychology)*

##### **Jorge Hernandez**

Associate Professor

*M.S., Hunter College, 1974*

*(Urban Affairs)*

*B.A., University of PR, 1964*

*(Social Sciences)*

##### **John Guzman, Ed.D.**

Associate Professor

*Ed.D., California Coast University, 2002*

*(Education)*

*M.S., Teacher's College/Columbia University, 1974*

*(Speech Pathology)*

*B.A., Hunter College (CUNY), 1972*

*(Speech Pathology and Education)*

##### **Jose Israel Lopez**

Associate Professor

*M.A., Boricua College, 2002*

*(Liberal Arts and Sciences)*

*B.A., Inter-American University in PR, 1983*

*(Business Administration)*

##### **Irving Ramirez**

Associate Professor

*M.S., University of PR, 1979*

*(Biology-Genetic)*

*B.S., University of PR, 1976*

*(Biology-Zoology)*

##### **Edgardo Gonzalez**

Associate Professor

*M.Div., San Francisco Theological Seminary, 1992*

*(Divinity & Theology)*

*B.A., Universidad de PR, 1988*

*(Humanities and Comparative Literature)*

##### **Nancy Mercado, Ph.D.**

Associate Professor

*Ph.D., Binghamton University, 2004*

*(English Literature)*

*M.A., New York University, 1986*

*(Cinema & Films)*

*B.A., Rutgers University, 1982*

*(Visual Arts/Art History)*

##### **Alexander Gonzalez**

Acting Associate Professor

*M.S., City College of NY (CUNY), 1992*

*(Engineering)*

*A.S., LaGuardia Community College, 1989*

*(Computer Science)*

## **Generic Studies/Liberal Arts and Sciences Department (Cont.)**

### **Elizabeth Ruf-Maldonado, Ph.D.**

Acting Associate Professor  
*Ph.D., Columbia University, 2006*  
(Theatre)  
*M.Phil., Columbia University, 1997*  
(Philosophy)  
*M.A., Columbia University, 1994*  
(Theatre)

### **Hilda Rivera-Pantojas**

Assistant Professor  
*M.A., Teacher's College/Columbia University, 1996*  
(Dance & Dance Education)  
*M.A., University of Phoenix, 1986*  
(Supervision and Management of Schools)  
*B.A., University of PR, 1976*  
(Theater)

### **Rafael Landron**

Assistant Professor  
*M.A., 2000, B.A., 1998 State University of NY at*  
*Binghamton (SUNY),*  
(History)

### **Guillermina C. Colon**

Assistant Professor  
*M.S., Boricua College, 2007*  
(Human Services)  
*B.S., Mercy College, 2003*  
(Psychology)

### **Angel Martinez**

Assistant Professor  
*M.A., St. John's University, 1992*  
(Government & Politics)  
*B.A., St. John's University, 1991*  
(Government & Politics)

### **Jose Muñoz**

Assistant Professor  
*M.A., Center for Advance Studies of PR, 1988*  
(Archeologist)  
*B.A., Inter-American University of PR, 1979*  
(Education)

### **Jared Negron**

Assistant Professor  
*M.A., Brooklyn College (CUNY), 2005*  
(Political Science and Administration)  
*B.A., City College of NY (CUNY), 2002*  
(Liberal Arts and Sciences)

### **Elena Boyadjieva-Vesselinova, Ph.D.**

Assistant Professor  
Technical University of Ilmenau, Germany, 1988  
(Information Science)  
*M.S., Boricua College, 2013*  
(TESOL),  
*M.S./B.S., Technical University of Sofia, Bulgaria, 1978*  
(Mechanical Engineering)

### **Jose Angel Figueroa**

Assistant Professor  
*M.S., SUNY/Buffalo, School of Education, 1972*  
*B.A., New York University, 1971*  
(English)

### **Aurora Czegledi, Ph.D.**

Instructor (Level I)  
*Ph.D./M.A., New York University, 2006*  
(Spanish)  
*B.A., Baruch College (CUNY), 1995*  
(Spanish) 1995

### **Kathy Sanson**

Instructor (Level II)  
*M.S., Boricua College, 2005*  
(Human Services)  
*B.A., California State University, 1973*  
(Anthropology)

### **Luz F. Soliz**

Instructor (Level II)  
*M.S., Teacher's College/Columbia University, 1991*  
(Arts and Dance Education)  
*B.A., Bard College, 1981*  
(Arts and Dance Education)

### **Janice Vazquez**

Instructor (Level II)  
*M.S., Inter-American University of PR, 2005*  
(Environmental Sciences)  
*B.A., University of PR, 2001*  
(Natural Sciences)

### **Victor R. Baez de Jesus, M.D.**

Instructor (Level III)  
*M.D., Univ. Central del Este (Dom. Rep.), 2008*  
(Medicine)  
*B.A., University of Puerto Rico, 2004*  
(Biology)

