2012-13 College Bulletin
The New Community College at CUNY
Supplement: Academic Information & Course Catalog

THE NEW COMMUNITY COLLEGE AT CUNY
www.ncc.cuny.edu
EDUCATIONAL MODEL

The design of the New Community College focuses on supporting students as they pursue their associate degree. Students benefit from an educational model that responds to their unique academic and personal needs.

Defining features of the college include:

- Individual and group admissions meetings to help students understand the unique features of the new college prior to enrollment.
- A summer bridge program that builds community and supports students as they transition to college.
- First-year learning communities that develop a nurturing environment and encourage cross-disciplinary thinking and analytical reasoning.
- Full-time attendance in the first year to help students gain momentum as they begin to earn college credits.
- Integrated first-year courses that merge developmental and disciplinary coursework and focus on building college-level reading, writing, and math skills.
- A commitment to experiential learning within New York City to engage students and connect them with city resources.

LEARNING OUTCOMES

The New Community College’s learning outcomes encourage students to aim high and provide them with a framework for their entire educational experience. These outcomes are an inclusive framework for a contemporary liberal education, defined not as a selected set of disciplines, but as a set of knowledge and skills for all aspects of life: school, work, citizenship, and social responsibility. They are reflective of the NCC’s mission and values. Students are expected to demonstrate progress in achieving these outcomes throughout their course of study. Thus, these institutional learning outcomes will be addressed at both the course and program level, providing students with multiple opportunities to demonstrate their increased proficiency. Student progress towards fulfilling these goals will be based on integrative learning in and beyond the classroom and will be assessed via students’ coursework as collected and presented in their e-portfolios.

1. Broad, Integrative Knowledge: General Education
   a. Demonstrates engagement issues that have contemporary, historical, scientific, economic, technological, or artistic significance.
   b. Exhibits an understanding of how different disciplines create knowledge and approach problem-solving.
   c. Describes multiple perspectives on key debates and connects these debates to societal concerns.
   d. Connects prior knowledge and experience to ideas and concepts across different courses, majors, and forms of experiential learning.
   e. Expresses curiosity about the essential questions that drive personal, academic, and professional inquiry.

2. Specialized Knowledge: The Majors
a. Recognizes the scope and principal features of the field of study, including its main theories and practices.

b. Understands and uses the vocabulary specific to the field of study.

c. Connects content and concepts of specialized knowledge to the ideas studies in the City Seminars, Ethnographies of Work and other NCC general education courses.

d. Demonstrates knowledge of problem-solving techniques and the ability to form hypotheses for research purposes.

3. Intellectual Skills for Lifelong Learning

a. Demonstrates the ability to analyze ideas, theories and issues by breaking them down, identifying the component elements and explaining how they relate.

b. Communicates effectively using substantially error-free language in oral and written formats.

c. Presents accurate mathematical calculations and operations, and explains how they are used to solve problems and to interpret data.

d. Utilizes both quantitative and qualitative data to explore and understand important issues.

e. Locates, evaluates and cites multiple information resources in projects, papers and presentations.

f. Demonstrates ability to use appropriate technologies, acquire new ones and to resolve technology problems to meet academic, professional and personal goals.

g. Displays ability to assess own work and its relative value.

4. Civic learning, Engagement, and Social Responsibility

a. Identifies and explains his or her own civic and cultural background, including its origins, development and assumptions.

b. Understands and respects diversity and cross-cultural perspectives and demonstrates how they influence interpretations of key problems in politics, society or the arts.

c. Describes various historical and contemporary positions on democratic values or practices, and presents his or her position on specific problems.

d. Takes an active role in a community context, such as work, service, or co-curricular activities, and examines the civic issues encountered with the insights gained from the community experience.

e. Demonstrates integrity, honesty and ethical reasoning in academic and professional contexts.

5. Applied Learning

a. Uses creativity, content knowledge, research and analytical skills to identify, clarify and provide solutions to real-world problems.

b. Collaborates effectively with others to solve problems and complete projects.
SUMMER BRIDGE
To make sure students are prepared for their coursework in the fall, the NCC requires all new students to attend our three-week Summer Bridge Program in August. During this program, students learn what is expected of an NCC student academically and explore their strengths and challenges as a learner. They work with faculty, staff, and peer mentors to develop strategies for success and gain practice completing assignments similar to those that will be required during the first-year program. Summer Bridge is a time of self-discovery and an opportunity for students to develop relationships with faculty, staff, and their peers.

Activities during the Summer Bridge Program include:
- an introduction to college reading, writing and mathematics
- a mini-project where students practice working with their peers
- creation of an electronic portfolio, where college work will be archived
- field experiences that explore New York City as an extended classroom.

FIRST YEAR EXPERIENCE: CORE CURRICULUM
The New Community College isn’t just a school located in New York City. It’s a school with New York City as its central theme. All students start with a core curriculum during the first year that explores what it takes to maintain and improve the vibrancy of New York – and the ways in which students themselves contribute to these goals. The courses are designed to help students develop the skills they will need to be successful in college and prepare students for coursework in the majors. In order to ensure that students have access to the support they need and have flexibility in their schedules, each semester at the NCC has two sessions:
- Fall I, 12 weeks
- Fall II, 6 weeks
- Spring I, 12 weeks
- Spring II, 6 weeks

During the 12-week session, students complete the courses included in the first year core curriculum. The 6-week session at the end of the semester enables students who have successfully completed the first year coursework to take additional courses and advance in their program of study. Those students who need more time to complete the courses included in the first year program can do so during the six week session without adding additional time to their college program. All students are required to attend full time during the first year in order to become acquainted with the school, develop a supportive social network, and access the resources and support students need to be successful.

The Fall I schedule consists of the following courses:
- City Seminar I- 10.5 hours per week
- Ethnographies of Work I- 4.5 hours per week
- Statistics- 6 hours per week

The Spring I schedule consists of the following courses:
- City Seminar II- 7.5 hours per week
- Ethnographies of Work II- 4.5 hours per week
- Composition I- 3 hours per week
Students also take Composition II, part of our core curriculum, during the second year. The classes students complete during Fall II and Spring II depend upon their performance during the 12-week sessions.

<table>
<thead>
<tr>
<th>Core</th>
<th>Common Core Area</th>
<th>Approved Pathways Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>English Composition</td>
<td>ENGL 103 Composition I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENGL 203 Composition II</td>
</tr>
<tr>
<td></td>
<td>Math &amp; Quantitative Reasoning</td>
<td>Math 103 Statistics</td>
</tr>
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<td></td>
<td>Life &amp; Physical Sciences</td>
<td>Biology 122 Introduction to Biology: Life in New York City</td>
</tr>
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<td>Flexible</td>
<td>World Cultures &amp; Global Issues</td>
<td>LASC 101 City Seminar I</td>
</tr>
<tr>
<td></td>
<td>US Experience in its Diversity</td>
<td>LASC 102 City Seminar II</td>
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<tr>
<td></td>
<td>Creative Expression</td>
<td>LASC 200 Arts in New York City</td>
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<td></td>
<td>Individual &amp; Society</td>
<td>SOSC 111 Ethnographies of Work I</td>
</tr>
<tr>
<td></td>
<td>Scientific World</td>
<td>CHEM 110 Introduction to Chemistry</td>
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</table>

Changes to the general education requirements were made to align the college curriculum with the CUNY Pathways Common Core requirements. Students who pursue transfer degree programs in Business Administration, Human Services, Liberal Arts and Sciences, and Urban Studies will be required to fulfill all 30-credit general education requirements in addition to fulfilling their program requirements. Students in the A.A.S. degree programs (Health Information Technology and Information Technology) should review the general requirements for those programs.

**City Seminar**

Each City Seminar course is comprised of four different components. Each component is designed to enhance students’ understanding of an issue of central importance to the New York City community through the lens of different disciplines including the Humanities, Social Sciences, and Mathematics. The components include:

1. **Critical Issue.**
   The City Seminar anchors the first-year core and presents students with a problem or issue that they will examine over the course of the semester. With content rooted in issues of historical and current significance to the City, the Critical Issue component of the course is designed to introduce students to interdisciplinary perspectives in the liberal arts and sciences. The cases included in Critical Issue delve into subjects that form New York’s distinctive character as a complex urban system. During this component of the course, the instructional team works with students to develop the problem-solving, analytical thinking, and research skills typically utilized in liberal arts and sciences coursework.

2. **Reading and Writing; Composition I**
   In City Seminar I, a reading and writing component focuses on developing the skills and strategies needed to read a variety of nonfiction texts that students will encounter in their first-year seminar (and which few students encounter in traditional high-school English classes). Students engage with a variety of texts (including newspaper articles, policy briefs, journal articles, census data and government...
3. Quantitative Reasoning

The City Seminar’s Quantitative Reasoning component emphasizes the development of computational knowledge and skills. Each week, faculty and students examine quantitative problems associated with the case studies presented in the Case Study component of City Seminar. These problems are used as a means for teaching specific mathematical skills and concepts that prepare students for more advanced quantitative study (e.g., percentages, negative numbers, exponentiation, coordinate systems). The Quantitative Reasoning component also presents students with techniques used to depict and analyze data in more advanced settings.

4. Studio

The Group Workspace component of The NCC model has evolved into an enriched learning environment called Studio. It will be piloted in Spring I and assessed for effectiveness before the fall 2013 semester. The Studio City Seminar Portfolio, part of the City Seminar course, is designed for students to practice, reflect and develop the skills essential to engaging in the craft of successful academic study. Working alongside Graduate Coordinators and Peer Mentors, students work in an environment of overt practice and instruction of the techniques essential to successful academic work.

The Portfolio includes in-progress and final drafts of integrated City Seminar assignments, as well as Studio exercises students complete throughout the semester. The exercises will be developed by the Studio teams and will feature clear and specific objectives derived from the City Seminar learning outcomes and skills spines. The exercises will give students opportunities to practice core academic skills. Students create a virtual learning community through the ePortfolio by sharing work-in-progress and commenting and reflecting on one another’s work.

City Seminar I

City Seminar I emerges from the field of urban studies and takes a comparative, multidisciplinary approach to introduce students to complex global issues such as sustainability, global economic development, and social and environmental justice. Following a critical research model, the course challenges students to examine the historical, cultural, and social contexts of urban problems; to gather and analyze evidence from multiple stakeholders and perspectives; and to propose evidence-based solutions in written, oral, and digital media formats. While each offering of the course features a specific theme, every City Seminar I builds on students’ prior knowledge of the distinctive character, institutions, and socio-economic composition of New York City. To deepen students’ understanding of urban life around the world, the City’s physical, social, environmental, and political realities are situated in relation to other urban centers. Through its emphasis on evaluating the unevenly distributed consequences of local, national, and international policies and practices, the course equips students with the skills to conduct thoughtful, critical analyses and to develop actionable proposals responsive to specific urban circumstances.

City Seminar II

City Seminar II introduces students to a variety of perspectives on U.S. society and its diversity. In this course, students read and gather information from a range of sources, including published research, historical accounts, fiction, first person narratives, and research briefs to explore a range of perspectives
on a topic of importance in the United States. Students examine current and past issues related to housing, education, labor, and other issues related to the topic, and how they impact diverse groups within U.S. society. They will develop critical thinking skills by analyzing and synthesizing major themes and findings from research and readings, and produce a research project by the end of the semester.

Each City Seminar II will feature a specific topic. The topic for this instance of the course is the immigrant experience in the United States. Students will explore the topic of immigration through a historical perspective; they will also be introduced to multiple theories relevant to the academic study of immigration (various assimilation theories, social capital theory, and cultural-ecological theory). They will explore contemporary debates on immigration and investigate what services are available for immigrants in New York City.

Ethnographies of Work I
Ethnographies of Work I introduces students to sociological and anthropological perspectives on work as they investigate a range of careers. The course approaches work as a cultural system invested with meanings, norms, values, customs, behavioral expectations, and social hierarchies. Students pose key questions through the lens of ethnography in order to investigate workplaces, occupations, and career pathways in an urban context. Guided by the ethnographer’s assumption that there’s "always more than meets the eye," students are encouraged to uncover myths and stereotypes about the work world and gain appreciation of how and why work matters to individuals in a range of occupations. Students explore dimensions of work life in the context of contemporary dynamics of disruption, uncertainty, innovation, and diversity, and draw connections between the self and work through readings, films, interviews, and fieldwork. The centerpiece of the course is for students to compose and present ethnographic accounts of workplace relations and vocational pathways as they contemplate their own career journeys.

Ethnographies of Work II
Ethnographies of Work II is the second course of a two-course sequence that uses social science concepts, perspectives, and methods to increase student understanding of the work world and the processes and contexts that link the self and work. The focus for the second semester is to conduct an ethnographic investigation on an occupation of interest to the student. Students will conduct fieldwork at a work site; they will use observation, interviewing, and artifact analysis as methods to learn to identify and reflect on personal, cultural, social, structural, and economic aspects of the work experience. Students will also research quantitative data on occupations and employment trends to better understand the depth of particular careers. Throughout the semester, students will add more in-depth ethnographic writings to their body of ethnographic works and continue to reflect on their own journey toward deciding a career path.

Statistics
This course will provide students with an in-depth understanding of the fundamental concepts and computational methods of statistics. These concepts will be developed through the question of how to estimate an unknown quantity using sample data. Students will learn to incorporate the foundational concepts of mathematics with statistical analysis to describe and solve real-life problems and questions. Students will be taught to use estimation as well as to be precise and accurate. The course will also focus on teaching math study skills so students may assess and enhance and enhance their learning, their processes and their results. Students will use statistical software, graphing calculators, Microsoft Excel, MyMathLab and MyStatsLab to carry out a semester-long project involving data description and
Composition I
Composition I is a course in critical thinking, reading and writing. It will provide a thorough introduction to the writing process and academic discourse: generating ideas, developing a thesis, supporting a thesis with evidence, and revising and editing. Students will be introduced to a variety of research resources, including the NYPL and CUNY library systems and learn basic research techniques. Because good writing starts with good reading, attention will be paid to critical reading strategies. The reading and writing assignments in Composition I will be coordinated with the City Seminar II theme.

