

# Stella and Charles Guttman Community College Bulletin 2018-2019 Spring 2019 Revision and Addendum

## **ACADEMICS**

### **Educational Model**

The design of Guttman 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 college prior to enrollment
- A mandatory summer bridge program that builds community, prepares students for the academic work they will encounter at Guttman, and supports students as they transition to college
- Full-year, first-year learning communities that create a socially and academically supportive environment while fostering 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
- Statistics as the backbone of the mathematical curriculum
- A commitment to experiential learning within New York City to engage students and connect them with city resources
- Fully integrated use of technology including computers in every classroom, an extensive electronic library collection, and a focus on ePortfolio pedagogy
- Internships and/or capstone experiences for every student
- A modified quarter system (the “12/6”) to improve retention and speed credit accumulation
- Structured progress in guided pathways to speed completion
- Integration of Student Success Advocates and Peer Mentors into the entire academic experience

### **Learning Outcomes**

Stella and Charles Guttman Community College’s learning outcomes encourage students to aim high and provide them with a framework for their entire educational experience, connecting school, college, work and life. These outcomes build on Lumina Foundation’s Degree Qualifications Profile and are informed by AAC&U’s LEAP Essential Learning Outcomes. They 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 college’s mission and values.

Students will know from the time they enter Guttman Community College that they will be expected to demonstrate progress in achieving these outcomes. Institutional learning outcomes will be addressed at the course and program level. They 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](#)

The outcomes in this category demonstrate that students can integrate learning from broad fields of general study and connect different academic disciplines and multiple perspectives.

- a. Engages with issues that have contemporary, historical, scientific, economic, technological, or artistic significance.
- b. Exhibits an understanding of how different disciplines create knowledge and approach questions.
- c. Evaluate multiple perspectives on key issues connected to societal concerns.
- d. Connects prior knowledge to ideas, concepts, and experiential learning across courses and majors.
- e. Expresses curiosity about the essential questions that drive personal, academic, or professional growth.

### 2. [Applied learning](#)

The outcomes in this category describe what students can do with what they know, demonstrated by how they address problems in school and in non-classroom settings, including at work. They include applications of learning from the classroom and of skills developed from participation in activities outside the classroom.

- a. Build on content knowledge using research and analytical skills to provide creative solutions to real-world problems.
- b. Collaborates effectively with others to solve problems and complete projects.

### 3. [Specialized Knowledge: the Majors](#)

The purpose of a major is to provide students with specialized knowledge. Students who achieve the learning outcomes in this category will understand basic concepts, vocabulary and research methods related to their major, which will prepare them to enter the workforce or continue their studies at the baccalaureate level.

- 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 studied in the City Seminars, Ethnographies of Work and other general education courses.
- d. Demonstrates knowledge of problem-solving techniques and the ability to form hypotheses for research purposes.

### 4. [Intellectual skills for life-long learning](#)

The communication, quantitative, and critical thinking skills included in this category are necessary to engage in learning throughout life in personal, academic, and professional contexts. These competencies will enable students to pursue their interests and questions about the world by accessing, understanding, and using knowledge and information.

- a. Demonstrates the ability to analyze ideas, theories and issues by breaking them down, identifying the component elements and explaining how they relate.
- b. Demonstrates a thorough understanding of context, audience, and purpose and their relationship in response to the assigned task(s).
- c. Demonstrates skillful attention to and successful execution of a wide range of written and oral conventions and stylistic choices appropriate to the task.
- d. Apply mathematical methods to reason about and solve quantitative problems from a variety of contexts and situations
- e. Analyzes and utilizes quantitative and qualitative data to explore, explain, and understand important issues
- e. Locates, evaluates and cites multiple information resources in projects, papers and presentations.
- f. Demonstrates ability to use appropriate technologies, and/or acquire new ones to meet academic, professional and personal goals
- g. Demonstrates ability to assess own work and trajectory as a learner.

#### 5. [Civic learning, engagement & social Responsibility](#)

This category describes the knowledge and skills a student should have and demonstrate in response to diverse social, environmental and economic challenges at local, national and global levels

- a. Identifies and explains his or her own cultural background, including its origins, development and assumptions.
- b. Understands difference and respects diverse cultural perspectives and demonstrates how they influence interpretations of critical issues in society.
- 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
- c. Demonstrates integrity, honesty and ethical reasoning in academic and professional contexts.

### **FIRST YEAR EXPERIENCE**

#### **Bridge Program**

Guttman's Summer Bridge program is designed to prepare you for your transition to college. Whether you've just finished high school, earned your GED, or are returning to school after some time off, the program will help you hit the ground running on the first day of class. Whatever your circumstances, your enrollment at Guttman Community College represents a new beginning. We are here to support you in the transition.

In order to ensure that all new students are prepared for success, we have made completing the Summer Bridge program an enrollment requirement. This means that you will not be permitted to take classes if you do not successfully complete all Bridge program activities.

Bridge provides an introduction to Guttman’s high academic expectations and the strategies and study skills that will help you meet them. You will explore your strengths and challenges as a learner during the program and begin to set goals and make plans for your future education and career. It will be a time of self-discovery and commitment to excellence as you prepare to fulfill your potential in the years ahead.

During Bridge you will work with the students who will become your classmates during your first year, helping you to make new friends and develop a support network. You’ll also meet your first year faculty and advisors, as well as members of the college’s diverse and dedicated professional staff. Overall, the program will be a time for you to join the Guttman community and begin to contribute to our culture of mutual support and achievement.

Bridge program activities include:

- a. an introduction to college-level reading, writing, and mathematics
- b. a group research project and presentation focused on New York City neighborhoods
- c. the creation of an electronic portfolio where you’ll showcase and reflect on your work throughout your Guttman career
- d. multiple field experiences that explore New York City as our extended classroom

### **First Year Academic Program**

Guttman Community College is more than a college located in the heart of New York City—it is a college with New York City at the heart of its curriculum.

In our First Year Experience program, students enroll full-time and take a core set of classes their first year. These classes present topics, themes, and content in an academic context so that students may think critically about our City and what it takes to sustain and improve the vibrancy of New York. Our first year courses are experiential; we believe that in order for students to understand the curriculum and how the issues of sustainability, food, housing, gentrification, consumerism, and immigration affect them, they must leave the classroom and go to different neighborhoods, museums, and even grocery stores to conduct their own research. We see New York City as our laboratory; it is a space that challenges all of us to think, learn, and grow.

Our calendar offers two cycles per semester for the academic success of all students. If, as a student, you excel in your courses, you have the chance to take more courses and achieve more credits towards degree completion during the additional 6-week cycle. If you are a student who struggles with your courses, you have the chance to finish what you started the semester before during the 6-week semester. We understand students learn at different paces, and our academic calendar reflects that. Each of our semesters has two cycles:

- Fall I, 12-week cycle
- Fall II, 6-week cycle
- Spring I, 12-week cycle
- Spring II, 6-week cycle

We require students to commit to full-time enrollment during the First Year Experience. We ask for this commitment because research shows that students who enroll in college full-time the first year graduate at higher rates than students who attend part-time. Additionally, during the first year students are placed in “Houses” and travel together for the year. Each House has a group of faculty who teach the students throughout their First Year Experience as well as its own Student Success Advocate. This continuity of faculty and advisement for students offers the academic and social/emotional support that many first year college students need.

Students have a full course load scheduled on five days of the week, for 23 hours per week. In their first year, all students take City Seminar I and II, Ethnographies of Work I and II, Statistics, Composition I, and usually Arts in New York City. Students also participate in a required integrative workspace called Studio. During Fall II and Spring II students may catch up or move ahead, depending on their academic progress.

### **Learning Communities/Instructional Teams**

Instructional Teams are comprised of faculty, Student Success Advocates, Peer Mentors, Graduate Coordinators, and library faculty who are associated with the first year learning communities to provide support as you work towards your associate’s degree. Each Instructional Team oversees a House, which is comprised of three Cohorts of approximately 25 students. Each House develops its own set of standards and core values to foster a sense of community, peer accountability and teamwork.

The responsibilities of the Instructional Team include: developing and/or adapting integrative curricula and assignments, planning classroom and out-of-class activities and generating ideas for improving the learning community experiences for Guttman students, faculty and staff.

The integrative learning community that sits at the heart of the first year experience is City Seminar, a course composed of four components: Critical Issue, Reading and Writing, Quantitative Reasoning, and Studio. The City Seminar anchors first-year coursework and presents students with a problem or issue that they will examine over the course of the semester.

#### **Critical Issue**

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.

#### **Reading and Writing**

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 reports) around the topic of New York City. In this component, students have the opportunity to work with the instructional team to strengthen their writing and literacy skills so they can successfully complete college-level reading and writing requirements.

## 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.

## Studio

The Studio component is designed for students to practice, reflect on, 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.

## FACULTY

Guttman’s faculty members are committed to student centered learning and to working collaboratively with their colleagues to encourage and celebrate your progress and achievement. As experts in their fields, they will introduce you to the purposes, methods and content of your courses. As teachers, they will model habits, strategies and ways of knowing that contribute to your success in the classroom and beyond. Faculty members are responsible for making subject matter engaging, awakening your curiosity and belief in your abilities and inviting you into broader academic and civic conversations. Faculty offices are located on the sixth floor.

## CUNY COMMON CORE REQUIREMENTS AT GUTTMAN COMMUNITY COLLEGE

To facilitate the transfer of credits between CUNY institutions, the University requires that 30 of the 60-credit Associates Degrees are CUNY Common Core (“Pathways”) approved. We ensure that by the time a Guttman student completes the first year curriculum, nearly all Pathways requirements are completed.

| <b>CUNY Common Core Requirements<br/>(12 credits/4 courses)</b> | <b>Guttman Community College Common Core<br/>Requirement Course Options<br/>(12 credits/4 courses)</b> |
|---|--|
| English Composition (2 courses)                                 | ENGL 103 Composition I<br>ENGL 203 Composition II  |
| Mathematical and Quantitative Reasoning<br>(1 course)           | Math 103 Statistics; or<br>MATH 103A <u>and</u> MATH 103B Statistics                                   |
| Life and Physical Sciences (1 course)                           | BIOL 122 Introduction to Biology<br>BIOL 212 Human Biology (STEM variant)                              |

| <b>CUNY Pathways Flexible Common Core<br/>(18 credits/6 courses)</b>        | <b>Guttman Pathways Flexible Common Core<br/>(18 credits/6 courses)</b>               |
|---|---|
| U.S. Experience in Its Diversity (1 course)                                 | LASC 101 City Seminar I   |
| World Cultures and Global Issues (1 course)                                 | LASC 102 City Seminar II  |
| Creative Expression (1 course)  | LASC 200 Arts in New York City  |
| Individual and Society (1 course)   | SOSC 111 Ethnographies of Work I  |
| Scientific World (1 course)   | CHEM 110 Introduction to Chemistry<br>SOCI 231 Introduction to Urban Community Health |
| One additional course from one of the above areas. (Individual and Society) | SOSC 113 Ethnographies of Work II   |

\*Some majors, such as Human Services, require a different Pathways approved “STEM variant” course to satisfy the Life and Physical Sciences required core course. The STEM variant course, BIOL 212 Human Biology, is offered in 4 credits

## **PROGRAMS OF STUDY**

Stella and Charles Guttman Community College follows a “guided pathways” model. We offer few majors with limited electives in order to streamline student progress towards degree completion. The entire first year is a carefully planned series of courses that fulfill most of the CUNY Common Core requirements, after which students declare their majors and proceed into focused Program of Study (POS) coursework. All POS have required capstone courses and/or internship experiences.