### **Deborah Jacobs**

Instructor (Level III)  
*M.A., Brooklyn College (CUNY), 1987*  
(Biology)  
*B.S., City College of NY (CUNY), 1974*  
(Biology)

## **Generic Studies/Liberal Arts and Sciences Department (Cont.)**

### **Martin E. Medina**

Instructor (Level III)  
*M.A., New York University, 2010*  
(Education)  
*B.A., Wesleyan University, 2001*  
(Physics and Astronomy)

### **Clarivel Ruiz**

Instructor (Level III)  
*M.F.A., City College of NY (CUNY), 1999*  
(Media and Communication Arts)  
*B.A., The New School, 1997*  
(Liberal Arts and Sciences)

## **Human Services Department (BS/MS) Programs**

### **Victor G. Alicea, Ph.D.**

Professor  
*Ph.D., Columbia University, 1978*  
(Urban Planning)  
*M.Phil., Columbia University, 1977*  
(Philosophy)  
*M.S.W., Columbia University, 1966*  
(Social Work)  
*B.S., Columbia University, 1963,*  
(Experimental Psychology)

### **Basilisa Colon, Ph.D.**

Professor  
*Ph.D., Walden University, 2003*  
(Human Services)  
*M.A., Columbia University, 1975*  
(Counseling & Rehabilitation)  
*B.A., University of Puerto Rico, 1971*  
(Communications/Journalism)

### **Victor Garcia**

Associate Professor  
*M.S., Richmond College, 1975*  
(Guidance and Counseling)  
*B.A., University of Puerto Rico, 1970*  
(Sociology)

### **Ana H. Cortijo**

Associate Professor  
*M.S.W., Hunter College, 1986*  
(Social Work)  
*B.S., Boricua College, 1980*  
(Human Services)

### **Luis Esquilin**

Associate Professor  
*M.S.W., Columbia University, 1987*  
(Social Work Administration)  
*B.S., Boricua College, 1985*  
(Human Services)

### **Roberto Maldonado, Ph.D.**

Assistant Professor  
*Ph.D., The Graduate Center (CUNY), 1996*  
(Environmental Psychology)  
*M.S., The Graduate Center (CUNY), 1986*  
(Psychology)  
*M.A., Hunter College (CUNY), 1980*  
(Community Psychology)

### **Yvette Mercado**

Assistant Professor  
*M.S., City College of NY (CUNY), 2001*  
(Clinical Psychology)  
*B.A., New York University, 1990*  
(Psychology)

### **Margarita Santiago**

Assistant Professor  
*M.S.W., State University of NY (SUNY), 1989*  
(Social Work)  
*B.A., Inter-American University, 1970*  
(Sociology)

### **Esteban Galvan**

Assistant Professor  
*M.A., Immaculate Conception Seminary, 1982*  
(Religion Education)  
*B.S. Immaculate Conception, 1981*  
(Social Studies & Philosophy)

### **Edelmiro Gonzalez**

Assistant Professor  
*M.S.W., Fordham University, 1982*  
(Social Work )  
*M.A., Syracuse University, 1974*  
(Anthropology)  
*B.A., Central State University, 1965*  
(History and Political Science)

### **Ana Marchena**

Instructor (Level III)  
*M.A., Columbia University, 1987*  
(Developmental and Educational Psychology)  
*B.A., Manhattanville College, 1986*  
(Psychology)

## **Education Department (BS/MS) Programs**

### **Joseph Gaines, Ed.D.**

Professor  
*Ed.D., Teacher's College/Columbia University, 1989  
(Comparative International Education)*  
*Ed.M., Teachers College/Columbia University, 1986  
(Comparative International Education)*

### **Alejandro Villalba, Pd.D.**

Professor  
*Pd.D., Boricua College, 2012  
(Honorary Doctorate)*  
*M.A., Queens College (CUNY), 1975  
(Spanish Literature)*  
*M.Div., St. Vincent College, 1964  
(Divinity)*

### **Julie Mathis**

Associate Professor  
*M.S., Bank Street College of Education, 1984  
(Human Development)*  
*B.A., Oberlin College, 1968  
(Sociology and Anthropology)*

### **Julio R. Sanchez**

Assistant Professor  
*M.S., City College of NY (CUNY), 1997  
(Education)*  
*B.A., College of New Rochelle, 1992  
(Education)*

### **Nilsa Olivero, Ph.D.**

Assistant Professor  
*Ph.D., The Union Institute, 1996  
(Cultural Studies)*  
*M.Ed., Columbia University, 1976  
(Guidance and Counseling)*  
*M.Ed. University of Pittsburg, 1975  
(Guidance and Counseling)*

### **Brunilda Calderon**

Assistant Professor  
*M.S., City College of NY (CUNY), 1997  
(Early Childhood Education)*  
*B.S., Boricua College, 1993  
(Elementary Childhood Education)*