Composition II
The purpose of this course is to enhance students’ abilities to write in different genres, with an emphasis on developing a project involving research. With readings and writing assignments drawn from a range of disciplines, the course will prepare students for professional writing in scientific, technical, business, humanities or public service fields. Throughout the semester, students will practice skills such as gathering information through library research, analyzing and evaluating outside sources, integrating others’ ideas into their own writing, creating evidence-based arguments, and seeking and receiving feedback on work in progress. The course will also further develop elements of the writing process: generating ideas, developing a thesis, supporting a thesis with evidence, and revising and editing. Staged research and writing activities will give students opportunities to develop strategies for writing in the disciplines. In close consultation with the instructor, students will develop, investigate, draft and refine a practical research project on a topic of relevance to their major. The semester will conclude with public presentations of student projects.

Introduction to Biology: Life in New York City
This introductory course will provide students with an understanding of the variety of life forms in New York City. Students will explore the relationships between diverse organisms and their impact on life in New York City. This all laboratory class will provide field observation and data collection experiences that include research practices focusing on observing, describing and analyzing various kinds of living organisms.

Introduction to Chemistry
Introduction to Chemistry is a course designed for non-science majors. The course presents the basics of the science of chemistry in a contextualized manner in order to give students the opportunity to understand scientific concepts and applications beyond a disciplinary framework. Topics will be connected to real-world events, phenomena, and technologies in order to illustrate and underscore chemistry’s relevance to our everyday lives, our health, our public policies, and our future. Texts and films will be used to strengthen understanding of course content and encourage student engagement. Laboratory work is integral to this course and experiments will reinforce concepts learned during lecture presentations while also introducing safety protocols and basic methods and practices that are important to scientific research.

The Arts in New York City
The Arts in New York City introduces students to a range of artistic forms, venues, media, and movements in the arts mecca that is New York City. In this semester long course, students will be exposed to visual and performance arts as well as public, private, and community-based arts institutions. They will explore a broad range of art forms through texts, images, and experiential...
components (visits to museums, art walks, film screenings). Students will be introduced to and develop visual literacy skills by closely and carefully examining works of art, discussing their observations, and supporting their views using evidence from the art works. Students will develop the critical visual literacy skills needed to discuss meaning and interpretation, audience, source, access, and the impact of works of art on the individual. Course assignments include interpretation, analysis, and synthesis of creative work of many forms.

PROGRAMS OF STUDY

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<tr>
<th>Program Name</th>
<th>Program Code</th>
<th>HEGIS Code</th>
<th>Degree Awarded</th>
<th>Date Registered</th>
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**Business Administration**

The Associate in Arts degree in Business Administration combines the study of liberal arts and sciences with exposure to basic business disciplines and issues. It is designed to encourage critical thinking in a business environment, problem-solving, effective writing and speaking, quantitative and technological competency, and the ability to respond ethically in business situations. Students become familiar with the basic analytical tools of business and have opportunities to use the techniques involved in analyzing and evaluating business problems and finding effective solutions. Graduation from the Business Administration program prepares students for transfer to baccalaureate degree business program or employment in retail, entrepreneurship, and administrative support.

**REQUIREMENTS:**

**General Requirements, 30 credits**

BIOL 122 Introduction to Biology: Life in New York City (3 credits)
CHEM 110 Introduction to Chemistry (3 credits)
ENGL 103: Composition I (3 credits)
ENGL 203: Composition II (3 credits)
LASC 101: City Seminar I (3 credits)
LASC 102: City Seminar II (3 credits)
LASC 200: The Arts in New York City (3 credits)
MATH 103: Statistics (3 credits)
SOSC 111: Ethnographies of Work I (3 credits)
SOSC 113: Ethnographies of Work II (3 credits)

**Business Administration Program Requirements, 30 credits**

ACCT 121: Principles of Accounting I (3 credits)
ACCT 201: Principles of Accounting II (3 credits)
BUSI 102: Introduction to Business (3 credits)
BUSI 201: Business Law and Ethics (3 credits)
ECON 201: Macroeconomics (3 credits)
ECON 203: Microeconomics (3 credits)
ECON 204: Contemporary Economic Issues (3 credits)
INFT 203: Introduction to Management Information Systems (3 credits)
MATH 120: College Algebra and Trigonometry or MATH 201: Precalculus or LAS elective (3 credits)

Electives, 3 or 4 credits
Depending on proficiency in mathematics, students may take one elective from among:
GOVT 201: Urban Politics: New York City Government (3 credits)
GOVT 202: American Government & Politics (3 credits)
MATH 210: Calculus (4 credits)

Articulations with senior colleges:
Brooklyn College, Department of Finance and Business Management, B.B.A. in Business Administration

Health Information Technology
The Associate in Applied Science Health Information Technology Degree prepares students for work as Registered Health Information Technicians (RHIT). Professionals holding the RHIT credential use computer applications to manage medical information and ensure its secure and accurate exchange between healthcare consumers and providers. They organize and manage health information data, including patients’ medical histories, symptoms, examination results, diagnostic tests, treatment methods and other healthcare provider services and ensure the quality, accuracy, accessibility, and security of these data. They communicate with physicians and other healthcare professionals to clarify diagnoses. Often they serve as liaisons among healthcare facilities, insurance companies and other establishments. The program of study for this degree requires 69 credits and approximately 2½ years to complete on a full-time basis.
NOTE: This major will become available to students entering the college for the 2013-2014 academic year.

REQUIREMENTS:

General Requirements, 21 credits
ENGL 103: Composition I (3 credits)
ENGL 203: Composition II (3 credits)
LASC 101: City Seminar I (3 credits)
LASC 102: City Seminar II (3 credits)
MATH 103: Statistics (3 credits)
SOSC 111: Ethnographies of Work I (3 credits)
SOSC 113: Ethnographies of Work II (3 credits)

Health Information Technology Program Requirements, 48 credits
BIOL 222: Pathophysiology (3 credits)
BIOL 223: Human Anatomy & Physiology I (4 credits)
BIOL 224: Human Anatomy & Physiology II (4 credits)
HEIT 111: Medical Terminology (3 credits)
HEIT 121: Introduction to Health Data Management & Information Systems (3 credits)
HEIT 201: Computers & Communication Technologies (3 credits)
HEIT 122: Professional Practice Experience I (1 credit)
HEIT 211: Clinical Classification Systems: ICD-10-CM/PCS Coding (3 credits)
HEIT 212: Healthcare Delivery in the U.S. (2 credits)
HEIT 213: Pharmacology for Allied Health (2 credits)
HEIT 214: Quality Assessment & Performance Improvement (2 credits)
HEIT 221: Legal & Ethical Aspects of Healthcare (2 credits)
HEIT 231: Introduction to CPT/HCPCS Coding (3 credits)
HEIT 222: Computer Applications in Healthcare & Data Security (3 credits)
HEIT 223: Professional Practice Experience II (1 credit)
HEIT 224: Healthcare Statistics & Research (2 credits)
HEIT 225: Professional Practice Experience III (1 credit)
HEIT 311: Organizational Resources & Management (3 credits)
HEIT 312: Principles of Healthcare Reimbursement (2 credits)
HEIT 313: Professional Practice Experience IV (1 credit)

Human Services
The NCC Human Services major provides an overview of the field and its historical context through exploration of issues and dynamics within the social services and the healthcare delivery systems. The program gives students a solid foundation in the principles and theories of the field and helps them build competencies in interventions, strategies, technologies, and resources for the delivery of human services. Combining academic courses and work-based learning experiences, the program helps students understand the challenges faced by clients and the organizations with which they will work and gives them a sense of the policies and programs that govern the distribution of healthcare and social services. Students learn to create innovative solutions for problems that interfere with providing adequate health and social services in their communities. Graduates will be prepared for transfer to a baccalaureate program in Human Services, Social Work, Community Health, Public Health and the various social sciences such as psychology, sociology, or anthropology. They will also have the skills needed to obtain entry-level positions in agencies and institutions which provide social, community, educational, and health services.

REQUIREMENTS:

**General Requirements, 31 credits**
CHEM 110 Introduction to Chemistry (3 credits)
ENGL 103: Composition I (3 credits)
ENGL 203: Composition II (3 credits)
LAS 101: City Seminar I (3 credits)
LASC 102: City Seminar II (3 credits)
LASC 200: The Arts in New York City (3 credits)
MATH 103: Statistics (3 credits)
SOSC 111: Ethnographies of Work I (3 credits)
SOSC 113: Ethnographies of Work II (3 credits)
BIOL 212 Human Biology (4 credits)
Human Services Program Requirements, 29 credits
GOVT 202: American Government & Politics (3 credits)
GOVT 213: Health and Human Services Policy (3 credits)
HSVC 103: Introduction to Human Services (3 credits)
HSVC 113: Methods of Intervention for the Human Services (2 credits)
HSVC 201, HSVC 203: Fieldwork & Integrative Seminars I & II (2 semesters, 6 credits total)
HSVC 204: Special Topics in Fields of practice or elective (3 credits)
SOCI 102: Introduction to Sociology (3 credits)
SOCI 231: Introduction to Urban Community Health or HSVC 204: Special Topics in Fields of Practice or elective (3 credits)
UBST 201: Urban Anthropology: Poverty & Affluence (3 credits)

Electives, 3 credits
Students must take one elective from among:
HSVC 223: Introduction to Disability Studies (3 credits)
INFT 203: Introduction to Management Information Systems (3 credits)
SOCI 201: Crime & Justice in Urban Society (3 credits)
SOCI 214: Social Determinants of Health (3 credits)
SOCI 203: Community Organizing (3 credits)

Articulations with senior colleges:
Lehman College, Social Work Department, B.A. in Social Work

Information Technology

The NCC program in Information Technology introduces students to the knowledge base and skills necessary to support the computer technology needs of businesses, government, healthcare companies, schools, and other organizations. The program provides in-depth study of fundamental topics in Information Technology, including hardware, software, programming, networking, databases, and web-based systems, as well as opportunities to see how these come together in the context of business environments. Employing a hands-on approach, the program cultivates logical and analytical thinking and engages students in developing skills in written and oral communication, problem-solving, group work, and customer service. As a result of this foundation, students understand both how technology is used by real businesses and how to function effectively in a business environment. Upon graduation, students are prepared for entry-level employment supporting the computing infrastructure of a variety of businesses and organizations.

Requirements:

General Requirements, 24 credits
ENGL 103: Composition I (3 credits)
ENGL 203: Composition II (3 credits)
LAS 101: City Seminar I (3 credits)
LASC 102: City Seminar II (3 credits)
LASC 200 The Arts in New York City (3 credits)
MATH 103: Statistics (3 credits)
SOSC 111: Ethnographies of Work I (3 credits)
SOSC 113: Ethnographies of Work II (3 credits)
Information Technology Program Requirements, 27 credits
BIOL 122: Introduction to Biology: Life in New York City (3 credits)
BUSI 102: Introduction to Business (3 credits)
INFT 102: Hardware & Software (3 credits)
INFT 202: Database Management & Design (3 credits)
INFT 201: Networking & Data Communications (3 credits)
INFT 203: Introduction to Management Information Systems (3 credits)
INFT 211: Programming I (3 credits)
INFT 221: Web Technologies & Multimedia (3 credits)
INFT 203: Systems Analysis & Design (3 credits)
MATH 120: College Algebra or elective (3 credits)

Electives, 9 credits
Depending on proficiency in mathematics, students must take three (3) 3-credit electives from among:
BIOL 122 Introduction to Biology: Life in New York City (3 credits)
BUSI 204: Fundamentals of Project Management: (3 credits)
INFT 213: Special Topics in Information Technology (3 credits)
INFT 223: Programming II (3 credits)
INFT 204: Internship in Information Technology (3 credit)
INFT 244: Information Technology Independent Project (3 credit)
MATH 201: Precalculus (3 credits)

Articulations with senior colleges:
New York City College of Technology, Department of Computer Systems Technology, B.T. in Computer Systems

Liberal Arts and Sciences
The A.A. degree In Liberal Arts and Sciences connects the methods of inquiry and bodies of knowledge within the humanities and social sciences to students' lived experience in New York City. Students evaluate the similarities and differences in the questions that frame the social sciences and humanities and the ways in which disciplines in both domains address these questions. Students are introduced to the fundamental assumptions and theories of the social sciences and humanities through investigations of complex social issues drawn from urban life and the world of work. Grounding in disciplinary ways of knowing, the program helps students develop competencies applicable to further study and careers, notably: critical thinking, analysis and evaluation, oral and written communication, and quantitative reasoning. Elective internships provide opportunities to apply new knowledge and skills and to reflect on those work experiences. Graduates are prepared for transfer to a baccalaureate program in a variety of social sciences and humanities disciplines as well as employment in retail, sales, hospitality, and a wide range of administrative support positions.

REQUIREMENTS:

General Requirements, 30 credits
BIOL 122 Introduction to Biology: Life in New York City (3 credits)
CHEM 110 Introduction to Chemistry (3 credits)
ENGL 103: Composition I (3 credits)
ENGL 203: Composition II (3 credits)
LASC 101: City Seminar I (3 credits)
LASC 102: City Seminar II (3 credits)
LASC 200: The Arts in New York City (3 credits)
MATH 103: Statistics (3 credits)
SOSC 111: Ethnographies of Work I (3 credits)
SOSC 113: Ethnographies of Work II (3 credits)

**Liberal Arts Program Requirements, 27 credits**
ECON 223: Economics of Social Issues (3 credits)
ENGL 213: 20th Century American Literature: Ethnicity & Immigration (3 credits)
LASC 103: Foundations in the Humanities (3 credits)
LASC 201: Environmental Ethics (3 credits)
LASC 254: Capstone Seminar in the Liberal Arts & Sciences (3 credits)
PSYC 201: Psychology: Social and Behavioral Studies or GOVT 202: American Government and Politics or
SOCL 102: Introduction to Sociology (3 credits)
SOSC 110: Foundations in the Social Sciences (3 credits)
HIST 201: Who Built New York? New York City History (3 credits)
UBST 201: Urban Anthropology: Poverty and Affluence (3 credits)

**Electives, 3 credits**
Students must take one elective from among:
LASC 243: Internship Seminar (3 credits)
MATH 150: The Real Basics of Mathematics (3 credits)
ENGL 211: Cities in Film and Literature (3 credits)

**Articulations with senior colleges:**
CUNY School of Professional Studies, B.A. in Communication and Culture
John Jay College of Criminal Justice, Department of Political Science, B.A. in Political Science

**Urban Studies**
The A.A. in Urban Studies is a variation on the traditional liberal arts degree. It provides a rigorous liberal arts education and an introduction to the research tools used by a variety of social science disciplines. Through the program, students develop a deeper understanding of New York City and the broader issues and concerns of urban centers in general, including structures and systems, political and policy development processes, government and services, and problems and potential solutions. Students in Urban Studies use the tools of disciplines such as sociology, anthropology, economics, political and other social sciences to analyze urban issues and problems and to propose solutions to sustain a thriving New York City. The interdisciplinary curriculum encourages students to appreciate their relationship to the unique place where they live and work and prepares them to be active citizens in their communities. Graduates are prepared to transfer to baccalaureate programs in Urban Studies or in a range of liberal arts programs. They may also pursue employment in retail, sales, administrative support, or visitor services positions in cultural organizations.