### **A.A. Business Administration**

Business is one of the most popular college majors, and around the country, students are interested in pursuing business-related careers. At Guttman Community College, you can major in business administration in New York City, a major global business center. You will graduate ready to apply for jobs in business or to competitive bachelor’s degree programs in business at CUNY and elsewhere.

To succeed in business, you need to think creatively just as much as you need to know about marketing, finance and accounting. Our program combines the study of liberal arts and sciences with exposure to basic business disciplines and issues. As you build your critical thinking, writing, speaking, problem-solving and technological skills, you will also learn the basic analytical tools of business and practice using them.

### **A.A. Human Services**

This program provides an excellent foundation for students planning for a career in the helping professions. Human Service professionals deal with psychologically, socially, medically, physically and economically vulnerable populations that need society’s protections. Human service workers are an important part of that protection and delivery of services and effect change at all levels of society to enhance the well-being of individuals, families, groups, communities and global systems.

The Human Services Program at Guttman has a unique emphasis on human services and social work through a curriculum that combines academics and practical experience in order to explore the basic knowledge, skills, and values of the profession. Students that enter human services consider careers in social work, health care, community advocacy, rehabilitation, law, and education. In addition to a general liberal arts curriculum that

serves as a base to help you understand the issues that shape and constrain communities, you will take courses in human services theory and practice, as well as, classes in sociology, anthropology, and political science.

We are dedicated to providing you with a supportive and collaborative learning environment to help you work towards your educational and career goals. While in the program, you will have the opportunity to participate in a year-long field placement, which allows you to begin to integrate the knowledge, theory, skills, and professional behaviors that are being taught in the classroom. Students work in hospitals, clinics, service facilities, government agencies, among others.

### **A.A.S. Information Technology**

Are you intrigued by the inner workings of your computer and your cell phone? Do you want a job where you'll be indispensable to the operation of your organization?

An information technology major at Guttman Community College will give you the knowledge necessary to navigate our society's complex technologies, recognize common problems and recommend and implement solutions. It will prepare you for an IT position in any number of workplaces. Today, few businesses or organizations can operate without an IT person or department to ensure their computing infrastructure works reliably and employees have their computing-related needs met.

We'll give you a combination of knowledge and practical, hands-on experience so you'll head into the workforce ready to take care of both an organization's technological infrastructure and the needs of the people who use it. You'll learn the basics of computing and the Internet and be exposed to actual work environments to see the relevance of what you're learning in class. We'll hone your problem-solving abilities by building your technical knowledge as well as your interpersonal skills.

Employers want workers who are team players, and that's what we'll require of you. By the time you earn your degree, you'll be ready to launch a career as a computer support specialist that will earn you a stable living and offer ample opportunities for advancement as you gain experience. Should you plan to continue your studies, the IT program at Guttman Community College will give you excellent foundation knowledge to comfortably transfer to a 4 year college.

### **A.A. Liberal Arts and Sciences**

Are you looking for a well-rounded education that will serve you well in any field? A Liberal Arts and Sciences major at Guttman Community College will give you a solid foundation in the social sciences and humanities, preparing you for transfer to a bachelor's program. It will also equip you with the skills you'll need to thrive in today's workforce. We designed the Liberal Arts and Sciences course of study in direct response to surveys on what employers value most: communication skills, critical thinking and complex problem-solving abilities. As particular job duties change rapidly in response to modern technology, this foundation will stand the test of time.

The Liberal Arts and Sciences major will connect academic disciplines to your everyday life in New York City. You'll learn how to address social issues across subject areas, and we'll encourage your growth as an active citizen in a democratic society.

### **A.A. Urban Studies**

Are you interested in what makes cities work? Interested in what makes New York City work? Every day, 8.4 million people navigate issues of housing, transit, employment, health care, education, community development, environmental sustainability and social justice here in one of the greatest cities in the world. New York is a complex place built on an aging infrastructure. It has a constant stream of new immigrants who come

looking for the American dream. What better place to examine how it all comes together than in the heart of the city itself?

At Guttman Community College, we are uniquely situated to offer a program in urban studies. Using New York City as a laboratory, this major will provide you with a rigorous liberal arts education exploring urban issues through the lenses of history, political science, sociology, anthropology, economics, literature, psychology and environmental science. It will prepare you for a range of majors at four-year colleges and open doors for potential careers in such fields as government, community and social services, and regional and urban planning. By the time you leave us, you'll be well-positioned to take an active role in your community and advocate for causes that are meaningful to you.

## A.A. BUSINESS ADMINISTRATION

TOTAL CREDITS: 60

Program Code 34968; HEGIS Code 5004.00

### Philosophy

The Business Administration program develops intellectually-curious students and prepares them for transfer to baccalaureate programs in Business and/or employment in entry-level administrative and managerial positions in public or private enterprise.

### Program Learning Outcomes:

Upon successful completion of the Urban Studies Program, students will be able to:

- Research, critique and generate ideas using the principles and techniques of business;
- Explain how social, cultural, technological and regulatory forces affect a business organization;
- Recognize and classify diverse perspectives and demonstrate critical thinking when evaluating business environments;
- Identify and deconstruct challenges and opportunities facing businesses in the dynamic and diverse environment of New York City working individually and on teams; and,
- Design practical, sustainable, efficient and ethically-responsible solutions to address business challenges.

### Program Requirements

Refer to course descriptions for pre-requisite, co-requisite, and/or pre-/co-requisite information.

#### College Requirements

- Two Writing Intensive courses
- A minimum 2.0 cumulative GPA

#### CUNY Common Core Requirements (30 cr.)

BIOL 122: Introduction to Biology (3 cr.)

CHEM 110+: Introduction to Chemistry (3 cr.)

OR SOCI 231+: Introduction to Urban  
Community Health (3 cr.)

ENGL 103: Composition I (3 cr.)

ENGL 203^: Composition II (3 cr.)

LASC 101: City Seminar I (3 cr.)

LASC 102: City Seminar II (3 cr.)

LASC 200: The Arts in New York City (3 cr.)

MATH 103: Statistics (3 cr.)

OR MATH 103 A (1.5 cr.) + MATH 103B (1.5 cr.)

SOSC 111: Ethnographies of Work I (3 cr.)

SOSC 113: Ethnographies of Work II (3 cr.)

#### Business Administration Requirements (24-30 cr.)

ACCT 121: Principles of Accounting I (3 cr.)

ACCT 223: Principles of Accounting II (3 cr.)

BUSI 102: Introduction to Business (3 cr.)

BUSI 201\*: Business Law and Ethics (3 cr.)

ECON 201\*: Macroeconomics (3 cr.)

ECON 203\* Microeconomics (3 cr.)

ECON 204^: Contemporary Economic Issues (3 cr.)

INFT 203\*: Introduction to Management Information  
Systems (3 cr.)

MATH 120+: College Algebra & Trigonometry (3 cr.)

MATH 201+ Precalculus (3 cr.)

#### Electives (0-6 cr.)+

BUSI 298: Independent Study (1-3 cr.)

GOVT 201: Urban Politics: New York City Government (3  
cr.)

GOVT 202: American Government & Politics (3 cr.)

LASC 295: Issues in Global Learning (3 cr.)

MATH 210: Calculus (4 cr.)

SOCI 102: Introduction to Sociology (3 cr.)

^Writing Intensive Course

\*CUNY Gateway Courses for Business Majors

+If you have not completed College Algebra (or the equivalent) prior to entering Guttman Community College, you must take MATH 120. If you have not completed Precalculus (or the equivalent) prior to entering Guttman Community College, you must also take MATH 201. If you enter Guttman Community College with exemptions from one or both Mathematics requirements you may take one (1) to two (2) electives as sufficient to meet the required total of 60 credits for the degree.

## **A.A. HUMAN SERVICES**

**TOTAL CREDITS: 60**

**Program Code 34972; HEGIS Code 5506.00**

### **Philosophy**

Human service professionals deal with psychologically, socially, medically, physically and economically vulnerable populations that need society's protections. Human service workers are an important part of that protection and delivery of services and effect change at all levels of society to enhance the well-being of individuals, groups, communities and global systems. The Human Services Program at Guttman is dedicated to providing a supportive, collaborative and experiential learning environment and seeks to nurture and challenge students and to equip and prepare students with the basic knowledge, skills and values in Human services to make a difference in the lives of the clients they serve.

At the core of our program philosophy is a commitment to social justice, service to others through strength-based models of ethical professional practice. The interdependent, dynamic and resilient nature of systems provides a conceptual framework for the curriculum.

Our program recognizes that education should reflect a student-centered process within which students have opportunities for reflective learning along with knowledge and skill development. Intellectual inquiry immerses learners in multiple perspectives, theories, and disciplines, anchoring us in the diverse lived experiences of self and others. With a deep commitment to making a difference, students discover ways to intervene with individuals, groups, and communities and to facilitate processes for systems analysis, problem-solving, advocacy, and social change.

### **Mission**

The Human Service Program aligns its mission with the college and the University to provide students with an academically rigorous and supportive learning environment that prepares graduates for baccalaureate study and with the values, knowledge and skills to fill entry-level positions in human services organizations.

### **Program Learning Outcomes:**

Recognizing that Human Services provides both an educational and practical foundation for entry level human services work and/or continued education at the baccalaureate level.

Students in the Human Services Program will be able to:

- Recognize the scope and principal features of the field of study, including its main theories and practices.
- Develop a general understanding of values, beliefs, roles, skills and techniques of Human Services in work with individuals, families, groups within the society and environment (including advocacy and social change when necessary).
- Demonstrate goal planning using the appropriate strategies, services, or interventions.
- Develop and implement a treatment plan using appropriate resources, specialized assistance, and community supports to achieve the desired outcome.
- Formulate a systematic method to evaluate the outcome of services and make referrals as appropriate.
- Demonstrate professional and ethical interaction with a variety of Human Services providers and agencies.
- Describe the effects of one's own values and beliefs in the role of the human Services worker.
- Use critical thinking and problem solving skills to assess the needs of individuals, families, and groups within the community.
- Identify entry-level employment opportunities in human services and articulate additional degree and licensing requirements for career advancement.