### **Rudy Arzuaga, Ed.D.**

Assistant Professor  
*Ed.D., NOVA Southeastern University, 2002  
(Education)*  
*M.Ed., George Mason University, 1996  
(Educational Leadership)*  
*B.S., John Jay College (CUNY), 1986  
(Criminal Administration)*

### **Linda S. Perez**

Instructor (Level I)  
*M.Ed., Brooklyn College (CUNY), 2011  
(Students with Disabilities 1-6)*  
*B.S., Boricua College, 2004  
(Elementary Childhood Education)*

## **Business Administration (BS) Program**

### **Moises Pereyra**

Associate Professor  
*M.S., Queens College (CUNY), 1980  
(Economics)*  
*B.S., Queens College (CUNY), 1978  
(Math)*

### **Jose Casanova**

Assistant Professor  
*MBA, New York University, 1978  
(Information Systems)*  
*B.S., Andres Bello Catholic University, 1974  
(Business Administration)*

### **Rosita Oquendo, Ph.D.**

Assistant Professor  
*Ph.D., Walden University, 1995  
(Management)*  
*M.A., Webster University, 1989  
(Public Administration)*  
*B.A., Columbia College, N.C., 1987  
(Criminal Justice)*

### **Alfreda Goods**

Instructor (Level III)  
*M.A., Bellevue University, 1992  
(Management)*  
*B.A., University of Houston, 1982  
(Philosophy/Religion)*

## ADMINISTRATION

### **Victor G. Alicea, Ph.D.**

President

*Ph.D., Columbia University, 1978*

*M.Phil., Columbia University, 1977*

*M.S.W., Columbia University, 1966*

*B.S., Columbia University, 1963*

### **Maria Montes Morales, Pd.D.**

Senior Vice President

*Pd.D., Boricua College, 2006*

*B.S., City College of NY (CUNY), 1960*

### **Shivaji Sengupta, Ph.D.**

Vice President for Academic Affairs

*Ph.D., Columbia University, 1979*

*M. Phil., Columbia University, 1976*

*M.A., Columbia University, 1970*

### **John Guzman, Ed.D.**

Vice President for Academic Planning & Program.

*Ed.D., California Coast University, 2002*

*M.S., Teacher's College/Columbia University, 1974*

*B.A., Hunter College (CUNY), 1972*

### **Irving Ramirez**

Vice President for IT & Facilities Management

*M.S., University of PR, 1979*

*B.S., University of PR, 1976*

### **Jorge L. Batista, Esq.**

Legal Counsel

*B.A., Columbia University, 1964*

*J.D., Yale Law School, 1968*

### **Elias Oyola**

Director of Finance

*B.A., Colegio Universitario de Humacao,*

*Universidad de Puerto Rico, 1984*

### **Francia L. Castro**

Director of Personnel and

Human Resources and Personnel

*B.S., Boricua College, 1981*

### **Rosalía Cruz**

Director of Financial Aid

*B.S., Boricua College, 1987*

### **Beatriz Ahorrio**

Director of Registration and Assessments

*B.S., Boricua College, 1990*

### **Aurea Morales**

Director of Admissions

(Brooklyn Campus-Graham)

*B.A., Brooklyn College (CUNY), 1989*

### **Ismael Sanchez**

Director of Admissions

(Manhattan Campus)

*M.Ed., 1983; B.S., 1977; City College of NY (CUNY)*

### **Brenda Rodriguez**

Director of Admissions

(Bronx Campus)

*M.S., 2015; B.S., 2014, Boricua College*

### **Frank Serrano**

Director of Admissions

(Brooklyn Campus-Northside)

### **Liza Rivera**

Director of Library and Learning Resources

(College Wide)

*M.L.S., Queens College (CUNY), 1995*

*B.A., Geneseo State University, 1980*

### **Gary Aguayo**

Director, Student Academic Support Services

*M.A., Florida State University, 1997*

*B.A., York College (CUNY), 1996*

### **Jose Manso**

Director of Bursar

### **Jose A. Vazquez**

Director of Environmental Services

(Bronx Campus)

*A.A., Inter-American University of Puerto Rico, 1983*

### **Elias Rivera**

Director of Environmental Services

(Brooklyn Campus-Northside Center)

### **Carlos Andujar**

Director of Environmental Services

(Manhattan Campus)

### **Juan Luis Rivera Pagan**

Director of Environmental Services

(Brooklyn Campus-Graham Center)

## ADMINISTRATION (Cont.)

### **Moises Pereyra**

Dean, Academic Affairs (Manhattan Campus)

*M.S., Queens College (CUNY), 1980*

*B.S., Queens College (CUNY), 1978*

### **Jose Israel Lopez**

Dean, Generic Studies (Bronx Campus)

*M.A., Boricua College, 2002*

*B.A., Inter-American University of Puerto Rico, 1983*

### **Rafael Landron**

Chairperson, Generic Studies (Brooklyn Campus-Graham Center)

*M.A., State University of NY (SUNY), 2000,*

*B.A., State University of NY (SUNY), 1998*

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