**REQUIREMENTS:**

**General Requirements, 30 credits**
BIOL 122 Introduction to Biology: Life in New York City (3 credits)
CHEM 110 Introduction to Chemistry (3 credits)
ENGL 103: Composition I (3 credits)
ENGL 203: Composition II (3 credits)
LASC 101: City Seminar I (3 credits)
LASC 102: City Seminar II (3 credits)
LASC 200: The Arts in New York City (3 credits)
MATH 103: Statistics (3 credits)
SOSC 111: Ethnographies of Work I (3 credits)
SOSC 113: Ethnographies of Work II (3 credits)

Urban Studies Program Requirements, 27 credits
GOVT 203 Introduction to Urban Planning & Policy (3 credits)
GOVT 201 Urban Politics: New York City Government (3 credits)
HIST 221 History of Urban Life (3 credits)
SOCI 102 Introduction to Sociology (3 credits)
SOCI 201 Crime & Justice in Urban Society or ANTH 227: Sexuality and gender in Urban Life (3 credits)
UBST 102 Introduction to Urban Studies (3 credits)
UBST 203 Race, Ethnicity & Community Development (3 credits)
UBST 225: Global Urbanisms (3 credits)
UBST 253: Capstone Urban Research Seminar (3 credits)

Electives, 3 credits:
Students must take one elective from among:
ECON 201: Macroeconomics (3 credits)
ECON 203: Microeconomics (3 credits)
ENGL 211: Cities in Film & Literature (3 credits)
MATH 120: College Algebra & Trigonometry (3 credits)
MATH 201: Precalculus (3 credits)
SOCI 203: Community Organizing (3 credits)
UBST 204: Special Topics in Urban Studies (3 credits)

Articulations with senior colleges:
Brooklyn College, Department of Sociology, B.A. in Sociology
CUNY School of Professional Studies, Department of Urban Studies, B.A. in Urban and Community Studies
Hunter College, Department of Urban Affairs and Planning, B.A. in Urban Studies

ACADEMIC MATTERS

F Repeat Policy
When an undergraduate student receives the earned academic grade of “F” or an administrative failing grade, and the student subsequently retakes the course and receives a grade of “C” or better, the initial grade of “F” will no longer be computed into the Grade Point Average. The “F” will remain on the transcript. The number of failing credits that can be deleted from the Grade Point Average shall be limited to sixteen for the duration of the student’s undergraduate enrollment in institutions of the University. This policy shall be effective 9/1/90 at all colleges of the University. (BTM, 1990, 04-23,007 A).
Policy Regarding Accepting Permit Students Into Any Classes During The College’s First Academic Year

The New Community College at CUNY (NCC) is designed to be a small, innovative college that utilizes cutting-edge approaches to associate degree education. One of these approaches involves organizing all first-year students into cohesive learning communities. To preserve the cohesiveness of these communities, the NCC will not accept students on permit from other colleges into any classes during its initial academic year, 2012-2013. At the end of the Spring 2013 semester, the Curriculum Committee will revisit this policy.

Exit From Remediation

The New Community College at CUNY requires all students who have not, on entry, already demonstrated proficiency in reading and/or writing according to existing CUNY Exemption Categories to do so at the end of City Seminar I by taking and passing the CAT in Reading with a minimum score of 70 and/or the CAT in Writing with a minimum score of 56. Failure to do so will require the student to complete an intervention of not less than 20 hours during fall II in order to retake the requisite test.

The New Community College at CUNY requires all students who have not, on entry, already demonstrated proficiency in mathematics* to take and pass the CUNY Common Departmental Final (CDF) with a grade of 60 or better and to earn an overall grade of at least 74 (equivalent to a grade of C) in the stretched Statistics A/B course, for which the CDF must count 35% of the class average. Failure to do so will require the student to complete an intervention of not less than 20 hours during spring II in order to retake the CDF.

Grading Glossary and Guidelines

Our faculty members will assign your grades in classes based on the glossary below. Each grade corresponds with a certain number of “quality points,” which will be used to calculate your grade-point average, or GPA. In the cases where you see a dash in place of quality points, the course would not be included in your GPA.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure/unsuccesful completion of course</td>
<td>0.00</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>--</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew</td>
<td>--</td>
</tr>
<tr>
<td>WA</td>
<td>Administrative withdrawal (a non-punitive grade assigned to students who register for classes at the beginning of the term but don’t provide proof of immunization by the compliance date.)</td>
<td>--</td>
</tr>
</tbody>
</table>

2/27/2013
WF Withdrew failing 0.00
WN Never attended 0.00
WU Withdrew unofficially (after attending at least one class session) 0.00
NC No credit granted (restricted to courses in the core curriculum: LASC 101, LASC 102, SOSC 111, SOSC 113, ENGL 103, MATH 103, MATH 103A, MATH 103B) or used for administrative actions such as disciplinary dismissals) --
INC Term’s work incomplete --
FIN F from incomplete (used when the INC grade lapses to an F) 0.00
Z No grade submitted by the instructor (a temporary grade assigned by the Registrar until the instructor submits the final grade) --
PEN Grade pending --

All grades that carry a numerical quality point value are included in the calculation of your grade-point average. To compute your GPA, multiply the number of quality points by the number of credits for that course. Divide the total number of points earned in all courses by the total number of credits.

Example of GPA calculation

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Point Value</th>
<th>Credits</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Seminar I</td>
<td>B+</td>
<td>3.30</td>
<td>3</td>
<td>9.9</td>
</tr>
<tr>
<td>Ethnographies of Work I</td>
<td>C</td>
<td>2.00</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Statistics A</td>
<td>B-</td>
<td>2.70</td>
<td>1.5</td>
<td>4.05</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>7.5</td>
<td></td>
<td>19.95</td>
</tr>
</tbody>
</table>

The GPA equals the result of dividing 19.95 total grade points earned by the total of 7.5 credits carried by the courses taken. This result, known as the quotient, is 2.66 or, approximately, a B-minus average.

**Students who officially withdraw** during the program adjustment or refund period will have no grade recorded. Courses dropped during this period are deleted from the student’s record and do not appear on the transcript.

All courses or credits for which a student is officially registered after the end of the program adjustment period will be considered “attempted credits.”

**Students who do not withdraw officially** will receive a grade of “F” or “WU,” which is computed in the GPA as an “F.”

A grade of “W” is assigned to students who officially withdraw from a class after the refund period and before two-thirds of the semester or session has elapsed. It is awarded only when the student clearly has good and sufficient reasons for withdrawing from the course. The grade of “W” is an official withdrawal, and the college must maintain documentation of when the withdrawal occurred.
A grade of “WF” indicates a student was failing a course at the time of withdrawal. The withdrawal may be initiated by the student or by the college. It is an official withdrawal, and the college must maintain documentation of when the withdrawal occurred.

A grade of “WN” is assigned to students who never attended a class and did not officially withdraw.

A grade of “WU” is assigned to students who attended a minimum of one class and stopped attending but did not officially withdraw.

NOTE: The “WF,” “WN” and “WU” grades are not to be used interchangeably. WF and WU grades have a zero value in the quality points index, but the “WF” is an official withdrawal initiated either by the student or the college. The administrative grade of WN is assigned when the college has established a student did not begin attendance and has no impact on the GPA.

The grade of “INC” (Incomplete): The grade of “INC” will lapse to a “FIN” grade according to a deadline the college establishes but no later than the last day of the following semester or its equivalent, excluding the summer session. An instructor should give an “INC” grade in consultation with the student within the following guidelines:

- only when a student who has completed at least 75% of the course requirements and, based on that work, is passing the course and can reasonably be expected to complete the course requirements no later than the last day of the following semester or its equivalent
- when a student has been absent from the final exam and a make-up exam is scheduled no later than the last day of the following semester or its equivalent, excluding the summer session
- when determining the final grade requires further evaluation for reasons other than the procedures for imposition of sanctions related to the Board’s Academic Integrity Policy.

Pending grades: The “PEN” grade is temporary, awarded when giving the final grade requires further evaluation and when a grade of incomplete is inappropriate. “PEN” may be used to facilitate the implementation of sanctions procedures when the college must hold a student’s grade in abeyance pending the outcome of an academic review process. The “PEN” grade will not lapse. Final determination of a grade will depend on the instructor’s evaluation or the outcome of the college’s academic review process.

The grade of “NC” (No Credit): The grade of “NC” represents a non-punitive failure indicating unsatisfactory course completion. The grade may also be used for administrative actions such as disciplinary dismissals. It does not count in a student’s GPA and should not be used in lieu of “INC” or the withdrawal grades. Other than the rare instance such as a disciplinary dismissal, the grade of “NC” is limited at The New Community College to the courses in the core curriculum: LASC 101, LASC 102, SOSC 111, SOSC 113, ENGL 103, MATH 103, MATH 103A, MATH 103B.

Course completion: To satisfy the program pursuit requirements for state financial assistance awards (Section 145-2.2 of the Regulations of the Commissioner), the grades of “W,” “WA,” “WF,” “WN” and “WU” signify that a course was not completed. All other grades signify that a course was completed.

Transcript grades: Any student transcript we send must include a grade for every course in which a student was officially registered. As noted above, courses dropped during the program adjustment period do not appear on the transcripts. All courses not dropped during this period will appear on the transcript with one of the grades listed in this glossary.
Policy on Graduation Requirements
The New Community College (NCC) will confer degrees on students who satisfy the following requirements:

- Completion of the minimum number of credits for the degree as registered with the New York State Education Department (NYSED).
- Completion of all NCC general education common core courses and completion of all courses in the program of study as registered with NYSED except where substitutions or waivers have been granted.
- A minimum cumulative GPA of 2.00.
- The successful completion of at least 45 degree credits at the New Community College with no more than 9 outside credits applied to the courses in the program of study category.
- Satisfaction of all financial obligations to the NCC.

Honors List Criteria
The NCC will have an Honors List. Students will be enrolled on the list at the end of each spring semester (i.e., at the end of the Spring II Session). There will be two criteria for enrollment:

Students must have completed the following courses with a passing grade:

- City Seminar I
- City Seminar II
- Ethnographies of Work I
- Ethnographies of Work II
- Statistics
- Composition I

Students must have a cumulative GPA of 3.50 based on all courses on record at the time of calculation.

Policy Regarding Repeated Courses and Grades
NCC students may not repeat a course already passed or for which they have already received credit via transfer or permit or other mechanisms.

The only instance in which a student may repeat a course already passed is when the College requires a minimum passing grade in that course and the original grade received was less than the minimum required.

In the event that a student is permitted to repeat a course already passed or a student repeats a course already passed without permission, both grades received will show on the transcript and both will be calculated into the GPA.

The second passed grade will be excluded from all calculations for such purposes as honors, probation, dismissal, and reinstatement.

Students may receive credit once only for a course in which they have received a passing grade or for which they have received transfer or other credit.
Committee on Academic Appeals and Policies
The Committee on Academic Appeals and Policies will hear appeals of academic policies including, but not limited to, the following:
1) determinations regarding probation, dismissal, and readmission to the college; 2) substitutions and waivers of NCC courses required for degrees; 3) determinations of withdrawal from courses; 4) determinations of honors list and of graduation honors; 5) determinations regarding taking courses on permit at other colleges, whether within CUNY or elsewhere; 6) extension of time in which to complete an INC; 7) grades assigned; 8) maximum number of credits a student on probation may take in a session.

We propose further that the Committee on Academic Appeals and Policies, as it deems appropriate, changes to existing policies as well as new policies of an academic nature that apply to students after they have been accepted to the NCC.

Explicitly excluded from the charge of the Committee on Academic Appeals and Policies are matters related to admissions, to billing and refunds, to financial aid, to student discipline, and to violations of academic integrity.

Policy Regarding Process for Determining Awarding of Non-NCC Credit
For each entering class at the NCC, the registrar will review all previous college-level, academic coursework taken while in high school. The registrar will determine if such coursework is applicable to Statistics; Composition I; a course normally taken in the second session of the first year; or to work required for a particular degree program.
As needed, the registrar will consult appropriate faculty to make a determination.
The only prior coursework that may qualify for review is College Now study (or analogous study outside of CUNY) or AP coursework. To qualify for credit, the following conditions must apply:
1. The work was taken under the auspices of an accredited college and appears on the transcript of that college or as AP credit reported directly to the NCC by the College Board.
2. Coursework at CUNY must show a grade of D or better. Coursework outside of CUNY must show a grade of C or better.
3. AP courses must have an exam score of 3 or better as reported by the College Board.
4. The course must compare substantially to the NCC course for which credit is awarded.

If credit is awarded, it will appear on the NCC transcript in conformance with CUNY policies for posting outside credit.

If the credit that is awarded is in lieu of a course normally taken in the first year, the registrar will alert the director of student engagement.

Students will not be exempted from City Seminar I or II or from Ethnographies of Work I or II.

If the outside credit does not affect the student’s first year program, its effect on a future semester will be evaluated through the College’s established advisement process prior to registration for the affected semester.

Appeals of the registrar’s determination may be made to the Committee on Academic Appeals and Policies whose decision will be final.
The registrar will deliver a report on the evaluation and award of non NCC credits to the Curriculum Committee on a schedule it determines, but in any event at least once a year in the fall I semester.

**Academic Standing**

The NCC adheres to the following CUNY standards on Academic Standing:

1. **Credits Attempted** vs. **Minimum Cumulative GPA**
   - Credits Attempted: >0 through 12
     - Minimum GPA: 1.50
   - Credits Attempted: >12 through 24
     - Minimum GPA: 1.75
   - Credits Attempted: =>25
     - Minimum GPA: 2.00

2. Academic probation and dismissal, which will not appear on the transcript or other external documents, will be determined at the end of each semester.
3. Students on probation remain in good standing for the purpose of eligibility for financial assistance.
4. The first time that a student fails to achieve the minimum cumulative GPA, the student will be placed on probation at the end of the semester in which the student’s cumulative GPA falls short of the standard.
5. Students will automatically have one semester of probation.
6. Dismissed students may apply for readmission no sooner than one semester after their dismissal.