## Program Requirements

Refer to course descriptions for pre-requisite, co-requisite, and/or pre-/co-requisite information.

### College Requirements

- Two Writing Intensive courses
- A minimum 2.0 cumulative GPA

### CUNY Common Core Requirements (30 cr.)

BIOL 212: Introduction to Biology (3 cr.)

CHEM 110+: Introduction to Chemistry (3 cr.)

OR SOCI 231+: Introduction to Urban  
Community Health (3 cr.)

ENGL 103: Composition I (3 cr.)

ENGL 203^: Composition II (3 cr.)

LASC 101: City Seminar I (3 cr.)

LASC 102: City Seminar II (3 cr.)

LASC 200: The Arts in New York City (3 cr.)

MATH 103: Statistics (3 cr.)

OR MATH 103 A (1.5 cr.) + MATH 103B (1.5 cr.)

SOSC 111: Ethnographies of Work I (3 cr.)

SOSC 113: Ethnographies of Work II (3 cr.)

### Human Services Requirements (23-26 cr.)

GOVT 202: American Government & Politics (3 cr.)

HSVC 103: Introduction to Human Services (3 cr.)

HSVC 113: Methods of Intervention for the Human  
Services (2 cr.)

HSVC 201: Fieldwork & Integrative Seminars I (3 cr.)

HSVC 203: Fieldwork & Integrative Seminars II (3 cr.)

HSVC 213^: Health and Human Services Policy (3 cr.)

SOCI 102: Introduction to Sociology (3 cr.)

SOCI 231+: Introduction to Urban Community Health (3  
cr.)

UBST 201: Urban Anthropology: Poverty & Affluence (3  
cr.)

OR ANTH 227: Sexuality & Gender in Urban Life (3 cr.)

### Electives (3-6 cr.)+

HSVC 204: Special Topics in Fields of Practice (3 cr.)

HSVC 223: Introduction to Disability Studies (3 cr.)

HSVC 298 Independent Study (1, 2, or 3 credits)

INFT 203: Introduction to Management Information  
Systems (3 cr.)

LASC 295: Issues in Global Learning (3 cr.)

PSYC 101 Introduction to Psychology (3 cr.)

SOCI 201: Crime & Justice in Urban Society (3 cr.)

SOCI 214: Social Determinants of Health (3 cr.)

SOCI 203: Community Organizing (3 cr.)

^Writing Intensive Course

+If you elect to take SOCI 231 to fulfill your CUNY Common Core *Scientific World* requirement you must take two (2) electives to meet the required total of 60 credits for the degree. If you elect to take CHEM 110 to fulfill your CUNY Common Core *Scientific World* requirement you must take one (1) elective to meet the required total of 60 credits for the degree.

## A.A.S. INFORMATION TECHNOLOGY

TOTAL CREDITS: 60

Program Code 34973; HEGIS Code 5299.00

### Philosophy

The Information Technology program prepares students for the technological workforce of tomorrow. To this end, we strive to enrich our students with basic and fundamental knowledge of the technologies that will govern our world of tomorrow and equip them with the skill and hands-on expertise needed at the workforce.

### Program Learning Outcomes:

Upon successful completion of the Information Technology program, students will be able to:

- Apply the principles of database management, computer and data communication networks, security, programming, web technology and software development to a given information technology problem;
- Demonstrate proficiency with basic hardware and software-related tasks. Installing operating systems, assembling and disassembling a computer, installing software, setting up small networks, connecting peripherals
- Illustrate how technology is used in a business setting
- Apply technical knowledge and skills in devising solutions to business challenges;
- Analyze the effectiveness of various technologies in a business or information technology scenario.
- Explain and apply professional and ethical behavior as promoted by international computing societies, such as ASM and AITP.

### Program Requirements

Refer to course descriptions for pre-requisite, co-requisite, and/or pre-/co-requisite information.

### College Requirements

- Two Writing Intensive courses
- A minimum 2.0 cumulative GPA

### CUNY Common Core Requirements, (24 cr.)

ENGL 103: Composition I (3 cr.)

ENGL 203^: Composition II (3 cr.)

LASC 101: City Seminar I (3 cr.)

LASC 102: City Seminar II (3 cr.)

LASC 200: The Arts in New York City (3 cr.)

MATH 103: Statistics (3 cr.)

OR MATH 103 A (1.5 cr.) + MATH 103B (1.5 cr.)

SOSC 111: Ethnographies of Work I (3 cr.)

SOSC 113: Ethnographies of Work II (3 cr.)

### Information Technology Requirements, (27-30 cr.)

INFT 102: Hardware & Software (3 cr.)

INFT 201: Networking & Data Communications (3 cr.)

INFT 202: Database Management & Design (3 cr.)

INFT 203: Introduction to Management Information Systems (3 cr.)

INFT 211: Programming I (3 cr.)

INFT 221: Web Technologies & Multimedia (3 cr.)

INFT 223: Programming II (3 cr.)

INFT 233^: Systems Analysis & Design (3 cr.)

INFT 204: Internship in Information Technology (3 cr.)

OR INFT 298: Independent Study in IT (3 cr.)

MATH 120: College Algebra \* (3 cr.)

### Electives, (6-9 cr.)+

BUSI 102: Introduction to Business (3 cr.)

BIOL 122: Introduction to Biology (3 cr.)

BUSI 204: Fundamentals Project Management (3 cr.)

INFT 213: Special Topics in Information Technology (3 cr.)

MATH 201: Precalculus (3 cr.)

MATH 210: Calculus (4 cr.)

^Writing Intensive Course

+If you have not completed College Algebra (or the equivalent) prior to entering Guttman Community College, you must take MATH 120 and two (2) electives. If you enter Guttman Community College with an exemption from MATH 120 you may take three (3) electives as sufficient to meet the required total of 60 credits for the degree.

## **A.A. LIBERAL ARTS AND SCIENCES**

**TOTAL CREDITS: 60**

***Program Code 34974; HEGIS Code 5649.00***

### **Philosophy**

The Liberal Arts and Sciences major is committed to creating independent critical thinkers and writers. In attaining the broad base of skills from social science and humanistic disciplines, graduates from the Guttman program in Liberal Arts and Sciences will be able to meet the challenges of today's society through the application of evidence based approaches to complex social and cultural issues.

### **Program Learning Outcomes:**

Upon successful completion of the Liberal Arts and Sciences program, students will be able to:

- Distinguish the modes of inquiry used within liberal arts and sciences disciplines (e.g., Anthropology, Economics, Psychology, Sociology, Literature, History, Philosophy, Art, and Music);
- Explain how differences of race, class, gender and sexuality have contributed to the development of contemporary problems of social and economic inequality;
- Combine methodologies from multiple disciplines to investigate large-scale questions about human behavior and society
- Apply ethical understandings to contemporary social issues; and
- Construct effective research questions and apply principles of analysis and synthesis in conducting research.

### **Program Requirements**

Refer to course descriptions for pre-requisite, co-requisite, and/or pre-/co-requisite information.

Requirements for one of the two LASC tracks must be completed: either Social Science & Humanities OR Science & Math.

### **College Requirements**

- Two Writing Intensive courses
- A minimum 2.0 cumulative GPA

**SOCIAL SCIENCE & HUMANITIES TRACK****CUNY Common Core Requirements (30-31 cr.)**

BIOL 122: Introduction to Biology (3 cr.)  
    OR BIOL 212: Human Biology (4 cr.)  
CHEM 110+: Introduction to Chemistry (3 cr.)  
    OR SOCI 231 Introduction to Urban Community Health (3 cr.)  
ENGL 103: Composition I (3 cr.)  
ENGL 203^: Composition II (3 cr.)  
LASC 101: City Seminar I (3 cr.)  
LASC 102: City Seminar II (3 cr.)  
LASC 200: The Arts in New York City (3 cr.)  
MATH 103: Statistics (3 cr.)  
    OR MATH 103 A (1.5 cr.) + MATH 103B (1.5 cr.)  
SOSC 111: Ethnographies of Work I (3 cr.)  
SOSC 113: Ethnographies of Work II (3 cr.)

**Social Sciences & Humanities Requirements (24 cr.)**

ENGL 214: Twentieth Century American Literature: Introduction to Women Writers (3 cr.)  
    OR ENGL 215: Topics in Literatures in English (3 cr.)  
HIST 201: Who Built New York? New York City History (3 cr.)  
    OR HIST 221 History of Urban Life (3 cr.)  
PHIL 103: Introduction to Philosophy (3 cr.)  
PSYC 101: Introduction to Psychology (3 cr.)  
GOVT 201 Urban Politics: NYC Government (3 cr.)  
    OR GOVT 202: American Government and Politics (3 cr.)  
SOCI 102 Introduction to Sociology (3 cr.)  
UBST 201\*: Urban Anthropology: Poverty and Affluence (3 cr.)  
    OR ANTH 227\*: Sexuality & Gender in Urban Life (3 cr.)  
LASC 254^: Capstone Seminar in the Liberal Arts & Sciences (3 cr.)

**Social Sciences & Humanities Track Electives (5-6 cr.)**

COMM 101: Speech Communication  
ECON 223: Economics of Social Issues (3 cr.)  
ENGL 211: Cities in Film and Literature (3 cr.)  
GOVT 203: Introduction to Urban Planning and Politics (3 cr.)  
LASC 243: Internship Seminar (3 cr.)  
LASC 295: Issues in Global Learning (3 cr.)  
LASC 298: Independent Study (1, 2, or 3 credits)  
MATH 120: College Algebra (3 cr.)  
MATH 150: The Real Basics of Mathematics (3 cr.)  
MATH 201: Pre-Calculus (3 cr.)  
MATH 210: Calculus (4 cr.)  
PHIL 201: Environmental Ethics (3 cr.)

**SCIENCE & MATH TRACK****CUNY Common Core Requirements (30 cr.)**

BIOL 211: General Biology (4 cr.)  
CHEM 211: General Chemistry (4 cr.)  
ENGL 103: Composition I (3 cr.)  
ENGL 203^: Composition II (3 cr.)  
LASC 101: City Seminar I (3 cr.)  
LASC 102: City Seminar II (3 cr.)  
LASC 200: The Arts in New York City (3 cr.)  
MATH 103: Statistics (3 cr.)  
    OR MATH 103 A (1.5 cr.) + MATH 103B (1.5 cr.)  
SOSC 111: Ethnographies of Work I (3 cr.)  
SOSC 113: Ethnographies of Work II (3 cr.)

**Science & Math Track Requirements (21 cr.)**

BIOL 221: General Biology II (4 cr.)  
CHEM 221: General Chemistry II (4 cr.)  
BIOL 251: Genetics (4 cr.)+  
    OR BIOL: 231 Microbiology (4 cr.)+  
    OR CHEM: 241 Analytical Chemistry (4 cr.)+  
MATH 120: College Algebra and Trigonometry (3 cr.)  
MATH 201: Pre-Calculus (3 cr.)  
LASC 254^: Capstone Seminar in the Liberal Arts & Sciences (3 cr.)

**Science and Math Track Electives (7 cr.)**

BIOL 122 Introduction to Biology (3cr.)  
BIOL 231 Microbiology (4 cr.)+  
BIOL 251 Genetics (4 cr.)+  
CHEM 110 Introduction to Chemistry (3 cr.)  
CHEM 120 Introduction to Biological Chemistry (3 cr.)  
CHEM 241 Analytical Chemistry (4 cr.)+  
MATH 210 Calculus (4 cr.)  
SCI 215 Science and Society (3 cr.)  
LASC 295 Issues in Global Learning (3 cr.)  
LASC 298: Independent Study (1-3 cr.)  
INFT 102: Hardware & Software (3 cr.)

^Writing Intensive Course

\*If you take SOCI 201 to fulfill the Social Sciences & Humanities Requirement you may take ANTH 227 as a Program Elective; if you take ANTH 227 to fulfill the Social Sciences & Humanities Requirement you may take SOCI 201 as a Program Elective

+One of BIOL 231, BIOL 251, and CHEM 241 must be taken as a Science & Math Track Requirement; the remaining two may be taken as Program Electives, up to 7 credits of Electives.

## A.A. URBAN STUDIES

TOTAL CREDITS: 60

Program Code 34975; HEGIS Code 5622.00

### Philosophy

The Urban Studies Program employs interdisciplinary approaches to help students explore and understand the urban experience. Working individually and in groups, students will study the development and variety of urban forms and governance structures and create effective presentations of knowledge for diverse audiences. They will engage with concepts and practices of urban planning, social research, and the physical/built environment. Majors will achieve a greater understanding of the political, economic, social, and cultural factors that contribute to the distinctiveness of cities in general and New York City in particular.

### Program Learning Outcomes:

Upon successful completion of the Urban Studies Program, students will be able to:

- Connect everyday urban experiences to theoretical perspectives and research about cities
- Conduct quantitative and qualitative research to investigate urban problems using sources in various media (e.g. planning documents, maps, census data, journals, magazines, newspapers, textbooks, photography, interviews)
- Identify major developments in urban history and explain their relevance to modern cities
- Explain the interdependence of critical urban social, economic, and environmental issues
- Explain how political structures, policy development, and governance processes operate in cities in general and in New York City in particular
- Identify the multiple stakeholders (individuals/communities/institutions/government agencies) affected by a particular issue and understand their perspectives
- Question, describe, and analyze the transformation of our city

### Program Requirements

Refer to course descriptions for pre-requisite, co-requisite, and/or pre-/co-requisite information.

#### College Requirements

- Two Writing Intensive courses
- A minimum 2.0 cumulative GPA

#### CUNY Common Core Requirements (30 cr.)

BIOL 122: Introduction to Biology (3 cr.)

CHEM 110+: Introduction to Chemistry (3 cr.)

OR SOCI 231+: Introduction to Urban Community Health (3 cr.)

ENGL 103: Composition I (3 cr.)

ENGL 203^: Composition II (3 cr.)

LASC 101: City Seminar I (3 cr.)

LASC 102: City Seminar II (3 cr.)

LASC 200: The Arts in New York City (3 cr.)

MATH 103: Statistics (3 cr.)

SOSC 111: Ethnographies of Work I (3 cr.)

SOSC 113: Ethnographies of Work II (3 cr.)

#### Urban Studies Requirements (27 cr.)

GOVT 201: Urban Politics: New York City Government (3 cr.)

OR GOVT 202: American Government and Politics (3 cr.)

GOVT 203: Introduction Urban Planning & Policy (3 cr.)

HIST 221: History of Urban Life (3 cr.)

SOCI 102: Introduction to Sociology (3 cr.)

SOCI 201\*: Crime & Justice in Urban Society (3 cr.)

OR ANTH 227\* Sexuality & Gender in Urban Life (3 cr.)

UBST 102: Introduction to Urban Studies (3 cr.)

UBST 203: Race, Ethnicity & Community Development (3 cr.)

UBST 225: Global Urbanisms (3 cr.)

UBST 253^: Urban Research Seminar (3 cr.)

#### Program Electives (3 cr.)

ECON 223: Economics of Social Issues (3 cr.)

ENGL 211: Cities in Film & Literature (3 cr.)

LASC 201: Environmental Ethics (3 cr.)

LASC 295: Issues in Global Learning (3 cr.)

MATH 120: College Algebra & Trigonometry (3 cr.)

MATH 201: Precalculus (3 cr.)

SOCI 201\*: Crime & Justice in Urban Society (3 cr.)

OR ANTH 227\* Sexuality & Gender in Urban Life (3 cr.)

SOCI 231+: Introduction to Urban Community Health (3 cr.)

UBST 204: Special Topics in Urban Studies (3 cr.)

UBST 298: Independent Study (1, 2, or 3 credits)

^Writing Intensive Course

\*If you take SOCI 201 to fulfill the Urban Studies requirement you may take ANTH 227 as a Program Elective; if you take ANTH 227 to fulfill the Urban Studies requirement you may take SOCI 201 as a Program Elective

+If you take CHEM 110 to fulfill your CUNY Common Core *Scientific World* requirement you may take SOCI 231 as a Program Elective

## ARTICULATION AGREEMENTS

Stella and Charles Guttman Community College has articulation agreements, as follows:

The Associate in Arts degree in Business Administration articulates with the B.B.A. in Business Administration, Department of Finance and Business Management, Brooklyn College; ; the B.B.A. in Business Administration, School for Business, Metropolitan College of New York; the B.S. in Business, Management & Economics with Concentrations in Accounting, Business Administration, Economics Finance, Human Resources, Management, and Marketing , SUNY Empire State College; the B.A. in Business (all concentrations), B.S. in Entrepreneurship, B.S. in Finance, B.S. in International Business, B.S. in Management, and B.S. in Marketing , Marymount Manhattan College; the B.S. in General Management, Vaughn College of Aeronautics and Technology; the B.S. in Health Services Administration, CUNY School of Professional Studies; and the B.B.A. in Business Administration at Iona College.

The Associate in Arts degree in Human Services articulates with the B.A. in Social Work, Social Work Department, Lehman College, the B.S. in Health and Human Services, New York City College of Technology, and the B.S. in Social Work, Social Work Department, York College.

The Associate in Applied Science degree in Information Technology articulates with the B.T. in Computer Systems Technology, Department of Computer Systems Technology, New York City College of Technology.

The Associate in Arts degree in Liberal Arts and Sciences articulates with the B.A. in Communication and Culture, CUNY School of Professional Studies; the B.A. in Political Science, Department of Political Science, John Jay College of Criminal Justice; and the B.A. in Sociology, Department of Sociology, John Jay College of Criminal Justice.

The Associate in Arts degree in Liberal Arts and Sciences – Science & Math Concentration articulates with the B.S. in Biology and B.S. in Chemistry at Brooklyn College.

The Associate in Arts degree in Urban Studies articulates with the B.A. in Sociology, Department of Sociology, Brooklyn College; the B.A. in Urban and Community Studies, CUNY School of Professional Studies; the B.A. in Urban Studies, Department of Urban Affairs and Planning, Hunter College; the B.A. in Urban Studies at Queens College; the B.A. in Criminology at the School of Professional Studies; and the B.A. in Political Science – Urban Politics & Policy Concentration, and B.A. in Cultural & Deviance Studies at the John Jay College of Criminal Justice.

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## **Academic Integrity**

### **(CUNY Manual of General Policy 1.03)**

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. (BTM, 2011,06-27,005,\_L)

#### 1. Definitions and Examples of Academic Dishonesty

##### 1.1 Cheating

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

Examples of cheating include:

- a. Copying from another student during an examination or allowing another to copy your work.
- b. Unauthorized collaboration on a take home assignment or examination.
- c. Using notes during a closed book examination.
- d. Taking an examination for another student, or asking or allowing another student to take an examination for you.
- e. Changing a graded exam and returning it for more credit.
- f. Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- g. Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- h. Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- i. Giving assistance to acts of academic misconduct/dishonesty.
- j. Fabricating data (in whole or in part).
- k. Falsifying data (in whole or in part).
- l. Submitting someone else's work as your own.
- m. Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

##### 1.2 Plagiarism

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

Examples of plagiarism include:

- a. Copying another person's actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- b. Presenting another person's ideas or theories in your own words without acknowledging the source.
- a. Failing to acknowledge collaborators on homework and laboratory assignments.
- c. Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting & pasting" from various sources without proper attribution.

### 1.3 Obtaining Unfair Advantage

Obtaining unfair advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student.

Examples of obtaining unfair advantage include:

- a. Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- b. Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- b. Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- a. Intentionally obstructing or interfering with another student's work.

### 1.4 Falsification of Records and Official Documents

Examples of falsification include:

- a. Forging signatures of authorization.
- b. Falsifying information on an official academic record.
- b. Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Read the full Policy of Academic Integrity (CUNY Manual of General Policy 1.03):

[http://policy.cuny.edu/manual\\_of\\_general\\_policy/article\\_i/policy\\_1.03/text/#Navigation\\_Location](http://policy.cuny.edu/manual_of_general_policy/article_i/policy_1.03/text/#Navigation_Location)

### **Academic Probation**

The minimum cumulative GPA Standard for the purposes of determining Academic Probation and Dismissal is based upon the cumulative number of a student's attempted credits, as follows:

| <u>Credits Attempted</u> | <u>Minimum Cumulative GPA</u> |
|--------------------------|-------------------------------|
| ≥0 through 12            | 1.50                          |
| >12 through 24           | 1.75                          |
| >24                      | 2.00                          |

Academic Probation and Dismissal will be determined at the end of each full semester. The full fall semester is defined as fall I and fall II. The full spring semester is defined as spring I and spring II.

A student is entitled to a maximum of three consecutive semesters on Academic Probation, as outlined below, called (1) initial probation, (2) first continuing probation, and (3) second continuing probation.

While on academic probation, students may not register for more than twelve (12) academic credits per full semester.

All students on academic probation must meet with their advisor before registering for the next semester.

#### (1) Initial Probation Semester

If a student fails to earn the minimum cumulative GPA Standard by the end of a full semester, that student will be placed on Academic Probation.

During the initial probation semester, a student must earn the minimum cumulative GPA Standard by the end of the second session.

If, by the end of the second session of the initial probation semester, neither a student's cumulative GPA nor semester GPA meets the minimum standard, the student will be dismissed from the College.

### (2) First Continuing Probation Semester

If, by the end of the second session of their initial probation semester, a student's cumulative GPA does not meet the minimum standard, but their semester GPA equals or exceeds the cumulative standard, they will automatically be placed on the first semester of continuing probation.