The NCC also adopts the following additional criteria:

7. Students who fall short of the minimum cumulative GPA standard at the end of their probationary semester will be dismissed from the NCC, unless their semester GPA equals or exceeds the cumulative standard for their number of attempted credits. Such students will automatically receive an additional semester of probation.
8. Students who do not meet the minimum cumulative GPA standard at the end of their semester of extended probation will be dismissed from the NCC.
9. While on probation, students may not register for more than 12 credits without the approval of the Director of Student Engagement.
10. The Director of Student Engagement, in consultation with the student’s advisor, may impose other restrictions or conditions on enrollment during semesters of probation.
11. Determinations of probation and dismissal, and denials of readmission following dismissal, may be appealed to the Committee on Academic Appeals and Policies. Decisions of the Committee are final.

**Policy on Grade Changes**

The New Community College adopts from the following policy regarding grade changes:

Students may request a review of an official final course grade when they believe that the grade assigned results from:
- a recording error;
- a miscalculation of the grade based on the criteria provided in the course syllabus;
- failure to include all work submitted in the calculation of the grade;
- an incorrect determination of the grade value of a particular assignment.

Students who believe that an official final grade was assigned in error should consult the instructor who assigned it at the first opportunity following the assignment of the grade. If the instructor agrees that the grade was assigned in error, the instructor will submit a change of grade request to the Provost. The Provost will review the request for conformity to College policy. Upon approval by the Provost, it will be forwarded to the Registrar for recording.
If the instructor does not agree that a change of grade is warranted, the student may appeal to the Committee on Academic Appeals and Policies within one month of the date of the instructor’s determination. The Committee’s decision will be final.

The student must request a review by the instructor of an official final grade within one calendar year of the last day of the semester in which the grade was assigned.

All appeals and communications of decisions must be in writing.
**ACCT 121 (Credits: 3, Hours: 4)**

**Principles of Accounting I**

The course is the first in a two-part sequence that introduces financial accounting from a user’s perspective. It introduces financial statements prepared in accordance with Generally Accepted Accounting Principles based on the US Financial Accounting Standards Board’s rules. Students will learn about the mechanics and meaning of different forms of accounting and accounting issues related to accruals and assets. They will also study the performance of major New York-based for-profit businesses and not-for-profit organizations as revealed in their financial statements.

*Prerequisites:* MATH 120: College Algebra & Trigonometry or MATH 201: Precalculus

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**ACCT 201 (Credits: 3, Hours: 3)**

**Introduction to Managerial Accounting**

This course emphasizes accounting from the user’s perspective. It introduces financial statements which students learn how to analyze. Next, the course introduces managerial accounting which prepares managers to make effective decisions about running a business. Topics include cost-volume-profit analysis, budgetary planning and control, incremental analysis and capital budgeting. The course ends with a discussion of environmental or “green” accounting which examines the contribution of natural resources to economic well-being and the costs of using or despoiling those resources.

*Pre/Corequisites: None*

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**ACCT 223 (Credits: 3, Hours: 4)**

**Principles of Accounting II**

This is the second course in a two-part sequence. Building on Principles of Accounting I, it further develops issues related to accounting for assets and liabilities. Students learn the accounting meaning of equity and its significance to a business. They add to their knowledge of financial statements by learning how to analyze and interpret the information contained therein.

*Prerequisites:* ACCT 121: Principles of Accounting I

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**ANTH 227 (Credits: 3, Hours: 3)**

**Sexuality and Gender in Urban Life**

This course examines the social construction of gender and sexuality throughout the history and across cultures as a part of the urban experience. From the historical shifts in the organization of marriage and reproduction, social mores about homosexuality and gender variance, and cross-cultural narratives of sex taboos and allowances, we examine theories and examples to understand gender and sexuality as central aspects of the urban experience. Our coursework will blend historical analysis, current events, and guest speakers on topics such as the history of the gay and lesbian experience in New York City, the current and policing of domestic violence, gender roles and parenting, and the movement for transgender rights, and public health and HIV/AIDS.

*Pre/Corequisites: None*
BIOL 122 (Credits: 3, Hours: 3)
**Introduction to Biology: Life in New York City**
*Satisfies the CUNY Pathways requirement in Life and Physical Sciences*
This introductory course will provide students with an understanding of the variety of life forms in New York City. Students will explore the relationships between diverse organisms and their impact on life in New York City. This all laboratory class will provide field observation and data collection experiences that include research practices focusing on observing, describing and analyzing various kinds of living organisms.

*Pre/Corequisites: None*

BIOL 211 (Credits: 4, Hours: 6)
**Biology I**
The course will introduce students to a basic description of living organisms, how they are classified and how they evolved and continue to evolve over time. Students will also learn the characteristics of the major taxonomic groups, with particular attention to plants and animals and their interactions with the physical environment. In the laboratory component, students will gain hands-on experience on how to identify and observe different forms of life using modern biological techniques.

*Pre/Corequisites: None*

BIOL 212 (Credits: 4, Hours: 6)
**Human Biology**
*Satisfies the CUNY Pathways requirement in Life and Physical Sciences*
This course will introduce students to biological concepts focusing on the structures of the human body and their functions. Specifically, students will learn about human tissues, organs and organ systems. The course has a lab component.

*Pre/Corequisites: None*

BIOL 213 (Credits: 4, Hours: 4)
**Human Anatomy & Physiology I**
This course provides the student with a foundation of the study of the human anatomy and physiology. The course will start with an overview of the organization of the human body and the terminology that is used to describe the location of the body parts. This is followed by the basic chemical concepts that are essential to the understanding of physiological processes. The characteristics and functions of cells, tissues and membranes will be described. The anatomical and functional divisions of organ systems will be described and explained including: skin and integumentary system, musculoskeletal system, nervous system, sensory system, endocrine system, and cardiovascular system.

*Pre/Corequisites: None*
BIOL 221 (Credits: 4, Hours: 6)  
**Biology II**

The course will introduce students to topics in cellular and molecular biology. Students will learn about the structure and function of the life-essential macromolecules, the structure and physiology of prokaryotic and eukaryotic cells, with a focus on the mechanisms of DNA replication, transcription and translation. Genetics will be explored, including the relationship between DNA sequences and the way organisms look and function. The course has a laboratory component.

*Prerequisites: BIOL 211: Biology I*

BIOL 222 (Credits: 3, Hours: 3)  
**Pathophysiology**

This course will provide the basics to understanding the study of disease processes. The etiology and pathogenesis of diseases will be described in the course with the application of diagnostic procedures and patient care. The pathology and underlying principles of the following human systems will be presented: inflammation, diseases of the immune system, neoplasia, genetic and developmental diseases, fluid and hemodynamic disorders, cardiovascular pathology, respiratory and gastrointestinal pathology, renal and endocrine pathology, skeletal, male and female reproductive pathology, endocrine systems, the skin, bones and joints, muscles and the nervous system.

*Prerequisites: BIOL 213: Human Anatomy & Physiology I; BIOL 223: Human Anatomy & Physiology II*

BIOL 223 (Credits: 4, Hours: 4)  
**Human Anatomy & Physiology II**

This is the second course in human anatomy and physiology. The course will start with the structure and function of the lymphatic system and immunity. This is followed by the cardiovascular system including the anatomy of the heart and the physiology of blood circulation. Additional human organ systems covered in this course are: the respiratory system, the urinary system, the reproductive system. The course will also introduce the concepts of human genetics.

*Prerequisites: BIOL 213: Human Anatomy & Physiology I*

BUSI 102 (Credits: 3, Hours: 3)  
**Introduction to Business**

This course offers a broad survey of business within the U.S. economic framework. It explores interrelationships between business, government and labor; elements of business organization; the functions of management, marketing, finance, production, globalization, and the role of business organizations in contemporary society in a socially responsible way. The course uses different types of businesses that are represented in New York City to illustrate the concepts taught in the classroom. Throughout the semester students will research one publicly traded company; part of the grade will be based on a portfolio that profiles that company and correlates to the relevant topics discussed in class.

*Prerequisites: MATH 103 or MATH 103B: Statistics*
BUSI 154 (Credits: 3, Hours: 3)
Business Communications
This course analyzes elements in the communication process in a professional setting and introduces students to business letters, reports, and memoranda, as well as the use of technology in the presentation and communication process. It strengthens students’ ability to express themselves in these forms as well as verbally in meetings and other business situations. Students practice collecting, analyzing and presenting data, developing visuals and planning and organizing information. Discussions include interpersonal communication, effective listening, working in teams and communicating for a diverse audience.
Prerequisites: BUSI 102: Introduction to Business

BUSI 201 (Credits: 3, Hours: 3)
Business Law & Ethics
This course provides students with an understanding of the nature of law and its role in business. Given the importance of New York City both as a global financial center and the home of some of the country’s major law firms, the course also introduces the interrelationships between law, regulations and business practices in the City. It examines what businesses can do legally to be profitable and what they should do ethically to make the City a better place for all its residents.
Prerequisites: BUSI 102: Introduction to Business

BUSI 202 (Credits: 3, Hours: 3)
Fundamentals of Management
Management is a basic function in all organizations. It involves planning for the future, organizing people to accomplish the goals of the organization, motivating and leading people to work productively, and controlling and evaluating people. This course will help students understand management processes and concepts and develop awareness of the function of the manager in an organization. Topics to be discussed include: social and ethical responsibilities of businesses; decision-making and creative problem solving; group dynamics and teamwork; conflict and negotiation; strategic planning; and, making change. We will also examine the impact of changing social, technical, legal and economic forces on management.
Prerequisites: BUSI 102: Introduction to Business

BUSI 203 (Credits: 3, Hours: 3)
Analyzing Business Sustainability
How does an organization plan for sustainability? This practice-based course will examine energy and sustainability approaches, strategies, and initiatives in organizations. The first half of the course will examine case studies through selected readings, while the second half will focus on one organization. The student will be required to apply and integrate knowledge and skills learned in class to a real world business problem concerning sustainability and energy management in a capstone project. Multiple dimensions of sustainability will be emphasized as well methods for evaluating sustainability initiatives and policies, strategies for making a business case for sustainable practices, and approaches for preparing programmatic plans by which an organization could achieve sustainability.
Prerequisites: ENMG 102: Energy Technology & Sustainability; ECON 213: Energy Economics
**BUSI 204** *(Credits: 3, Hours: 3)*  
**Fundamentals of Project Management**  
Projects are often defined by their scope, timeline and dedicated resources; planning, organizing and delivering a project within these constraints requires specific skills. This course will emphasize elements of project planning and control, with attention to such areas as setting objectives, budgeting, sequences and schedules, project documents, quality assurance. A software application will be used for a class project to demonstrate fundamental practices in the field.  
*Pre/Corequisites: None*

**BUSI 205** *(Credits: 3, Hours: 3)*  
**Principles of Marketing**  
Marketing is a key component of business strategy; it is the process by which companies create value for customers in products or services. This course will examine the marketing environment, social responsibility and ethics in marketing, market research, target markets, consumer and business buying behavior, product considerations, the marketing of services, and personal selling. We will explore the new subject of "green Marketing" - issues, problems and opportunities created by the growing focus on sustainability - as well as how marketing impacts the natural environment. Material from the text will be supplemented by readings from newspapers, magazines, and websites.  
*Prerequisites: BUSI 102: Introduction to Business*

**CHEM 110** *(Credits: 3, Hours: 3)*  
**Introduction to Chemistry**  
*Satisfies the CUNY Pathways requirement in Scientific World*  
Introduction to Chemistry is a course designed for non-science majors. The course presents the basics of the science of chemistry in a contextualized manner in order to give students the opportunity to understand scientific concepts and applications beyond a disciplinary framework. Topics will be connected to real-world events, phenomena, and technologies in order to illustrate and underscore chemistry’s relevance to our everyday lives, our health, our public policies, and our future. Texts and films will be used to strengthen understanding of course content and encourage student engagement. Laboratory work is integral to this course and experiments will reinforce concepts learned during lecture presentations while also introducing safety protocols and basic methods and practices that are important to scientific research.  
*Pre/Corequisites: None*

**CHEM 211** *(Credits: 4, Hours: 8)*  
**General Chemistry I**  
An in-depth introduction to chemistry for science and engineering students including stoichiometry calculations, atomic and molecular structure, chemical bonding, and gases. Weekly labs will reinforce and coordinate with the topics of the class.  
*Prerequisites: MATH 120: College Algebra & Trigonometry*
CHEM 221 (Credits: 4, Hours: 8)
General Chemistry II
An in-depth introduction to chemical equilibrium, aqueous solution chemistry, thermodynamics, electrochemistry, and kinetics. This course focuses on developing the fundamental principles of thermodynamics and chemical equilibria and the applications of these principles to aqueous solution chemistry.
Prerequisites: MATH 201: Precalculus; CHEM 211: General Chemistry I

ECON 201 (Credit: 3, Hours: 3)
Macroeconomics
This course will introduce students to the overall workings of a national economy. It will apply macroeconomic theory and principles to current economic issues at the national and international levels and examine their relationship to the economy of New York City, a center of international business. The course will cover a broad range of topics including money and the monetary system, income and expenditure, the role of fiscal and monetary policies in stabilizing the economy, the relationship between inflation and unemployment, and the role of government policy in promoting long-term economic growth. Students will be introduced to the methods economists use in economic analysis and research.
Prerequisites: MATH 103/103B: Statistics; MATH 120: College Algebra & Trigonometry or MATH 201: Precalculus

ECON 203 (Credits: 3, Hours: 3)
Microeconomics
This course teaches the fundamental parts of an economy and the factors that affect individual economic choices. Topics include consumer theory, producer theory, behavior of firms, market equilibrium, competition, and the role of the government in the economy. Students will be introduced to methods economists use in economic analysis and research. Throughout the course students will be encouraged to relate issues in economics to their own lives and the operations of businesses of different sizes and structures in New York City.
Prerequisites: ECON 201: Macroeconomics

ECON 204 (Credits: 3, Hours: 3)
Contemporary Economic Issues
This course focuses on applying critical thinking skills to important economic issues. We will analyze issues from a cross section of society, attempting to fully understand the underlying causes. Case studies will be supplied by the instructor; specific issues will be drawn from articles in newspapers and periodicals. Discussion will include the repercussions from these issues, as well as the development of possible solutions. There will be a focus on how the issues studied relate to the economy and business environment of New York City.
This is a capstone course to be offered in the second year, second semester.
Pre/Corequisites: None
ECON 213 (Credits: 3, Hours: 3)
Energy Economics
This course will provide an overview of the economics of energy resources. Topics will include supply and demand, the environmental consequences of energy use, energy market regulation, and the costs of renewable energy. Global markets, resource development, utility regulation and de-regulation, and price mechanisms will also be considered. The course emphasizes how the regulated and de-regulated electricity industry functions and provides historical, technical and organizational perspectives on energy business trends and emerging opportunities for work in the industry. Guest speakers from local industry will attend several class sessions.
Prerequisites: ENMG 102: Energy Technology & Sustainability; BUSI 102: Introduction to Business; BUSI 202: Fundamentals of Management; BUSI 205 Principles of Marketing

ECON 223 (Credits: 3, Hours: 3)
Economics of Social Issues
This introductory economics course illustrates the use of economics in understanding contemporary social issues, such as education, healthcare, immigration, Americans’ expanding waistlines or income inequality, with data from New York City. Basic economic concepts such as demand and supply, pricing and distribution, markets, consumer behavior, and the role of government in market activity will be used to analyze the selected issues.
Pre/Corequisites: None

ENGL 103 (Credits: 3, Hours: 3)
Composition I
Satisfies 3 of 6 credits of the CUNY Pathways requirement in English Composition
Composition I is a course in critical thinking, reading and writing. It will provide a thorough introduction to the writing process and academic discourse: generating ideas, developing a thesis, supporting a thesis with evidence, and revising and editing. Students will be introduced to a variety of research resources, including the NYPL and CUNY library systems and learn basic research techniques. Because good writing starts with good reading, attention will be paid to critical reading strategies. The reading and writing assignments in Composition I will be coordinated with the City Seminar II theme.
Pre/Corequisites: None
ENGL 203 (Credits: 3, Hours: 3)
Composition II
Satisfies 3 of 6 credits of the CUNY Pathways requirement in English Composition
The purpose of this course is to enhance students' abilities to write in different genres, with an emphasis on developing a project involving research. With readings and writing assignments drawn from a range of disciplines, the course will prepare students for professional writing in scientific, technical, business, humanities or public service fields. Throughout the semester, students will practice skills such as gathering information through library research, analyzing and evaluating outside sources, integrating others' ideas into their own writing, creating evidence-based arguments, and seeking and receiving feedback on work in progress. The course will also further develop elements of the writing process: generating ideas, developing a thesis, supporting a thesis with evidence, and revising and editing. Staged research and writing activities will give students opportunities to develop strategies for writing in the disciplines. In close consultation with the instructor, students will develop, investigate, draft and refine a practical research project on a topic of relevance to their major. The semester will conclude with public presentations of student projects.
Pre/Corequisites: None

ENGL 211 (Credits: 3, Hours: 3)
Cities in Film and Literature
Through film and literature we will be able to travel around the world visiting cities throughout time, as interpreted and portrayed by various artists, authors, and directors. By paying particular attention to the intersection of films, literature and cities, this course explores the construction of urban spaces and how they are depicted in film and literature. Through an array of primary and secondary sources, students will be exposed to the dark city and film noir, the city of love (Paris), the city in ruins and the divided city (Berlin, Belfast, Beirut), utopias and dystopias (fantastic and virtual cities), ghettos and barrios, the city as queer playground, the global city and cities in globalization. By comparing myriad writings and films about city life and culture, students will also explore the ways in which urban spaces reflect the social realities of race, class, age, gender, and ethnicity and how power relations are organized by these social differences which, in turn, produce urban patterns and processes.
Pre/Corequisites: None

ENGL 213 (Credits: 3, Hours: 3)
20th Century American Literature: Ethnicity & Immigration
This course will explore the ways in which ethnicity, migration, and immigration are represented in American literature over the past century with special attention to New York City. Students' understanding of the aesthetics of literature will be developed by introducing them to new approaches to reading, i.e., socio-historical, feminist, and psychological. Topics include literary conceptions of national belonging, ethnic identity, home and family, immigration, memory, and diaspora.
Pre/Corequisites: None
ENMG 102 (Credits: 3, Hours: 3)
Energy Technology & Sustainability
This course will introduce the basic concepts, resources and principles of energy technology and provide an overview of renewable energy sources including solar, wind power, biomass and biofuels. The class will consider the global and environmental impacts of energy sources and what it means to have a sustainable society. Given that meeting consumer demand for energy is a challenge, particularly in large urban areas like New York City, the class will explore whether a new industrial revolution is necessary to transform energy production and usage to cleaner, more sustainable technologies. In this context we will also look at case studies of urban “greening,” and plans for the City in the coming decades.
Pre/Corequisites: None

ENMG 201 (Credits: 3, Hours: 3)
Sustainable Buildings
This course will focus on the use of energy in the design, development, and construction of residential as well as commercial buildings. It will begin with an overview of New York City buildings and an introduction to green buildings standards and will include a thorough exploration of the US Green Building Council’s (USGBC) Leadership in Energy and Environmental Design (LEED) program. Various building systems such as lighting, water, heating and cooling, and ventilation will be considered in the context of principles of energy conservation and renewable energy systems. Students will identify and discuss high-performance green buildings, energy efficiency opportunities and environmental impacts in these areas. The course provides concepts and tools fundamental to understanding energy performance in existing buildings and in the design of new ones, including energy audits--basic energy analysis for buildings--and retrofits.
Prerequisites: ENMG 102: Energy Technology & Sustainability

EVSC 121 (Credits: 4, Hours: 6)
Environmental Science I: Environmental Systems
This course introduces students to environmental concepts and issues from an interdisciplinary approach. Environmental issues and controversies will be explored from a chemical, ecological, biological, sociological, economic, ethical and political point of view. Students will understand and analyze environmental issues, such as the effect of population growth on resource depletion, industrial and municipal pollution (air, water and solid waste), global warming and ozone depletion. In laboratories, students will learn how to use the scientific method to solve environmental problems, become acclimated to the tools and techniques of environmental science, and have hands-on experience relevant to contemporary environmental issues such as renewable energy, water purification and remediation.
Prerequisites: MATH 103 or MATH 103B: Statistics
EVSC 122 (Credits: 3, Hours: 3)
Urban Sustainability
This course explores the question, challenge, and promise of urban sustainability. The course critically examines the concept of sustainability as a science, as a set of technological innovations, and as a process of social, organizational, and political development drawing on cases from the U.S. and Europe. It explores pathways to urban sustainability through scientific and policy debates on ecological modernization; sustainable technology development, international and intergenerational fairness, and democratic governance. Students will gain a greater appreciation of how science and policy can inform the policies, practices and technologies that will shape a more sustainable future.
Prerequisites: EVSC 121: Environmental Science I

EVSC 211 (Credits: 4, Hours: 5)
Environmental Science II: Urban Ecosystem Management
Ecological systems in urban areas are challenged by many anthropogenic factors. Healthy and resilient ecosystems require careful management across social and ecological domains. In this course students will acquire science-based knowledge of urban ecosystem management through an exploration of natural resources in New York City. Laboratories will introduce students to the NYC institutions responsible for ecosystem management, methods for monitoring and evaluation of ecosystems, and the development of management plans.
Prerequisites: EVSC 121: Environmental Science I

EVSC 221 (Credits: 4, Hours: 5)
Environmental Impact Assessment
This course will provide an overview of National Environmental Policy Act and its implementation. The class will consider the planning and management of impact studies to assess environmental conditions ranging from degradation in air and water quality to noise and visual pollution due to anthropogenic and natural causes. Laboratory work involves both computer-based and field-based analyses of environmental impacts.
Prerequisites: EVSC 121: Environmental Science I; EVSC 211: Environmental Science II; EVSC 122: Urban Sustainability (or permission from instructor)

EVSC 222 (Credits: 3, Hours: 8)
Internship in Environmental Science
This internship with an environmental science laboratory or an environmentally-focused partner organization will present students with some of the real-world issues they will encounter as environmental science professionals. It will also offer opportunities to develop their research, analytical and problem-solving skills while providing a meaningful service to the community. Students will work in small groups with partner organizations on a specific project assigned by the organization in consultation with the instructor. Students will provide detailed reports of their internship experience.
Prerequisites: EVSC 121: Environmental Science I or permission from instructor
Corequisite: EVSC 253: Special Topics in Environmental Science
EVSC 253 (Credits: 1, Hours: 1)
Special Topics in Environmental Science
Leaders in the environmental science field are creating a more sustainable New York City through a variety of efforts including research, remediation, advocacy, and policy initiatives. Special Topics in Environmental Science provides students with the opportunity to learn from local leaders in the field of environmental science through guest speakers' presentations in class; attendance at relevant lectures, environmental events and panel discussions; and review of material produced by environmental leaders and their agencies.
Prerequisites: EVSC 121: Environmental Science I or permission from instructor

GOVT 201 (Credits: 3, Hours: 3)
Urban Politics: New York City Government
This course examines urban politics with a particular focus upon the structure of New York City government. There will be an examination of the responsibilities of elected officials, including the mayor, city council, comptroller, public advocate, borough presidents, and district attorneys. The practice of public administration is evaluated, focusing on the role of city agencies, public authorities, and special bodies, such as community boards and business improvement districts. To examine the interaction between citizens and city government, there is an analysis of how public officials work with individuals, businesses, and groups to develop physical, economic, and social plans for the city.
Pre/Corequisites: None

GOVT 202 (Credits: 3, Hours: 3)
American Government and Politics
The constitutional structures and functions of American government are the foundation of American democracy. How have these structures and functions changed over the past three hundred years? This course will engage this question, introducing students to the institutions of American government and how they operate to address problems and conflicts. Individual and civil rights as well as the ways in which critical historical events have influenced our governmental system will be explored. The course will investigate the power of the government and of citizens and the dynamic interplay between individuals, groups and government in shaping our democratic society.
Pre/Corequisites: None

GOVT 203 (Credits: 3, Hours: 3)
Introduction to Urban Planning and Policy
This course provides an introduction to the fields of urban planning and public policy, and investigates their relationship to each other in the context of key urban policy issues such as housing, land use, poverty and inequality, education, economic development, environmental management, transportation, and community development. Students will investigate the historical roots and fundamental practices of both urban planning and public policy creation in the United States, and will engage in hands on policy analysis to explore how planning decisions and outcomes are influenced by the policy context in which they are made.
Pre/Corequisites: None
GOVT 213 (Credits: 3, Hours: 3)
Health and Human Services Policy
This course traces current health and human service programs and policies from their historical origins and provides an overview of the process of policy development, implementation and analysis. Students develop an understanding of the connections between social problems faced by the diverse residents of New York City communities, their varying causative explanations, and the health care and human services policies that are intended to address those problems. The course examines how policies are shaped within the context of political the process. Federal, state, and local programs, such as TANF, Medicare and Medicaid, and Social Security are explored in the context of the problems they address and the impact they have on the populations served - all from the very important perspective of the human service provider.
Prerequisites: HSVC 103: Introduction to Human Services; GOVT 202: American Government and Politics

HEIT 111 (Credits: 3, Hours: 3)
Medical Terminology
This course is designed to teach the language of medicine from the basic elements of the medical language to advanced topics in medical care. The course includes word construction, definition, spelling, pronunciation, and the use of correct abbreviations of medical terms. The course content is organized around body systems and emphasizes the terminology related to disease and treatment. Systems that are covered in this class are: digestive system, urinary system, female and male reproductive systems, nervous system, cardiovascular system, respiratory system, musculoskeletal system, and the sense organs. In addition, students will gain information regarding anatomy and physiology, symptomatology, pathology, diagnostic/surgical procedures, radiology, and pharmacological terms.
Pre/Corequisites: None

HEIT 121 (Credits: 3; Hours: 3)
Introduction to Health Data Management & Information Systems
This course is a comprehensive study of the health information management profession and the health record. It introduces the student to the development of the HIM profession as well as the history, structure and function of the American Health Information Management Association. The credentialing and certification in health information management will be specified and the differences of each certification will be explained. The structure, content, and standards of the paper-based and electronic health record are also covered in this course. Emphasis is placed on healthcare data sets, data collection, storage and retrieval. Specialized health records, indexes and registries will be described and their functionality explained. Students will learn the complexities of working with a hybrid health record, paper-based and computer-based environments.
Pre/Corequisites: None
HEIT 122 (Credits: 1, Hours: 1)
Professional Practice Experience I
The first Professional Practice Experience (PPE) will take place in a HIT laboratory utilizing computerized information systems, case studies, and application projects and assignments. The PPE is designed to provide the student practical experiences in the theories and concepts previously acquired in the curriculum. The focus of this PPE is on the orientation to HIM department functions, hospital structure and organization, health data content and structure, record analysis, retention, and retrieval. Students will perform the functions outlined in a PPE student handbook.

Pre/Corequisites: None

HEIT 201 (Credits: 3, Hours: 3)
Computers & Communication Technologies
This course is designed to provide the student with the fundamental knowledge of the basic components of a computer including hardware, software, networks, and internet technologies. Lecture and laboratory experiences will provide the students with the skills in software applications such as word processing, spreadsheet, database, a graphic presentation. A special emphasis will be placed on database design and applications. Other topics covered include speech recognition, data dictionary, data modeling, and data warehousing.

Prerequisites: HEIT 121: Introduction to Health Data Management & Information Systems

HEIT 211 (Credits: 3, Hours: 3)
Clinical Classification Systems: ICD-10-CM/PCS Coding
This course is designed to familiarize the student with coding and classification systems used in health information management. Emphasis will be on inpatient coding and classification utilizing ICD-10-CM/PCS. Course work will focus on the official coding guidelines and use of the two volumes of ICD-10-CM and ICD-10-PCS. Additional classifications are briefly studied. Students will acquire the knowledge and skills to code diagnosis using ICD-10-CM organized by body systems. System guidelines include; Infectious and Parasitic diseases, Neoplasm, Endocrine, Nutritional, and Metabolic diseases, Diseases of Nervous System. Diseases of the Eye and Adnexa, the Circulatory Respiratory, Digestive, Musculoskeletal, and Genitourinary systems, and diseases of Connective tissues, Pregnancy, Childbirth and the puerperium. Emphasis is also placed on coding procedures using the major sections of ICD-10-PCS. The laboratory component of the course emphasizes the use of computer-based coding software (encoder) to assign diagnostic and procedural codes by abstracting information from patient records. Students will also determine the DRG for each patient record using the major sessions of ICD-10-PCS.