If, by the end of the second session of the first continuing probation semester, neither a student's cumulative GPA nor semester GPA meets the minimum standard, the student will be dismissed from the College.

### (3) Second Continuing Probation Semester

If, by the end of the second session of their first continuing probation semester, a student's cumulative GPA does not meet the minimum standard, but their semester GPA equals or exceeds the cumulative standard, they will automatically be placed on the second semester of continuing probation.

If, by the end of the second session of their second continuing probation semester, a student's cumulative GPA does not meet the minimum standard, whether or not their semester GPA equals or exceeds the minimum standard the student will be dismissed from the College.

### Terms of Academic Probation

In addition to the GPA requirements outlined above, students on Academic Probation must adhere to the following terms:

- A. Register for no more than 12 credits per full semester.
- B. Engage in weekly academic support at the college.
- C. Meet with an advisor before registering for the next semester.

Any student found to be in violation of these terms may be dismissed.

To exit from academic probation a student must earn the minimum cumulative GPA standard based on cumulative credits attempted.

### Dismissal and Readmission

Academically dismissed students may not attend any Guttman classes for a minimum of one semester. A student who has been away from Guttman for one semester or more must follow all posted Guttman readmission deadlines and procedures if they wish to reenroll. Denials of readmission following academic dismissal may be appealed to the Provost. Students who are readmitted to the college following academic dismissal will be immediately placed on first continuing probation.

### **Bridge Program Attendance**

Regular and punctual attendance at and participation in all Bridge Program (BP) assignments and activities at Stella and Charles Guttman Community College are required in order to matriculate and move into fall classes. Two incidences of lateness are equivalent to one missed class session. Students who miss more than one day or its equivalent (4 class sessions) without documented extenuating circumstances shall not be permitted to attend Guttman CC in the fall.

A student who misses one day or its equivalent (4 class sessions) will be required to meet with the Dean of Student Engagement to discuss the circumstances of the absence and how s/he will make up the activity or activities that were missed. Students will be encouraged to continue attending and fully participating in the BP with the understanding that a final decision will be made about their ability to enroll for the fall semester. Decisions about fall enrollment will be made by a committee composed of the representatives of the Office of Student Engagement, the Office of Academic Affairs, and the faculty.

Students not permitted to take classes in the fall semester to which they have been admitted will have the option of deferring admission until the following semester. Students who defer admission will be required to attend and participate fully in the BP the following semester regardless of the extent of attendance and participation in their first BP.

## Grading

### Grading Glossary and Guidelines

Faculty members assign grades based on the glossary below. Each grade carries a certain number of “quality points,” which are be used to calculate Grade Point Average, or GPA.

#### GRADING GLOSSARY

| Grade | Explanation   | Quality Points | 100 Point Scale | Included in GPA? |
|-------|---|----------------|-----------------|------------------|
| A+    |   | 4.00           | 97.0 – 100      | YES              |
| A     | Excellent   | 4.00           | 93.0 – 96.9     | YES              |
| A-    |   | 3.70           | 90.0 – 92.9     | YES              |
| B+    |   | 3.30           | 87.0 – 89.9     | YES              |
| B     | Good  | 3.00           | 83.0 – 86.9     | YES              |
| B-    |   | 2.70           | 80.0 – 82.9     | YES              |
| C+    |   | 2.30           | 77.0 – 79.9     | YES              |
| C     | Satisfactory  | 2.00           | 73.0 – 76.9     | YES              |
| C-    |   | 1.70           | 70.0 – 72.9     | YES              |
| D+    |   | 1.30           | 67.0 – 69.9     | YES              |
| D     | Passing   | 1.00           | 60.0 – 66.9     | YES              |
| F     | Failure/unsuccessful completion of course   | 0.00           | 00.0 – 59.9     | YES              |
| P     | Pass  | --             | --              | NO               |
| R     | No Credit   | --             | --              | NO               |
| W     | Withdrew (Student attended at least one class session)  | --             | --              | NO               |
| WA    | 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                             | --             | --              | NO               |
| WN    | Never attended  | --             | --              | NO               |
| WU    | Withdrew unofficially after attending at least one class session  | 0.00           | --              | YES              |
| NC    | For courses in the First Year Experience, students receive a grade of “NC” in lieu of a grade of “F” for failure to pass the course. The “NC” is also used for administrative actions such as disciplinary dismissals | --             | 00.0 – 59.9     | NO               |

| Grade | Explanation  | Quality Points | 100 Point Scale | Included in GPA? |
|-------|--|----------------|-----------------|------------------|
| INC   | Term's work incomplete – "INC" Contract needed   | --             | --              | NO               |
| FIN   | "F" from incomplete; used when the "INC" grade lapses to a "FIN," which is computed in the GPA as an "F"                   | 0.00           | --              | YES              |
| PEN   | Grade pending; a temporary grade when the final grade requires further evaluation and the "WU" and "INC" are inappropriate | --             | --              | NO               |

**REGISTRAR ASSIGNED GRADES**

| GRADE                          | EXPLANATION   | DETAILS  |
|--------------------------------|---|--|
| <b>WN (Never Attended)</b>     | Student never attended class and did not officially withdraw. | <p><i>This grade appears pre-populated for the student in question when the faculty member brings up the roster to assign grades in CUNYfirst. A “WN” is assigned by the Registrar based upon faculty responses on the Verification of Enrollment (VOE) roster, which is submitted at the beginning of each semester – see the academic calendar. A “WN” can be rescinded by the Rescind Deadline (see Academic Calendar) if the student was erroneously marked as ‘absent’ prior to the VOE date. The “WN” does not appear on the student transcript and does not have a net effect on the student’s GPA.</i></p> <p><i>It is imperative that a WN Rescind Form be completed by the deadline if the student attended the course because it has a direct and immediate negative impact on the students' financial aid eligibility.</i></p> |
| <b>WD (Withdraw Drop)</b>      | Student officially drops the class.                           | <p><i>The student officially drops class during the Program Adjustment Period (after the financial aid certification date and before the end of the refund period). This grade appears pre-populated for the student in question when the faculty member brings up the roster to assign grades in CUNYfirst. The “WD” does not appear on the student transcript and does not have a net effect on the student’s GPA. See academic calendar for dates.</i></p>  |
| <b>W (Official Withdrawal)</b> | Student officially withdraws from a class.                    | <p><i>The student officially withdraws from a class after the Program Adjustment Period but before two-thirds of the term or session has elapsed – see the academic calendar for specific dates. This grade appears pre-populated for the student in question when the faculty member brings up the roster to assign grades in CUNYfirst. A “W” appears on the student transcript, but has no net effect on the student’s GPA.</i></p>   |
| <b>PEN (Grade Pending)</b>     | Grade for this student is pending                             | <p><i>This is a temporary grade awarded when the disposition of the final grade requires further evaluation and when the “WU” or “INC” grades are inappropriate. “PEN” is also used to facilitate the implementation of the Procedures for Imposition of Sanctions whereby colleges must hold a student’s grade in abeyance pending the outcome of the academic review process. Final determination of the grade will depend on final evaluation by the instructor or the outcome of the college’s academic review process. The “PEN” appears on the student transcript but does not have a net effect on the student’s GPA.</i></p>   |

**FACULTY ASSIGNED GRADES**

| GRADE                             | EXPLANATION  | DETAILS  |
|-----------------------------------|--|--|
| <b>WU (Unofficial Withdrawal)</b> | Student attended at least one class session, but then stopped attending altogether without an official withdrawal.   | <i>“WU” can also be assigned in the case of <b>excessive absences</b> for which there is no basis to give a final letter grade of “A” to “F,” and the conditions for a grade of “INC” do not apply. A “WU” is calculated into the student’s GPA and is equivalent to an “F.” According to CUNY, a “WU” means the student “withdrew unofficially after attending at least one class session.” Thus, if a student stops attending at any point and fails to return to class, then a “WU” is appropriate. In the event that a medical or other personal situation arose, preventing the student from attending, that student would have the option to appeal that the “WU” be converted to an administrative withdrawal, after the fact.</i>  |
| <b>NC (No Credit Granted)</b>     | This grade may be assigned under two scenarios: 1) for a student who has been attending the class, but whose performance does not meet the academic standards set forth by the faculty; 2) for a student who has been subjected to an administrative action, such as a disciplinary dismissal. | <i>This grade is available for the following classes ONLY: ENGL 103, LASC 101, LASC 102, MATH 103, MATH 103A, MATH 103B, SOSC 111, SOSC 113. <b>The first time a student takes any of the above-listed courses the “NC” grade is the default available failing grade.</b> If the student is unsuccessful in the re-taken course, a grade of “F” must be assigned. The “NC” appears on the student’s transcript but does not have a net effect on the student’s GPA. In cases where the student has been subject to an administrative action such as a disciplinary dismissal the Registrar will assign the “NC” grade.</i>   |
| <b>INC (Incomplete)</b>           | Student completes at least three-fourths (75%) of the course requirements with a passing grade, but does not complete the entirety of the course requirements.   | <i>The faculty member should be confident that the student can complete the missing work within the allotted time and a contract spelling out the steps to complete the missing work is to be completed. The contract should be submitted by the grading deadline to the Office of Academic Affairs. <b>A student who is academically failing the course based on work completed to-date or who needs to repeat the course should not be assigned an INC.</b> Rather, this student should receive an NC, WU, or F, depending on the circumstances (see above). The instructor assigns the INC in CUNYfirst. The INC appears on the student’s transcript, but is not calculated in a student’s GPA and has no impact on it. If the student does not satisfactorily complete the missing work by the date specified in the INC contract or by the last date of the following term, the grade automatically reverts to an NC for designated courses in the first year and to an “FIN” for all other courses. An FIN is equivalent to an “F” and is calculated into the student’s GPA.</i> |

|                    |  |   |
|--------------------|--|---|
| <b>F (Failure)</b> | A continuing student whose work did not meet minimum academic standards of course. | <i>A continuing student whose work does not meet minimum academic standards needed for a higher letter grade –because of poor academic quality of the work and/or failure to submit it should receive an earned “F” grade. An “F” is calculated into the student’s GPA.</i> |
|--------------------|--|---|

## Grade Changes

Guttman 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.

## Grade of Incomplete (INC)

An instructor may assign the grade of “INC” (Incomplete) when a student’s work has not been completed and the instructor deems that the student can complete the work within an agreed upon time determined by the instructor, but which may not exceed the last day of the term following the one in which the “INC” is assigned. Term refers to the combination of Fall I and Fall II sessions or Spring I and Spring II sessions. The Fall and Spring terms at Guttman are 18 weeks. If the instructor agrees to a date less than a term, the instructor is responsible to submit a change of grade from with a grade of FIN right after the deadline of the contract if course work is not completed.