Prerequisites: HEIT 121: Introduction to Health Data Management & Information Systems; BIOL 213: Human Anatomy & Physiology I

Corequisites: BIOL 223 Human Anatomy & Physiology II; BIOL 222: Pathophysiology
HEIT 212 (Credits: 2, Hours: 2)
Health Care Delivery in the U.S.
This course is an overview of the American healthcare system. It includes the study of the main components and issues of the organization, financing and delivery of health services in the U.S. The organization and operation of the modern acute hospital will be described and analyzed. Topics include; the role of federal and state governments, non-acute healthcare facilities, healthcare workforce, managed care, laws, accreditation, licensure and certification standards, and reimbursements systems.

Pre/Corequisites: None

HEIT 213 (Credits: 2, Hours: 2)
Pharmacology for Allied Health
The course provides a framework of knowledge in the study of pharmacology and diagnostic testing. Students will be able to define adverse reaction to drugs, interactions, and contraindications. Differentiation among drug names, generic names, trade names, and chemical names will be discussed. Students will be able to identify drugs according to body systems. Each body system will be described along with characteristics of typical drugs, side effects, cautions, and interactions. Classes of drugs that will be covered in this class are: adrenergic drugs affecting the neurological system, psychiatric drugs, anticonvulsants and antiparkinsonism drugs, anesthetic drugs, analgesics and antagonistic drugs, antihistamines, bronchodilators, antineoplastic drugs, cardiovascular drugs, musculoskeletal and anti-inflammatory drugs, antihypertensive drugs, antidiabetic drugs, antibacterial drugs, anti-infective drugs, and diuretics.

Prerequisites: HEIT 111: Medical Terminology; BIOL 213: Human Anatomy & Physiology I

HEIT 214 (Credits: 2, Hours: 4)
Quality Assessment & Performance Improvement
This course presents a comprehensive study of hospital-wide clinical quality assessment, utilization management, risk management and performance improvement. Topics include the organization bylaws, committees and credentialing of the medical staff, as well as the clinical quality assessment, utilization management and risk management process. The course will also focus in the principles and concepts of performance improvement and the tools and techniques used for outcome analysis.

Prerequisites: HEIT 121: Introduction to Health Data Management & Information Systems; HEIT 224: Health Care Statistics & Research; HEIT 212: Health Care Delivery in the U.S.
HEIT 221 (Credits: 3, Hours: 3)  
**Legal & Ethical Aspects of Health Care**  
This course introduces the student to the legal and ethical issues applicable to health information. Emphasis is placed on the purposes and goals of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security rules. Topics include privacy, confidentiality, and security issues; types of discovery; subpoenas; Tort law; disclosure of health information; consent to treatment; the legal paper and electronic health record; documentation principles for health record entries; authentication; individual patient rights; ownership and control of the health record; access to patient health information; release of health information (ROI) policies and procedures; and professional and practice-related ethical issues in health information management.  
*Prerequisites: HEIT 121: Introduction to Health Data Management & Information Systems; HEIT 212: Health Care Delivery in the U.S.*

HEIT 222 (Credits: 3, Hours: 3)  
**Computer Applications in Health Care & Data Security**  
This course will provide a detailed study of the impact of computer applications on HIM services and on healthcare information services. In addition, students will explore the growth and development of the electronic health record and the field of health informatics. Emphases on the HIM applications include: release of information; use of encoders and groupers; cancer registry; chart locator system; chart deficiency system; and transcription system. The conceptual models and functionality of the electronic health record in the current healthcare environment will be defined. The student will analyze the technical components of the electronic health record including: laboratory and pharmacy information systems, picture archiving and communication systems, order sets, clinical protocols, provider order entry, medication administration record, point-of-care charting, and clinical decision support systems. The benefits and barriers of implementing the electronic health record will be discussed. Other topics include Admission, Discharge, and Transfer (ADT) system, financial information systems, Master Patient Index, systems development life cycle, data quality integrity and security, document imaging, and maintenance and monitoring of data storage systems.  
*Prerequisites: HEIT 121: Introduction to Health Data Management & Information Systems; HEIT 201: Computers & Communication Technologies*

HEIT 223 (Credits: 1, Hours: 1)  
**Professional Practice Experience II**  
In information systems, simulated patient records, and coding assignments. The PPE is designed to provide the student with practical experience in ICD-10-CM/PCS and CPT/HCPCS coding classifications. The second HIT professional practice experience (PPE) students will utilize a virtual lab (AHIMA), computerized.  
*Prerequisites: HEIT 122: Professional Practice Experience I; HEIT 211: Clinical Classification Systems: ICD-10-CM/PCS Coding; HEIT 231: Introduction to CPT/HCPCS Coding*
HEIT 224 (Credits: 2, Hours: 2)
Health Care Statistics & Research
This course defines the role of HIM professionals in the collection, analysis and display of healthcare statistics and research. Students will learn to compute mortality and morbidity statistics. Descriptive statistics and vital statistics will be defined and computed by using formulas. Students will organize and graphically display statistical data using tables, charts, and graphs. Statistical software such as SPSS will be used to analyze the data and display the results. Other statistical topics include; the collection, analysis and display of data used for quality management, utilization management and risk management. The course will also focus on research designs and methods used in healthcare. The role of research in creating new knowledge and contributing to the development of the profession will be discussed. The research process of defining a research question, doing a literature review, developing a methodology, collecting data, and analyzing data and results will be defined and demonstrated by students. Other topics in the research component of the course are: experimental research design; descriptive and inferential statistics; reliability and validity measures; ethics of research on human subjects; and the role of Institutional Review Board (IRB) in the protection of human subjects.
Prerequisites: HEIT 121: Introduction to Health Data Management & Information Systems; HEIT 212: Health Care Delivery in the U.S.

HEIT 225 (Credits: 1, Hours: 1)
Professional Practice Experience III
The third professional practice experience will also utilize a virtual lab (AHIMA), computerized information systems, simulated case studies, and assignments to provide the student with practical experiences and skill development in HIM practice. This PPE is designed to provide the student with specific experience in computing and interpreting healthcare statistics, retrieving clinical data for research purposes, applying policies and procedures for release of patient information, and using computer applications in a healthcare environment, specifically in the HIM department.
Prerequisites: HEIT 122: Professional Practice Experience I; HEIT 223: Professional Practice Experience II; HEIT 221: Legal & Ethnical Aspects of Health Care; HEIT 222: Computer Applications in Health Care & Data Security
Corequisites: HEIT 224: Health Care Statistics & Research

HEIT 231 (Credits: 3, Hours: 3)
Introduction to CPT/HCPCS Coding
This course provides the student with an overview of the guidelines, rules, and terms for the Current Procedural Terminology (CPT) coding classification and the application of those rules to coding patient services. CPT/HCPCS codes are used for reporting services and procedures performed by physicians and in hospital ambulatory services. A major focus of the course is to prepare the students to correctly code using the CPT manual. Students will demonstrate the ability to correctly use the CPT book by recognizing CPT symbols, the use of CPT Index, use of modifiers, and how to read an operative report. Students will also learn how to use and report codes from the Evaluation and Management (E&M) section, Surgery section, Radiology section, and Medicine section of CPT manual. A laboratory component will allow
students to develop skills in coding using computer software and sample health records.  

**Prerequisites:** BIOL 213: Human Anatomy & Physiology I; BIOL 222: Pathophysiology

**HEIT 311 (Credits: 3, Hours: 3)**  
**Organizational Resources & Management**  
This course introduces the principles of organizational resources and management functions for managers of health information. Emphasis will be placed on the management functions of planning, organizing, directing, controlling, and evaluation of human resources in health information. Topics include: communication, productivity standards, performance appraisal, work simplification, training/development, team building and leadership, workflow, quality and performance improvement, budgeting, and the revenue cycle. Case studies and role playing will be used to demonstrate and develop managerial skills.  

**Prerequisites:** HEIT 121: Introduction to Health Data Management & Information Systems; HEIT 212: Health Care Delivery in the U.S.; HEIT 224: Health Care Statistics & Research; HEIT 221: Legal & Ethical Aspects of Health Care

**HEIT 312 (Credits: 3, Hours: 3)**  
**Principles of Health Care Reimbursement**  
This course will focus on the basic concepts and principles of healthcare reimbursement and medical coding. The current healthcare insurance programs, commercial and government-sponsored, will be described in the context of the United States healthcare delivery system. The structure and management of a coding compliance program to meet the internal and external requirements will be described and analyzed. The origins, evolution, and principles of managed care will be analyzed as a cost effective approach to deliver and finance healthcare. Prospective payment systems will be differentiated between healthcare settings including inpatient, hospital ambulatory services, physician offices, skilled nursing facilities, and home care. Students will also gain an understanding of the structure and determination of Diagnosis Related Groups (DRGs) and Ambulatory Payment Classifications (APCs). The course will include the billing processes and the billing forms (UB04 and CMS 1500) used to submit for reimbursement. Students will also learn the management of the revenue cycle.  

**Prerequisites:** HEIT 121: Introduction to Health Data Management & Information Systems; HEIT 211: Clinical Classification Systems: ICD-10-CM/PCS; HEIT 231: Introduction to CPT/HCPCS Coding; HEIT 212: Health Care Delivery in the U.S.

**HEIT 313 (Credits: 1, Hours: TBD)**  
**Professional Practice Experience IV**  
The fourth PPE is a supervised professional practice experience in a health information management department in an acute and/or non-acute healthcare facility. Students will be supervised by a Registered Health Information Administrator, Registered Health Information Technician or other qualified personnel assigned by the healthcare facility. The PPE is designed to provide the student practical experiences in the theories and concepts previously acquired in the curriculum. The focus of this PPE is quality assessment and performance improvement, computerized information systems, organizational resources and management, billing and reimbursement, document imaging and the electronic health record. Students will rotate to non-acute sites such as ambulatory clinics, skilled nursing facilities and
long-term facilities. The healthcare facility preceptor will work closely with the HIT program clinical coordinator to assure an effective experience for the student.

**Prerequisites:** HEIT 122: Professional Practice Experience I; HEIT 223: Professional Practice Experience II; HEIT 225: Professional Practice Experience III; HEIT 214: Quality Assessment & Performance Improvement; HEIT 204: Computers and Communication Technologies; HEIT 221: Legal & Ethical Aspects of Health Care; HEIT 222: Computer Application in Health Care & Data Security

**Corequisites:** HEIT 311 Organizational Resources & Management; HEIT 312 Principles of Health Care Reimbursement

**HIST 201 (Credits: 3, Hours: 3)**
**Who Built New York? New York City History**
Emphasizing the role that working people have played in the development of New York City, this U.S. history course will explore New York's social, economic, political, and cultural history from the earliest contacts between members of the Dutch West India Company and local Native Americans to the present day. Topics will include labor, immigration, ethnic politics, social movements, popular culture, and the making of the physical city.

**Pre/Corequisites:** None

**HIST 221 (Credits: 3, Hours: 3)**
**History of Urban Life**
This course examines the development of urban communities across the United States both temporally and geographically. It examines the patterns of cleavage, conflict, convergence of interest, and consensus that have structured urban life. Social, cultural, and economic forces will be analyzed for the roles they have played in shaping the diverse communities of America’s cities.

**Pre/Corequisites:** None

**HSVC 103 (Credits: 3, Hours: 3)**
**Introduction to Human Services**
This course introduces students to the role of human service professionals working in an urban environment. Students will learn about the historical context that led to the development of the various human service professions, with an emphasis on New York City. Other topics to be discussed include the value, knowledge, and skill base of the helping professions, the helping relationship and the helping process, culturally competent work, and issues of social justice. Emphasis will be placed on the relationships between social welfare policy, human need, and the provision of human services. A research assignment will give students an opportunity to explore a specific field of practice within the urban environment.

**Pre/Corequisites:** None

**HSVC 113 (Credits: 2, Hours: 2)**
**Methods of Intervention for Human Services**
This course builds on an ecological systems perspective and provides students with beginning skills to work with individuals, families, groups, and communities in urban human service agencies and organizations. Included will be generalist skills for the preliminary, beginning, middle, and ending phases.
of intervention. Attention is paid to culturally competent practice.  

*Prerequisites: HSVC 103: Introduction to Human Services*

**HSVC 201 (Credits: 3, Hours: 7-8)**  
**Fieldwork and Integrative Seminar I**  
Students, under faculty supervision, are placed for one day per week (6-7 hours per week, for a total of 84 hours per semester) in human service or health care settings where they learn first-hand about agency structure and function, the activities of health and human service professionals, and the application of health and human service skills. Settings include community centers, advocacy organizations, hospitals and health-related facilities, family service agencies, community residences for the developmentally disabled, senior citizen centers, homeless shelters, child psychiatry clinics, etc. A one hour weekly integrative class session orients students to the world of health and human service work in urban communities and supports the agency experience through group discussion that focuses on the connection between human services theories and skills and their application in the field.  

*Prerequisites: HSVC 103: Introduction to Human Services; HSVC 113: Methods of Intervention for the Human Services*

**HSVC 203 (Credits: 3, Hours: 7-8)**  
**Fieldwork and Integrative Seminar II**  
This course is a continuation of Field Work I. Students, under faculty supervision, are placed for a second semester, one day per week in human service or health care settings, where they continue to learn first-hand about agency structure and function, the activities of health and human service professionals, and the application of health and human service skills. Settings include community centers, advocacy organizations, hospitals and health-related facilities, family service agencies, community residences for the developmentally disabled, senior citizen centers, homeless shelters, child psychiatry clinics, etc. A one-hour weekly integrative class session advances students’ understanding of the world of health and human service work in urban communities. The agency experience is supported through group discussion as well as written assignments.  

*Prerequisites: HSVC 103: Introduction to Human Services; HSVC 113: Methods of Intervention for the Human Services; HSVC 201: Fieldwork and Integrative Seminar I*

**HSVC 204 (Credits: 3, Hours: 3)**  
**Special Topics in Fields of Practice**  
This course provides an in-depth exploration of a particular urban field of practice within the human services. The historical development of the field of practice, the social welfare policies supporting and challenging it, and the role of human service professionals in developing the field of practice and in working in it today will be discussed. This course requires a 14 hour volunteer internship in a social service agency or organization that provides services or works in an advocacy capacity related to the field of practice. Topics will be announced each semester.  

*Prerequisites: HSVC 103: Introduction to Human Services*
HSVC 223 (Credits: 3, Hours: 3)
Introduction to Disability Studies
This course provides a multidisciplinary overview of disability and an introduction to the emerging field of disability studies, fostering a new understanding of disability in contemporary culture. Students will explore the phenomenon of disability from a variety of perspectives, including historical medical constructs and the emerging social model of disability, discrimination, stigma, and segregation, disability and family life, social welfare policy and service systems, and the links between disability and media and the arts.
Prerequisites: HSVC 103: Introduction to Human Services

INFT 102 (Credits: 3, Hours: 4)
Hardware & Software
This course provides an introduction to Information Technology by covering the theory and practice of maintaining computers and their installed programs. Topics include local and network based printing, file systems, memory management, user interfaces, and user support. Students will learn to install and configure system components, operating systems and application software, and to evaluate and use hardware and software troubleshooting techniques. Topics will also cover security essentials and practices.
Pre/Corequisites: None

INFT 201 (Credits: 3, Hours: 3)
Networking & Data Communications
This course provides an introduction to computer communication networks. It examines the principles, design and implementation of wired and wireless networks. The fundamentals of networking concepts such as media, topology, switching, routing as well as the importance of protocols are discussed. The TCP/IP protocol will be used to demonstrate concepts of layered architecture, client-server model, and the security and management tools of a typical computer network.
Prerequisites: INFT 102: Hardware & Software

INFT 202 (Credits: 3, Hours: 4)
Database Management & Design
This course provides the fundamental knowledge of database concepts. Topics studied will include the history and advantages of database systems, and the process of database design including entity-relationship diagrams and database normalization. Students will work with database technology to store, manipulate, and retrieve data. Examples in the class will be based on data entities related to work environments relevant to New York City, such as those discussed in the Ethnographies of Work courses. These data will be reviewed for integrity, relevance and possible use within database warehouse and mining activities. The work environments will also be analyzed in terms of issues relating to database
management issues of security, back-up and recovery.

*Prerequisites: MATH 120: College Algebra & Trigonometry*

**INFT 203 (Credits: 3, Hours: 4)**

*Introduction to Management Information Systems*

This course introduces students to the use of computers and other information systems and technologies to solve problems in organizations. Topics include management information systems (MIS), hardware and software concepts, organization of information using systems analysis and design, electronic commerce, and contemporary applications of technology in organizational environments. Students will explore ethical perspectives and globalization issues and will cultivate an awareness of emerging processes. Working individually and in groups, students will apply their knowledge through writing assignments, conducting information and organizational analyses and developing, where appropriate, applications using widely used spreadsheets, data presentation, and database management software. Projects may be drawn from issues related specifically to New York City, e.g., as discussed in the City Seminars.

*Prerequisites: BUSI 102: Introduction to Business*

**INFT 204 (Credits: 3, Hours: 3 plus internship)**

*Internship in Information Technology*

This internship will provide students with experiences in a local corporate, small business, governmental, non-profit or other organizational setting. Students will be placed in a public or private organization that utilizes various aspects of Information Technology. They will perform useful tasks for the partner organization while familiarizing themselves with the goals of the organization and how Information Technology supports those goals. An accompanying seminar will allow them to share experiences and will work on the non-technical skills that are required to be successful in a business environment.

*Corequisites: INFT 202: Database Management & Design or permission from instructor*

**INFT 211 (Credits: 3, Hours: 4)**

*Programming I*

This course provides an introduction to concepts of problem solving using constructs of logic inherent in computer programming languages. Students will learn to analyze simple problems, develop algorithms and transform an algorithm into a computer program. They will use an IDE to develop computer programs in an object oriented programming language. Programming projects will be drawn from issues related to the topics discussed in the City Seminars.

*Prerequisites: MATH 120: College Algebra & Trigonometry*
INFT 213 (Credits: 3, Hours: 3)
Special Topics in Information Technology
The subject matter in Special Topics will vary from term to term and may include subjects such as Simulations [with spreadsheets] or Introduction to Geographic Information Systems. The following is offered as an example based on the latter subject. In this course, students will learn and apply concepts, techniques, and software tools that are part of geographic information systems (GIS). Students will develop a conceptual and applied understanding of the following fundamental principles of GIS: 1) how spatial objects (and their relationships and attributes) are represented in a GIS, 2) common spatial analysis and modeling techniques used in GIS (and how they operate), 3) spatial data types, sources, and structures, and 4) principles of cartographic representation and communication. Lectures, readings, labs and project activities are designed to provide students with a solid grounding in the concepts that underlie GIS, an understanding of how spatial analysis and representation are carried out with GIS, and experience using a desktop GIS software (in guided labs and independent activities).

Pre/Corequisites: None

INFT 221 (Credits: 3, Hours: 3)
Web Technologies & Multimedia
This course will focus on the skills needed to construct attractive and efficient web pages and web sites using Hypertext Markup language (HTML) or commercial web-authoring software. Topics include Web Design Guidelines, e-commerce, promotion strategies, HTML, XHTML, Cascade Style Sheets (CSS), Java Applets, and JavaScript. Students will learn the elements of page design and maintenance, how to create special effects, work with graphics, create links, and add user interactivity.

Pre/Corequisites: None

INFT 223 (Credits: 3, Hours: 4)
Programming II
This course is a continuation of Programming I with emphasis on object development. Students are introduced to software engineering concepts as well as graphical user interface design, event driven programming, elementary data structures, constructor, access and manipulation methods, and searching and sorting techniques with a firm foundation in secure programming. Advanced object oriented topics of inheritance and polymorphism are presented using relevant projects that mimic typical industry application software. Programming projects will be drawn from issues related to the topics discussed in the City Seminars.

Prerequisites: INFT 211: Programming I
INFT 233 (Credits: 3, Hours: 4)
Systems Analysis & Design
An introduction to systems analysis and design concepts and tools, including the basic phases of the System Development Life Cycle: system analysis, system design and system implementation and maintenance. Students will survey existing tools in the field that aid personnel in industry. The course will include a capstone project. This project will cover all phases of the system development life cycle from requirements definition through coding, testing and implementation. Whenever possible the project will emerge from work environments studied in the first year. These environments will be analyzed for their potential to be served by additional information technology in the form of custom applications, software packages, enhanced use of the Internet or improved communication achieved via networking.
Prerequisites: INFT 211: Programming I

INFT 244 (Credits: 3, Hours: 3 plus independent work)
Information Technology Independent Project
Students will embark on detailed study of an Information Technology issue arising in New York City to gain experiences applicable to a corporate, small business, governmental, non-profit or other organizational setting. Students will take the role of an IT professional and will build skills in user needs analysis and the design and development of an IT-based solution. An accompanying seminar will allow them to share experiences and will work on the non-technical skills that are required to be successful in a business environment.
Corequisites: INFT 202: Database Management & Design or permission from instructor

LASC 101 (Credits: 3, Hours: 9)
City Seminar I
Satisfies the CUNY Pathways requirement in World Cultures and Global Issues
City Seminar I emerges from the field of urban studies and takes a comparative, multidisciplinary approach to introduce students to complex global issues such as sustainability, global economic development, and social and environmental justice. Following a critical research model, the course challenges students to examine the historical, cultural, and social contexts of urban problems; to gather and analyze evidence from multiple stakeholders and perspectives; and to propose evidence-based solutions in written, oral, and digital media formats. While each offering of the course features a specific theme, every City Seminar I builds on students’ prior knowledge of the distinctive character, institutions, and socio-economic composition of New York City. To deepen students’ understanding of urban life around the world, the City’s physical, social, environmental, and political realities are situated in relation to other urban centers. Through its emphasis on evaluating the unevenly distributed consequences of local, national, and international policies and practices, the course equips students with the skills to conduct thoughtful, critical analyses and to develop actionable proposals responsive to specific urban circumstances.
Pre/Corequisites: None
LASC 102 (Credits: 3; Hours: 6)
City Seminar II
Satisfies the CUNY Pathways requirement in U.S. Experience in Its Diversity
City Seminar II introduces students to a variety of perspectives on a U.S. society and its diversity. In this course, students read and gather information from a range of sources, including published research, historical accounts, fiction, first person narratives, and research briefs to explore a range of perspectives on a topic of importance in the United States. Students examine current and past issues related to housing, education, labor, and other issues related to the topic, and how they impact diverse groups within U.S. society. They will develop critical thinking skills by analyzing and synthesizing major themes and findings from research and readings, and produce a research project by the end of the semester. Each City Seminar II will feature a specific topic.
Pre/Corequisites: None

LASC 103 (Credits: 3, Hours: 3)
Foundations in the Humanities
This course introduces the student to the basic subject matter, questions, and assumptions of study common to the humanities: Literature, Philosophy, History, Art and Music. Through a preliminary inquiry into how writers, historians, philosophers, artists and musicians represent an idea, such as “The City,” students will become familiar with how the humanities employ questions of form, effect, affect, and value.
Pre/Corequisites: None

LASC 200 (Credits: 3, Hours: 3)
The Arts in New York City
Satisfies the CUNY Pathways requirement in Creative Expression
The Arts in New York City introduces students to a range of artistic forms, venues, media, and movements in the arts mecca that is New York City. In this semester long course, students will be exposed to visual and performance arts as well as public, private, and community-based arts institutions. They will explore a broad range of art forms through texts, images, and experiential components (visits to museums, art walks, film screenings). Students will be introduced to and develop visual literacy skills by closely and carefully examining works of art, discussing their observations, and supporting their views using evidence from the art works. Students will develop the critical visual literacy skills needed to discuss meaning and interpretation, audience, source, access, and the impact of works of art on the individual. Course assignments include interpretation, analysis, and synthesis of creative work of many forms.
Pre/Corequisites: None
LASC 201 (Credits: 3, Hours: 3)
Environmental Ethics
Environmental degradation and harm are among the most formidable challenges facing humanity in the 21st century. Students will critically engage classical, modern, and contemporary discourses on the relationship of humans to the natural environment. This class will evaluate a range of philosophic, economic, and scientific perspectives on environmental sustainability, giving attention to the environmental challenges specific to New York City.

Pre/Corequisites: None

LASC 243 (Credits: 3, Hours: 3)
Internship Seminar
This seminar accompanies an internship that will be 12 hours/week for 10 weeks. The Seminar will meet biweekly except for the first two weeks which will be weekly meetings. The purpose of the seminar is to reflect on the work experience and professional self-presentation, the ways in which the work experience changes prior understanding of the purpose and organization of the company or agency, and to situate the particular workplace into a larger social, political and/or economic context. During the 10 week internship students will keep journals recording and reflecting on their experience, correspond with a student partner, do assigned readings, and participate in-class seminar sessions.

Prerequisites: LASC 103: Foundations in the Humanities; SOSC 110: Foundations in the Social Sciences

LASC 254 (Credits: 4, Hours: 4)
Capstone Seminar in the Liberal Arts & Sciences
This course brings together the student’s academic experience with course work and field experience through an internship with a set of contemporary issues related to “The City.” It is the final course in the Liberal Arts and Sciences major and allows the student to synthesize these diverse inputs into a one-time evocation of the major. Students will work on a collective project, and each student will put together a culminating portfolio reflecting on her growth and learning over the course of study.

Pre/Corequisites: None

MATH 103 (Credits: 3, Hours: 6)
Statistics
Satisfies the CUNY Pathways requirement in Mathematics and Quantitative Reasoning
This course will provide students with an in-depth understanding of the fundamental concepts and computational methods of statistics. These concepts will be developed through the question of how to estimate an unknown quantity using sample data. Students will learn to incorporate the foundational concepts of mathematics with statistical analysis to describe and solve real-life problems and questions. Students will be taught to use estimation and precision and will learn the math study skills to assess and enhance their learning, their processes and their results. Students will use statistical software, graphing calculators, Microsoft Excel, MyMathLab and MyStatsLab to carry out a semester-long project involving data description and analysis. Students will work collaboratively and write using appropriate mathematical and non-mathematical language in order to successfully complete their project.

Pre/Corequisites: None
MATH 103A (Credits: 1.5, Hours: 6)
Statistics A
MATH 103 A and MATH 103 B are a year-long version, offered in two sequential parts, of the single term MATH 103 course.

Successful completion of Statistics A and B satisfy the CUNY Pathways requirement in Mathematics and Quantitative Reasoning
This course will provide students with an in-depth understanding of the fundamental concepts and computational methods of statistics. These concepts will be developed through the question of how to estimate an unknown quantity using sample data. Students will learn to incorporate the foundational concepts of mathematics with statistical analysis to describe and solve real-life problems and questions. Students will be taught to use estimation as well as to be precise and accurate. The course will also focus on teaching math study skills so students may assess and enhance their learning, their processes and their results. Students will use statistical software, graphing calculators, Microsoft Excel, MyMathLab and MyStatsLab to carry out a semester-long project involving data description and analysis. Students will work collaboratively and write using appropriate mathematical and non-mathematical language in order to successfully complete their project. Together, Statistics A and Statistics B satisfy the learning outcomes of a college statistics course.

Pre/Corequisites: None

MATH 103B (Credits: 1.5, Hours: 6)
Statistics B
MATH 103 A and MATH 103 B are a year-long version, offered in two sequential parts, of the single term MATH 103 course.

Successful completion of Statistics A and B satisfy the CUNY Pathways requirement in Mathematics and Quantitative Reasoning
This course will provide students with an in-depth understanding of the fundamental concepts and computational methods of statistics. These concepts will be developed through the question of how to estimate an unknown quantity using sample data. Students will learn to incorporate the foundational concepts of mathematics with statistical analysis to describe and solve real-life problems and questions. Students will be taught to use estimation as well as to be precise and accurate. The course will also focus on teaching math study skills so students may assess and enhance their learning, their processes and their results. Students will use statistical software, graphing calculators, Microsoft Excel, MyMathLab and MyStatsLab to carry out a semester-long project involving data description and analysis. Students will work collaboratively and write using appropriate mathematical and non-mathematical language in order to successfully complete their project. Together, Statistics A and Statistics B satisfy the learning outcomes of a college statistics course.