Faculty are required to complete and submit a completed written “Contract for a Grade of Incomplete” (INC) before assigning a student a grade of incomplete. The INC contract must be signed by the instructor and the student and submitted to the Office of Academic Affairs.

To be eligible for an “INC”, the student must have completed at least 75% of the course requirements and based on that work, be passing the course and be reasonably expected to complete the course requirements no later than the allotted time or the last day of the following term. If the work is not successfully completed within the time limit or the date agreed at the time the contract was completed and signed, the student will automatically receive an “NC” or a “FIN” as appropriate for the course. If the work is successfully completed within the time limit, the instructor will need to request a change of grade by completing and submitting a “Request for Grade Change” form replacing the “INC” grade with the

appropriate grade earned. When you submit a Change of Grade form to change the INC grade to a letter grade, a copy of the previously submitted INC contract must be submitted along with the Change of Grade form.

An “INC” will not be given to a student who needs to repeat a course or to a student who is failing a course. An instructor may also assign an “INC” when a student is absent from a course final exam. At the time when the contract is signed, the instructor is free to set the deadline for a make-up exam. The deadline may not exceed the last day of the term following the one in which the “INC” is assigned. If the make-up is not taken within the time limit, the student will automatically receive an “NC” or “FIN” as appropriate for the course. If the student takes the make-up within the time limit, the instructor will submit a grade change form replacing the “INC” grade with the appropriate grade earned. If the instructor agrees to a date less than a term, the instructor is responsible to submit a change of grade form with a grade of FIN right after the deadline of the contract if course work is not completed.

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 term. The grade of “FIN” counts in the GPA as an “F.” An instructor should give an “INC” grade in consultation with the student within the following guidelines:

- Only when a student can reasonably be expected to complete the course requirements no later than the last day of the following term;
- 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 term;
- When determining the final grade requires further evaluation for reasons other than those identified in the CUNY “Policy on Academic Integrity”.

### **Grades of NC or F**

For designated courses in the First Year Experience at Stella and Charles Guttman Community College, students will receive a grade of NC in lieu of a grade of F for failure to pass the course. A student must repeat the course if he or she receives a grade of NC in any of these courses. If a student fails the course in any subsequent attempt, then s/he will receive a grade of F instead of NC. The NC indicates unsatisfactory completion of the course. The NC has no impact on the GPA but may negatively impact Federal and State Satisfactory Academic Progress calculations and may result in the loss of Federal or State financial aid.

If a student fails the same course two times (i.e., one NC and one F), there will be an intervention by Office of Student Engagement or her/his designee. The student may be allowed to repeat the course a third time under specified conditions. The “NC” is also used for administrative actions such as disciplinary dismissals.

These courses are:

- LASC 101 City Seminar I
- LASC 102 City Seminar II
- SOSC 111 Ethnographies of Work I
- SOSC 113 Ethnographies of Work II
- ENGL 103 Composition I
- MATH 103 Statistics
- MATH 103 A Statistics A
- MATH 103 B Statistics B

### **Grade Point Average (GPA) Calculation**

A student’s Grade Point Average (GPA) is calculated by dividing the total point value of grades earned by the total number of credits attempted. In the example below,  $19.95 / 7.5 = 2.66$ . As shown in the Grading Glossary, 2.66 is within the range of a B- average.

Based on these grades, this hypothetical student has a GPA of B-. This is the result of dividing 19.95 total grade points earned by the total of 7.5 credits carried by the courses taken. The result, known as the quotient, is 2.66.

### **Honors List Criteria**

Guttman Community College will have an Honors List.

Students will be enrolled on the list at the end of each spring semester and fall semester as defined by the CUNY uniform academic calendar. There will be two criteria for enrollment:

1. Students must have completed the following courses with a passing grade:
  - a. LASC 101 - City Seminar I
  - b. LASC 102 - City Seminar II
  - c. SOSC 111 - Ethnographies of Work I
  - d. SOSC 113 - Ethnographies of Work II
  - e. MATH 103 (or MATH 103 A and MATH 103 B) – Statistics (or Statistics A and B)
  - f. ENGL 103 - Composition I
  
2. Students must have a cumulative GPA of 3.50 based on all courses on record at the time of calculation.

### **Independent Study Course**

Independent Study courses at Guttman Community College are courses that go beyond those regularly offered by the college. These courses will feature individual design and initiative on the part of the student and will be focused on a unique academic project or exploration not addressed by regularly scheduled courses at the college.

Guidelines for eligibility for Independent Study:

These courses may be taken by individual students or by a small group of students not to exceed four students. The students must have completed the First Year Experience Core courses and have a minimum GPA of 2.5.

These courses will normally be developed by the student(s) and the faculty member working together. They can be designed for anywhere from 1 to 3 credit hours and should use the guideline that each credit hour earned (in a twelve week session) should require approximately 3 hours per week of work on the part of the student (including meeting with the faculty member and working independently).

The form for independent study must be completed, approved, and filed with the registrar prior to the end of the academic session previous to which the work will be completed.

### **Maximum Credit Load for Fall II and Spring II Sessions**

Students may not register for more than two courses (not to exceed 9 credits or 9 equated credits) during a 6-week session (i.e., Fall II and Spring II). Exceptions may be granted through special permission. Students will not be eligible for an exemption in the first 6-week session of their first year.

In order to receive special permission, students must obtain written and signed permission from their Program Coordinator and the Dean of Academic Affairs in order to register for a third course during the 6 week session. To be considered for a third course, students must have passed all developmental skills exams and have a GPA of 3.0.

### **Graduation**

## **Graduation Requirements**

Guttman Community College 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 College 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 Guttman 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 College.

## **Graduation Honors**

Students who earn a GPA of 3.50 or greater for credits received from Stella and Charles Guttman Community College upon graduation will be awarded the designation "Graduating with Honors."

## **Readmission**

If you are applying to a CUNY college that you have previously attended, do not complete a Transfer Admission Application. Instead, you must submit a complete Application for Readmission.

Instructions for Readmission (Incomplete Applications Will Not Be Processed.)

- Your Application for Readmission should be filed immediately, according to the deadline listed on the "Readmission Process" web page.
- Any holds on your record must be cleared prior to submitting this form.
- The \$20 readmission application processing fee is non-refundable.
- Students in Good Academic Standing (see criteria for Academic Standing in the College Bulletin)
- Pay the \$20 Readmission Fee by check or money order at the Bursar's Office.
- Obtain Immunization Clearance from the Registrar's Office.
- Proof of Residency must be confirmed if your residency has changed since your date of last attendance.
- Return your Readmission Application for processing to the Registrar's Office.

Students in Poor Academic Standing (see criteria for Academic Standing in the College Bulletin)

- If your cumulative GPA is below 2.00, you must write an Appeal Letter to the College Committee on Academic Appeals.
- The Readmission Application must be filed along with your Appeal Letter.
- Pay the \$20 Readmission Fee by check or money order at the Bursar's Office.
- Obtain Immunization Clearance.
- Proof of Residency must be confirmed if your residency has changed since you last attended.
- Return your Readmission Form for processing to the Registrar's Office. Your Readmission Application, including all supporting documents will be reviewed by the Committee for Academic Appeals.
- You will be notified by The Office of Academic Affairs of the status of your Application for Readmission in writing.

## **Remediation**

### **Exit from Remediation**

Guttman Community College 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 College 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.

### **Initial Statistics and Mathematical Placement**

Placement into Math 103 or Math 103A/B (which are required for graduation):

All incoming first-year students who have demonstrated Basic Algebra proficiency prior to the beginning of the fall semester will be placed into Math 103. All other incoming first-year students will be placed into Math 103A.

Effective December 2016, according to CUNY guidelines, students will no longer be required to pass the CEAFE to pass elementary algebra and to qualify for credit-bearing course work in mathematics. The CEAFE will continue to count 35 percent of the grade in this course, and passage of the course with an average of 70 or higher will qualify the student at minimum for enrollment in the same credit courses as prior to December 2016.

All students will need to demonstrate proficiency in Basic Algebra prior to beginning Math 120: College Algebra. Any student who has demonstrated proficiency in Basic Algebra and has a combined score of 100 on the M2 and M3 portions of the CUNY Math Assessment Tests will be placed into Math 201: Precalculus rather than Math 120: College Algebra.

### **Repeated Courses and Grades**

According to CUNY 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).

Guttman students may not generally repeat a course already passed or for which they have already received credit via transfer, 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 the 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.

### **Transfer Credit Evaluation**

For each entering class at the College, the Registrar will review all previous college-level, academic coursework taken while in high school as CUNY College Now study, or analogous study under the auspices of an accredited college outside of CUNY, and appearing on the transcript of that college, or as AP credit reported directly to the College by the College Board.

For former Guttman students applying for readmission to Guttman, the Registrar will review only coursework that was completed at a CUNY institution during the semesters between previous Guttman enrollment and Guttman readmission.

To qualify for credit, the following conditions must apply:

1. Coursework at CUNY, including College Now, must show a grade of D or better.
2. Coursework taken while in high school under the auspices of an accredited college outside of CUNY must show a grade of C or better.
3. AP courses must have an exam score of 4 or better as reported by the College Board.
4. The course must compare substantially to the Guttman course for which credit is awarded.

The Registrar will consult appropriate faculty to make a determination whether or not such coursework is applicable to Statistics, Composition I, or to work required for a particular degree program.

If the credit that is awarded is in lieu of a course normally taken in the first year, the registrar will alert the Office of Student Engagement. Students will not be exempted from City Seminar I or II or from Ethnographies of Work I or II.

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

Appeals of the Transfer Credit Evaluation may be made to the Committee on Academic Appeals whose decision will be final.

This policy does not alter the graduation requirement of the successful completion of at least 45 degree credits at Guttman Community College with no more than 9 outside credits applied to the course in the program of study category.

### **Writing Intensive Courses**

Two Writing Intensive (WI) courses are required to graduate: ENGL 203 (for all students) and one other WI course in the student's program of study.

The following courses are Writing Intensive:

ENGL 203 Composition II

a "Pathways" approved course for all students in the general education curriculum

LASC 254 Capstone Seminar in the Liberal Arts & Sciences

for students in the Liberal Arts and Sciences program of study

HSVC 213 Health & Human Services Policy

for students in the Human Services program of study

INFT 233 Systems Analysis & Design

for students in the Information Technology program of study

UBST 253 Urban Research Seminar

for students in the Urban Studies program of study

ECON 204 Contemporary Economic Issues

for students in the Business Administration program of study

Features of a WI course:

1. Integration of low-stakes and high-stakes writing, with formal assignments counting for at least 20% of the final grade.
2. Integration of peer review in assignment workflow
3. Revision of graded work (into a longer, reorganized "finished" piece) built into assignment workflow
4. Integration of self-reflective or discipline-based writing.
5. This can include self-reflections as well as book reviews, job cover letters, college statements of purpose, business plans, or other professional assignments which integrate self-reflection into a broader writerly purpose based on the course.

6. Page Guidelines: 100-level courses should have, at minimum, 10 pages (approx. 2500 words) of informal writing and 10 pages of formal work; 200-level courses should have, at minimum, 15 pages (approx. 3750 words) of informal and formal writing each.
7. Reading and/or Research integrated into assignment workflow.
  - a. Reading and research assignments should be challenging and guided by in-class work, as relevant to the discipline of study.
8. An explicit information literacy component should be included for both 100- and 200-level courses. Examples include simple “research logs,” formal annotated bibliographies, or other discipline-specific reviews of primary and secondary material.

## COURSE CATALOG

### **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.

Pre-requisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B

Co-requisite: MATH 120

### **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.

Pre-requisites: ACCT 121; Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120

### **ANTH 101 (Credits: 3, Hours: 3)**

#### **Introduction to Cultural Anthropology**

This course is an introduction to the field of cultural anthropology. Anthropology is the study of humanity, past and present, but it is also a set of tools and a way of knowing that helps us make sense of the world. Cultivating an anthropological perspective means developing a sense of curiosity about how cultures came to be, what the meaning, benefits and consequences of particular cultural beliefs and practices are, and what alternative exist. Studying anthropology helps us begin to see that there is no one way to be human and that one of the great strengths of humanity is our ability to adapt.

Pre/Co-requisites: None

### **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/Co-requisites: None

### **BIOL 122 (Credits: 3, Hours: 3)**

#### **Introduction to Biology**

*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/Co-requisites: None

**BIOL 211 (Credits: 3, Hours: 3)****Biology I**

*Satisfies the CUNY Pathways requirement in Life and Physical Sciences, STEM variant*

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-requisites: MATH 103 OR MATH 103A and MATH 103B

**BIOL 212 (Credits: 3, Hours: 3)****Human Biology**

*Satisfies the CUNY Pathways requirement in Life and Physical Sciences, STEM variant*

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/Co-requisites: None

**BIOL 221 (Credits: 3, Hours: 3)****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.

Pre-requisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120; and a 'C' grade or higher in BIOL 211

**BIOL 231 (Credits: 4, Hours: 3 Lecture, 3 Lab)****Microbiology**

This course is for students in the LASC Science & Math Track. It introduces students to basic concepts specific to microbial structure/function, metabolism, regulation and growth. In Microbiology, students will explore the structure, function, and taxonomy of microbes, including bacteria and viruses, and their relationships to health and disease. The format of this course includes both lecture and laboratory work.

Pre-requisites: MATH 103 OR MATH 103A and MATH 103B; a 'C' grade or higher in BIOL 211; and a 'C' grade or higher in CHEM 211

Co-requisite: BIOL 221

**BIOL 251 (Credits: 4, Hours: 3 Lecture, 3 Lab)****Genetics**

This course is recommended for students who wish to pursue a degree in the biological sciences and/or professional school (i.e. medical school, pharmacy school). Students who take this course will gain an understanding of the principles of heredity, including gene transmission, mutation, recombination and function. The course will use current issues in genetics research to explore ethical issues related to the use of genetics in modern medicine.

Pre-requisites: MATH 103 OR MATH 103A and MATH 103B; a 'C' grade or higher in BIOL 211, and a 'C' grade or higher in CHEM 211

**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. Pre-requisites: MATH 103 or both MATH 103A and MATH 103B

**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.

Pre-requisites: MATH 103 or both MATH 103A and MATH 103B; BUSI 102

**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/Co-requisites: None

**BUSI 298 (Credits: 1, 2, or 3; Hours: 1, 2, or 3)**

**Independent Study**

See Independent Study policy, above.

Pre/Co-requisites: Permission of the instructor required.

**CHEM 110 (Credits: 3, Hours: 3)**

**Introduction to Chemistry**

*Satisfies the CUNY Pathways flexible common core 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/Co-requisites: None

**CHEM 120 (Credits: 3, Hours: 2 Lecture, 2 Lab)**

**Introduction to Biological Chemistry**

Introduction to Biological Chemistry is a one semester course with lecture, recitation and laboratory components designed for non-science and science majors. This course covers the fundamental concepts of general chemistry integrated with the essential features of organic and biochemistry. Topics covered include matter, atomic structure, the periodic table, energy, molecular and intermolecular bonding, chemical reactions, the structure, properties and behavior of simple organic molecules, polymers, food, household chemicals, the molecular features of carbohydrates, proteins and lipids. The relationship between molecular structure and macroscopic properties is emphasized. Radioactivity, its effects and uses in biological systems are briefly introduced.

Pre-requisites: MATH 103 or both MATH 103A and MATH 103B; ENGL 103

Pre/co-requisites: ENGL 203

**CHEM 211 (Credits: 4, Hours: 3 Lecture, 3 Lab, 1 Recitation)**

### **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.

Pre-requisites: Demonstration of Elementary Algebra Proficiency; MATH 103 or both MATH 103A and MATH 103B

Co-requisite: MATH 120

### **CHEM 221 (Credits: 4, Hours: 3 Lecture, 3 Lab, 1 Recitation)**

#### **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.

Pre-requisites: Demonstration of Elementary Algebra Proficiency; MATH 103 or both MATH 103A and MATH 103B; MATH 120; and a 'C' grade or higher in CHEM 211

Pre/Co-requisite: MATH 201

### **CHEM 241 (Credits: 4, Hours: 3 Lecture, 4 Lab)**

#### **Analytical Chemistry**

Analytical Chemistry provides practical, hands-on experience in the design and application of quantitative analytical techniques to obtain detailed, quantitative information about chemically molecules and systems. Through lecture and laboratory learning experiences, students acknowledge state-of-the-art methodologies for quantitative analysis, data validation via hands-on learning approaches, and develop and integrate appropriate methods to answer specific chemical questions.

Pre-requisites: Demonstration of Elementary Algebra Proficiency; CHEM 211; MATH 103 or both MATH 103A and MATH 103B; MATH 120; MATH 201; CHEM 221

### **COMM 101 (Credit: 3, Hours: 3)**

#### **Speech Communications**

Communication 101 is an introduction to the field of communication studies. The course focuses on public speaking and other forms of oral and written communication and will provide students with the skills needed to deliver original speeches and develop an awareness of theories of interpersonal communication. Students will learn how to communicate effectively in oral and written presentations for professional, academic, and personal settings. A significant part of the course focuses on learning the material through class exercises, in a variety of small groups and reflecting on these experiences.

Pre/Co-requisites: None

### **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.

Pre-requisites: Demonstration of Elementary Algebra Proficiency; MATH 103 or both MATH 103A and MATH 103B

Co-requisite: MATH 120

### **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.

Pre-requisites: Demonstration of Elementary Algebra Proficiency; MATH 103 or both MATH 103A and MATH 103B

Pre-requisites: MATH 103 or MATH 103A and 103B

Co-requisite: MATH 120

### **ECON 204 (Credits: 3, Hours: 3)**

#### **Contemporary Economic Issues**

*This course is Writing Intensive.*

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.

Pre-requisites: ENGL 203; Completion of 45 degree credits

### **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-requisite: ENGL 103

### **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/Co-requisites: None

### **ENGL 203 (Credits: 3, Hours: 3)**

#### **Composition II**

*Satisfies 3 of 6 credits of the CUNY Pathways requirement in English Composition*

*This course is Writing Intensive.*

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-requisite: ENGL 103

### **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/Co-requisites: ENGL 103

### **ENGL 214 (Credits: 3, Hours: 3)**

#### **20th Century American Literature: Introduction to Women Writers**

ENGL 214 is a course in critical thinking, reading and writing. It will provide a thorough introduction to Twentieth Century American women writers, using a variety of genres: essays, short fiction, drama, novels, and poetry. The course concentrates on themes relevant to women’s experiences, and takes into consideration the diversity of women’s experiences. Literary elements such as theme, plot, character development, tone and style, point of view, setting, and figurative language will be examined. Literary theories will be examined in relation to themes within the texts.

Throughout the semester, the following concepts will be addressed on a regular basis: Contributions of Twentieth Century Women Writers, Literary Analysis, Women’s Roles, and Women’s Issues/Themes.

Pre-requisite: ENGL 103

Co-requisite: ENGL 203

### **ENGL 215 (Credits: 3, Hours: 3)**

#### **Topics in Literature**

This course will explore specific critical and thematic approaches to selected works of literature in English. Topic varies with each offering. Course description may be obtained from Program Coordinator before registration.

Pre/Co-requisites: ENGL 103; ENGL 203

### **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.

Pre-requisites: MATH 103 or both MATH 103A and MATH 103B

### **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.

Pre-requisites: MATH 103 or both MATH 103A and MATH 103B; EVSC 121

### **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-requisite: ENGL 103

### **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-requisite: ENGL 103

### **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/Co-requisites: None

### **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/Co-requisites: 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/Co-requisites: 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/Co-requisites: 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.

Pre-requisites: HSVC 103

Co-requisite: HSVC 201

### **HSVC 201 (Credits: 3, Hours: 7-8)**

#### **Fieldwork and Integrative Seminar I**

*Students are required to complete SPARC training before participating in any internship course. Training must be completed within the same academic year as, and prior to, the internship course.*

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.

Pre-requisites: LASC 101; LASC 102; SOSC 111; ENGL 103; HSVC 103; Fieldwork Interview; minimum 2.0 GPA

Co-requisite: HSVC 113

### **HSVC 203 (Credits: 3, Hours: 10-10.5)**

#### **Fieldwork and Integrative Seminar II**

*Students are required to complete SPARC training before participating in any internship course. Training must be completed within the same academic year as, and prior to, the internship course.*

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.

Pre-requisites: HSVC 103; HSVC 113; HSVC 201

### **HSVC 204 (Credits: 3, Hours: 3)**

#### **Special Topics in Fields of Practice**

*Students are required to complete SPARC training before participating in any internship course. Training must be completed within the same academic year as, and prior to, the internship course.*

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.

Pre-requisites: HSVC 103

**HSVC 213 (Credits: 3, Hours: 3)****Health and Human Services Policy**

*This course is Writing Intensive.*

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.

Pre or Co-requisites: HSVC 103; GOVT 202

**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.

Pre-requisites: HSVC 103

**HSVC 298 (Credits: 1, 2, or 3; Hours: 1, 2, or 3)****Independent Study**

See Independent Study policy, above.

Pre/Co-requisites: Permission of the instructor required.

**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/Co-requisites: None

**INFT 201 (Credits: 3, Hours: 4)****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.

Pre-requisites: INFT 102

**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.

Pre/Co-requisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120; INFT 211; INFT 203

### **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.

Pre/Co-requisites: None

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

#### **Internship in Information Technology**

*Students are required to complete SPARC training before participating in any internship course. Training must be completed within the same academic year as, and prior to, the internship course.*

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.