Pre/Corequisites: None
**MATH 120 (Credits: 3, Hours: 4)**

**College Algebra & Trigonometry**

This course serves to prepare students for the mathematics required in the majors and launch them on a trajectory to calculus. Algebraic concepts and skills are developed through the study of functions. Verbal, numerical, and graphical representations of functions are employed throughout, with strong emphasis placed on the relationship between a function’s algebraic properties and its graph. Topics include linear and quadratic equations; systems of linear equations; linear inequalities; radical equations; rational functions; absolute value; factoring polynomials; an introduction to trigonometric, exponential, and logarithmic functions; rates of change; and modeling realistic situations with functions. Graphing calculators and software such as Microsoft Excel, GeoGebra, and Maple will be incorporated into all aspects of the course. Students will design and carry out a semester-long project involving algebraic analysis of a pressing issue currently facing New York City.

*Prerequisites: MATH 103 or Math 103B: Statistics or permission from instructor*

**MATH 150 (Credits: 3, Hours: 3)**

**The Real Basics of Mathematics**

In “The Real Basics,” students engage in mathematics as mathematics truly is: a human endeavor that startles us, infuriates us, exasperates us, and thrills us (perhaps all at the same time); and whose products are sometimes inevitable, sometimes ineffable, and frequently both. This course addresses the three fundamental processes at the heart of all mathematics: counting, classifying, and measuring. Emphasis is placed on the relationships among these processes—for instance, how measuring grows out of counting; how classifying enables us to create measurement formulas; and how counting, classifying, and measuring collaborate in the invention of the calculus. Connections between arithmetic and geometry are front and center throughout. The course is designed so that students consider both philosophical and practical matters in a fashion strengthening their knowledge of each domain. An underlying theme is the logic of mathematical discovery, particularly the often differing standards used by mathematicians and laypersons to decide upon mathematical truth.

*Pre/Corequisites: None*

**MATH 201 (Credits: 3, Hours: 5)**

**Precalculus**

This course is a comprehensive treatment of the conceptual and computational underpinnings of the calculus. Precalculus extends and deepens the functions-based approach introduced in College Algebra & Trigonometry. Verbal, numerical, and graphical representations are employed throughout to analyze functions. Topics include polynomial and rational functions; absolute value; matrices; conic sections; transformations; factoring polynomials; trigonometric, exponential, and logarithmic functions; inverse functions; rates of change; and modeling realistic situations with functions. Graphing calculators and software such as Microsoft Excel and Maple will be incorporated into all aspects of the course. Students will design and carry out a semester-long project involving advanced algebraic analysis of an issue attendant to New York City’s development over time.

*Prerequisites: MATH 120: College Algebra & Trigonometry or permission from Instructor*
MATH 210 (Credits: 4, Hours: 5)
Calculus
This course comprises a thorough treatment of the differential calculus, an overview of the integral calculus, and a study of the connections between them. Students will develop numerical, graphical, and analytic methods to solve problems concerning changing rates of change and measuring curvilinear figures; they will also study the calculus as an abstract symbol system with distinctive operations and rules. The historical development of the calculus will be incorporated as fitting and constructive. Topics include limits, continuity, velocity and acceleration, definitions of the derivative, differentiability, differentiation rules, using derivatives in graphing, derivatives of algebraic and transcendental functions, derivatives of inverse functions, linear approximation, approximating areas of curvilinear regions, the Riemann integral, and the First Fundamental Theorem of Calculus. Graphing calculators and software such as Microsoft Excel and Maple will be incorporated into all aspects of the course. Students will design and carry out a semester-long project involving a calculus-based analysis of an issue of both historical and contemporary importance of New York City.
Prerequisites: MATH 201: Precalculus or permission from instructor

PHYS 201 (Credits: 4, Hours: 6)
Physics of Renewable Energy
This hands-on lab science course will explore the physical principles of renewable energy resources. Topics will be drawn from thermodynamics, properties of materials, energy conversion, electromagnetism and electric circuits. The student will learn how to assess the feasibility and desirability of energy sources by applying mathematical and physical principles related to each source. The labs will emphasize active discovery and will include thermal energy measurement, wiring of circuits and renewable energy devices.
Prerequisites: ENMG 102: Energy Technology & Sustainability; EVSC 121: Environmental Science I

PSYC 201 (Credits: 3, Hours: 3)
Psychology: Social and Behavioral Studies
This course introduces students to the study of individuals in social and organizational settings through the principles and methods of psychology. It explores the theory and research which informs the study of social and organizational life and how psychology is situated in relation to other disciplines in the social sciences. Contemporary life is the context for investigating and applying psychological principles, methods, and practices.
Pre/Corequisites: None

SOCI 102 (Credits: 3, Hours: 3)
Introduction to Sociology
This course uses New York City as a living social laboratory to introduce students to the systematic study of the social lives of people, groups, and societies. The course focuses on topics commonly studied by sociologists, including culture, deviance and crime, racial and ethnic relations, gender, politics, and civic engagement. Students will consider the ways people are affected by the social conditions in which they live as well as how individuals and groups can affect these conditions.
Pre/Corequisites: None
SOCI 201 (Credits: 3, Hours: 3)
Crime & Justice in Urban Society
This course presents an array of urban environments in which to study contemporary criminal justice issues. While various cities will be examined for their special characteristics and contributions, New York City will be the primary focus. As the first urban community in the nation to use Quality of Life/ “Broken Windows” strategies of policing, New York City continues to lead the nation’s drop in violent crime. Furthermore, the city has the world’s largest police force (NYPD) and the country’s 2nd largest jailing complex (Rikers Island). Students will be exposed to America’s first “problem-solving court,” the Midtown Community Court, and its numerous spin offs—the Harlem Reentry Court, Red Hook Community Justice Center, Bronx Community Solutions, and the Brooklyn Mental Health Court. In short, New York City offers students the richest urban environment to explore the challenges and opportunities of the nation’s foremost criminal justice administration.
Pre/Corequisites: None

SOCI 203 (Credits: 3, Hours: 3)
Community Organizing
This course will help the human services worker understand and address the challenges to change. The class will examine community organization theory and practice through lectures, small group discussions, hands-on exercises, video clips and web-based research. Community assessment, change strategies, empowerment skills, and planning techniques in non-profits and the public sector are emphasized. Skill development assignments will include an in-depth study of a community issue, attendance at community meetings, communicating with elected officials, the development of an advocacy/lobby plan and case presentations. This is highly interactive class that requires active student involvement.
Prerequisites: HSVC 103: Introduction to Human Services or permission from instructor

SOCI 214 (Credits: 3, Hours: 3)
Social Determinants of Health
This course provides an overview of the unnatural causes of ill health, and situates community health work and work in human services within that multi-causal and contextual framework. While there are individual, physiological, biological and manual sources of ill health, almost all of ill health is associated with the quality of life of the individual and the accumulation of risks they encounter over a life time. The course will be organized around four themes (informed by a 2008 PBS video, Unnatural Causes): Good Beginnings; Sustainable Future; Adequate Care; and, Ongoing Support. It will highlight the World Health Organization defined Social Determinants of Health. Students will be oriented to understand disease and health as multi-faceted conditions and to understand the levels of risk and support for the individual and for populations. Course activities include analysis of social determinants of health, identification of determinants for specific diseases, interpretation and research on programs of intervention, partnerships, and/or service appropriate to the social determinants.
Prerequisites: HSVC 103: Introduction to Human Services; SOCI 231: Introduction to Urban Community Health; SOCI 102: Introduction to Sociology; GOVT 203: Introduction to Urban Planning and Policy or GOVT 202: American Government and Politics
SOCI 231 (Credits: 3, Hours: 3)  
Introduction to Urban Community Health  
This course provides an overview of urban public and community health, and the fields of work in engaging, understanding, preventing and intervening in illness and disability in our City. Students learn the social and policy factors that influence the health of a community and its members; the emerging roles in community health work; and the role of the health care system in community health. Activities will promote development of critical thinking, technical and analytical skills. Examples of individual, community and social change and service are used throughout the course and discussed in line with social justice and human rights goals.  
Prerequisites: SOCI 102: Introduction to Sociology; GOVT 203: Introduction to Urban Planning and Policy; GOVT 202: American Government Politics

SOSC 110 (Credits: 3, Hours: 3)  
Foundations in the Social Sciences  
This course introduces students to the major issues and assumptions common to the social sciences: Anthropology, Economics, Psychology, Sociology. The class will focus on how these disciplines understand and analyze human behavior. Through a preliminary inquiry into how scholars and researchers examine the institution of the family, students will become familiar with the questions social scientists ask and the research methods each discipline uses to answer these questions.  
Prerequisites: None

SOSC 111 (Credits: 3, Hours: 3)  
Ethnographies of Work I  
Satisfies the CUNY Pathways requirement in Individual and Society  
Ethnographies of Work I introduces students to sociological and anthropological perspectives on work as they investigate a range of careers. The course approaches work as a cultural system invested with meanings, norms, values, customs, behavioral expectations, and social hierarchies. Students pose key questions through the lens of ethnography in order to investigate workplaces, occupations, and career pathways in an urban context. Guided by the ethnographer's assumption that there's "always more than meets the eye," students are encouraged to uncover myths and stereotypes about the work world and gain appreciation of how and why work matters to individuals in a range of occupations. Students explore dimensions of work life in the context of contemporary dynamics of disruption, uncertainty, innovation, and diversity, and draw connections between the self and work through readings, films, interviews, and fieldwork. The centerpiece of the course is for students to compose and present ethnographic accounts of workplace relations and vocational pathways as they contemplate their own career journeys.  
Pre/Corequisites: None
SOSC 113 (Credits: 3, Horus: 3)
Ethnographies of Work II
Satisfies the CUNY Pathways requirement in Individual and Society
Ethnographies of Work II is the second course of a two-course sequence that uses social science concepts, perspectives, and methods to increase student understanding of the work world and the processes and contexts that link the self and work. The focus for the second semester is to conduct an ethnographic investigation on an occupation of interest to the student. Students will conduct fieldwork at a work site; they will use observation, interviewing, and artifact analysis as methods to learn to identify and reflect on personal, cultural, social, structural, and economic aspects of the work experience. Students will also research quantitative data on occupations and employment trends to better understand the depth of particular careers. Throughout the semester, students will add more in-depth ethnographic writings to their body of ethnographic works and continue to reflect on their own journey toward deciding a career path.
Pre/Corequisites: None

UBST 102 (Credits: 3, Hours: 3)
Introduction to Urban Studies
In this course, students will explore the economic, historic, political, and social forces that shape cities and urban life. An emphasis will also be placed upon understanding the cityscape at the human scale, through the study of how people use and transform the spaces where they live, work and play. Through readings, films, discussions, and research, students will become familiar with key concepts in urbanism and how intersections of race/class/gender inform urban experience. Students will conduct fieldwork in neighborhood public spaces (subways, parks, sidewalks, streets), observe community decision making processes, and visit NYC cultural institutions.
Pre/Corequisites: None

UBST 201 (Credits: 3, Hours: 3)
Urban Anthropology: Poverty & Affluence
This course will investigate the ways in which cities are places of economic and political opportunity for some and of deprivation, discrimination, violence, and impoverishment for others. By reading ethnographies, we will explore different theories of urban poverty and inequality and examine the impact of immigration, racial segregation, suburbanization, public policies, and social movements on U.S. cities and their inhabitants. The class will pay special attention to the existence of inequalities based on race, class, gender and sexuality and will analyze proposals to reduce these inequalities.
Pre/Corequisites: None
UBST 203 (Credits: 3, Hours: 3)
Race, Ethnicity & Community Development
This course will explore the history and politics of community building with an emphasis on the relationship of race, ethnicity, and equity to the goals of citizen engagement and community planning. We will cover community development’s historical roots, as well as the contemporary thinking informing its current directions. In this course, students will gain experience evaluating community-based interventions and insight into the processes of working with diverse communities. Together we will examine case studies of community and social change projects organized by communities of color. Emphasis will be placed on understanding the sociopolitical context in which community development operates, explicitly addressing issues of structural racism and privilege.
Pre/Corequisites: None

UBST 204 (Credits: 3, Hours: 3)
Special Topics in Urban Studies
The subject matter in Special Topics will vary from term to term and may include subjects such as Urban Economics or Introduction to Geographic Information Systems. The following is offered as an example based on the former subject. This course applies economic analysis to cities. It focuses on the economic forces that affect the development of cities and the ways local governments influence economic activity, particularly with reference to issues of interest to New York City. The course examines why cities exist and the differential growth within and between cities. It analyzes the decisions made by firms and households to locate within particular areas of cities and examines how economic factors affect urban problems in the areas of housing, transportation, and government finance.
Pre/Corequisites: None

UBST 225 (Credits: 3 Hours: 3)
Global Urbanisms
This course will examine urban issues and the processes of urbanization in an international context. Topics and themes explored will include: the influence of globalization on cities worldwide, and the influential position of cities in the process globalization (from colonialism to transnational neoliberalization); the significance of cities for addressing the issue of global climate change; comparative perspectives on how cities internationally address pressing challenges such as transportation, housing, and economic development in a post-Fordist economy; the roles of different cities in a global economy: from command and control centers to the rapidly growing megacities of the global south; historical perspectives on global urban development, including the role of certain cities in anchoring and shaping culturally, politically, and economically significant geographic regions; uneven development within and among world cities, and the relationship between urbanization and economic and social inequality; comparative perspectives on the cultural dimensions of urbanism and urbanization; and the role that culture has in shaping the governance, design, and function of cities worldwide.
Pre/Corequisites: None
UBST 253 (Credits: 3, Hours: 3)
Urban Research Seminar
In this capstone course, students will conduct an urban research project on a topical urban issue of equitable development policy (e.g., food security, urban public schools, gentrification, unemployment, and affordable housing). Through this project, students will explore and apply qualitative and quantitative urban research methods through field work and analysis. The course will culminate with a final presentation created by students for a public audience. Depending upon the project, the presentation may involve creating a documentary, a website, or a public event, along with written analysis report.

Prerequisites: UBST 102: Introduction to Urban Studies; GOVT 203: Introduction to Urban Planning & Policy; and either UBST 203: Race, Ethnicity & Community Development; GOVT 201: Urban Politics: New York City Government, or UBST 201: Urban Anthropology