Pre/Co-requisites: INFT 102; INFT 211; INFT 201; INFT 202; INFT 203; INFT 221; Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120; Completion of 45 degree credits.

### **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.

Pre-requisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120

### **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/Co-requisites: 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/Co-requisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120; INFT 211

**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.

Pre-requisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120; INFT 211

**INFT 233 (Credits: 3, Hours: 4)**

**Systems Analysis & Design**

*This course is Writing Intensive.*

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.

Pre/Co-requisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120, INFT 102, INFT 203, INFT 211, INFT 201, INFT 202,

Co-requisites: INFT 211, INFT 201, INFT 202

**INFT 298 (Credits: 3, Hours: 3 plus independent work)**

**Independent Study**

See Independent Study policy, above.

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.

Pre-requisites: Permission of the instructor required; Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120; INFT 102; INFT 201; INFT 202; INFT 211; INFT 221; Completion of 45 degree credits.

**LASC 101 (Credits: 3, Hours: 3 Lecture, 3 Practicum, 3 Recitation)**

## **City Seminar I**

*Satisfies the CUNY Pathways flexible common core in U.S. Experience in Its Diversity*

*Students in LASC 101 also take a 0 Credit/1.5 hour Message course: LASC 100)*

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, 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/Co-requisites: None

Note: All students earn three degree credits for City Seminar I. For students who are not proficient in reading/writing, this course carries an additional 3 developmental credits for financial aid purposes. For students not proficient in mathematics, this course carries an additional 3 developmental credits for financial aid purposes. For students not proficient in mathematics and reading/writing, therefore, this course carries a total of 6 developmental credits for financial aid purposes in addition to 3 degree credits.

## **LASC 102 (Credits: 3; Hours: 3 Lecture, 3 Practicum, 1.5 Message)**

### **City Seminar II**

*Satisfies the CUNY Pathways flexible common core in World Cultures and Global Issues*

City Seminar II introduces students to a variety of perspectives on the world as an interconnected global network of communities and cultures. 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 to communities around the world. Students examine current and past issues related to housing, education, labor, and other issues related to the course topic, and analyze how they impact global communities. 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. While each offering of the course features a specific theme, every City Seminar II builds on students' prior knowledge of the distinctive character, institutions, and socioeconomic composition of New York City, as a global center. To deepen the understanding of national issues students developed in City Seminar I, this course situates the City's physical, social, environmental, and political realities in relation to other global centers.

Pre/Co-requisites: LASC 101

Note: All students earn three degree credits for City Seminar II. For students who are not proficient in mathematics, this course carries an additional 3 developmental credits for financial aid purposes.

## **LASC 200 (Credits: 3, Hours: 3)**

### **The Arts in New York City**

*Satisfies the CUNY Pathways flexible common core 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/Co-requisites: None

**LASC 201 (Credits: 3, Hours: 3)****Environmental Ethics**

See PHIL 201

**LASC 243 (Credits: 3, Hours: 3 plus internship)****Internship Seminar**

*Students are required to complete SPARC training before participating in any internship course. Training must be completed within the same academic year as, and prior to, the internship course.*

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.

Pre-requisites: ENGL 103; 24 earned degree credits

**LASC 254 (Credits: 3, Hours: 3)****Capstone Seminar in the Liberal Arts & Sciences**

*This course is Writing Intensive.*

This course brings together the academic experience of the Liberal Arts and Sciences major through interdisciplinary coursework to explore contemporary issues related to modern society. As a final course in the Liberal Arts and Sciences major, it 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 create a culminating ePortfolio reflecting his or her growth and learning over the course of study.

Pre/Co-requisites: ENGL 103; ENGL 203; completion of 42 degree credits

**LASC 295 (Credits: 3, Hours: 3)****Issues in Global Learning**

*Students are required to complete SPARC training before participating in any Global Guttman experience. Training must be completed within the same academic year as, and prior to, the Global Guttman experience.*

Issues in Global Learning embeds short-term, faculty-led global travel programs within a traditional classroom experience. Rich global learning experiences occur as students move through various phases of participation: as they prepare to travel abroad, during the immersion program, and upon return. Students will integrate their learning into their day-to-day lives and develop a greater sense of their place in a complex, globally interconnected world. Issues in Global Learning uses a multi-dimensional approach to consider big questions of the 21st century related to sustainability, climate, food systems, poverty and globalization, and to explore innovative solutions. Topics will vary.

Pre/Co-requisites: Permission of instructor or acceptance of Global Guttman Program application

**LASC 298 (Credits: 1, 2, or 3; Hours: 1, 2, or 3)****Independent Study**

See Independent Study policy, above.

Pre/Co-requisites: Permission of the instructor required.

**MATH 103 (Credits: 3, Hours: 5)****Statistics**

*Satisfies the CUNY Pathways requirement in Mathematical 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.

The topics addressed include: displaying categorical data using tables, bar graphs, and circle graphs; drawing conclusions about categorical data; displaying quantitative data using dot plots, stem-and-leaf plots, histograms and box-and-whisker plots; describing data distributions using measures of center (mode, mean, and median) and measures of spread (standard deviation, range and IQR); Displaying bivariate data using scatterplots; analyzing bivariate data using linear regression; elementary probability; normal probability distributions, sampling distributions; confidence intervals and hypothesis testing of the proportion and the mean.

Pre/Co-requisites: Demonstration of Elementary Algebra proficiency

### **MATH 103A (Credits: 1.5, Hours: 4.5)**

#### **Statistics A**

MATH 103 A and MATH 103 B are a year-long version, offered in two sequential parts, of MATH 103. *Successful completion of MATH 103 Statistics A and MATH 103 Statistics B satisfies the CUNY Pathways requirement in Mathematical 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. The topics addressed include: displaying categorical data using tables, bar graphs, and circle graphs; drawing conclusions about categorical data; displaying quantitative data using dot plots, stem-and-leaf plots, histograms and box-and-whisker plots; describing data distributions using measures of center (mode, mean, and median) and measures of spread (standard deviation, range and IQR); Displaying bivariate data using scatterplots; analyzing bivariate data using linear regression; elementary probability; normal probability distributions, sampling distributions; confidence intervals and hypothesis testing of the proportion and the mean.

Pre/Co-requisites: None

Note: All students earn 1.5 degree credits for MATH 103A and 3 developmental credits for financial aid purposes.

### **MATH 103B (Credits: 1.5, Hours: 4.5)**

#### **Statistics B**

MATH 103 A and MATH 103 B are a year-long version, offered in two sequential parts, of MATH 103. *Successful completion of MATH 103 Statistics A and MATH 103 Statistics B satisfies the CUNY Pathways requirement in Mathematical 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. The topics addressed include: displaying categorical data using tables, bar graphs, and circle graphs; drawing conclusions about categorical data; displaying quantitative data using dot plots, stem-and-leaf plots, histograms and box-and-whisker plots; describing data distributions using measures of center (mode, mean, and median) and measures of spread (standard deviation,

range and IQR); Displaying bivariate data using scatterplots; analyzing bivariate data using linear regression; elementary probability; normal probability distributions, sampling distributions; confidence intervals and hypothesis testing of the proportion and the mean.

Pre-requisite: MATH 103A

Note: All students earn 1.5 degree credits for MATH 103B and 3 developmental credits for financial aid purposes.

### **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.

Pre-requisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; or permission of 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/Co-requisites: 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.

Pre-requisites: Demonstration of Elementary Algebra Proficiency, MATH 103 or both MATH 103A and MATH 103B; MATH 120; 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. Pre-requisites: Demonstration of Elementary Algebra Proficiency, MATH 103 or both MATH 103A and MATH 103B; MATH 120; MATH 201; or permission from instructor

### **PHIL 103 (Credits: 3, Hours: 3)**

#### **Introduction to Philosophical and Humanistic Thinking**

This course introduces the student to the basic subject matter, questions, and assumptions of study common to Philosophy and the Humanities. Through a preliminary inquiry into how writers, historians, and philosophers represent an idea, such as "The Construction of Knowledge," students will become familiar with how the humanities employ questions of form, effect, affect, and value. Students will draw connections between self and society and reflect on ways personal origins and beliefs affect actions and values. By looking at various dialogues across time, students will begin to see how the philosophical and humanistic thinking fueled and continues to shift socio-political, artistic, cultural and economic conditions. Students will grapple with the intersections of historical and contemporary issues, such as the construction of knowledge in the digital age as they explore the role of Philosophy and Humanistic thinking in the 21st century.

Pre/Co-requisites: None

### **PHIL 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/Co-requisites: None

### **PSYC 101 (Credits: 3, Hours: 3)**

#### **Introduction to Psychology**

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/Co-requisites: None

### **SCI 215 (Credits: 3, Hours: 3)**

#### **Science and Society**

This course builds upon fundamental science knowledge and skills to focus on specific, contemporary topics in science, including but not limited to science policy, biotechnology, medical or research science. Students will develop research skills and review science literature. Readings and discussions based on original literature will offer students an opportunity to study new subject matter in depth. The course will include presentations and emphasize effective communication and group work. Students will explore modern research techniques while learning responsible conduct of research and bioethics. Students should consult course overview for current offerings. Topics vary and reflect the special interests of students and faculty. A term report or examination may be required.

Pre-requisites: MATH 103 or both MATH 103A and MATH 103B

Pre/Co-requisites: ENGL 103

### **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/Co-requisites: None

## **SOCI 201 (Credits: 3, Hours: 3)**

### **Crime and 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/Co-requisites: 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.

Pre-requisites: HSVC 103 or permission of 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.

Pre-requisites: HSVC 103; SOCI 231; SOCI 102

## **SOCI 231 (Credits: 3, Hours: 3)**

### **Introduction to Urban Community Health**

*Satisfies the CUNY Pathways flexible common core in Scientific World*

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.

Pre/Co-requisites: None

**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, and 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.

Pre/Co-requisites: None

**SOSC 111 (Credits: 3, Hours: 3)**

**Ethnographies of Work I**

*Satisfies the CUNY Pathways flexible common core 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/Co-requisites: None

**SOSC 113 (Credits: 3, Hours: 3)**

**Ethnographies of Work II**

*Satisfies the CUNY Pathways flexible common core 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/Co-requisites: 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/Co-requisites: 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/Co-requisites: 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/Co-requisites: 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/Co-requisites: 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/Co-requisites: None

**UBST 253 (Credits: 3, Hours: 3)****Urban Research Seminar**

*This course is Writing Intensive.*

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.

Pre-requisites: ENGL 103; ENGL 203; completion of 45 degree credits

**UBST 298 (Credits: 1, 2, or 3; Hours: 1, 2, or 3)**

**Independent Study**

See Independent Study policy, above.

Pre/Co-requisites: Permission of the instructor required.