



**School  
of  
Professional  
Studies**

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The City University of New York

## **Online Baccalaureate**

### **Course Catalog**

*Revised 4/2/12*

212-652-CUNY (2869)  
[www.cuny.edu/online](http://www.cuny.edu/online)

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**Please note: Course descriptions are subject to change without notice.**

Please call 212-652-CUNY (2869)  
or visit our website at [www.sps.cuny.edu](http://www.sps.cuny.edu) to chat live with an advisor  
if you have any questions about the course descriptions,  
program information, or how to apply online.

## ***Program Overview***

The Online Baccalaureate offers the following majors:

- Bachelor of Science in Business
- Bachelor of Arts in Communication and Culture
- Bachelor of Arts in Disability Studies
- Bachelor of Science in Health Information Management
- Bachelor of Arts in Psychology
- Bachelor of Arts in Sociology

All of these outstanding, accredited degrees use an interactive online format to take full advantage of current technologies. They also provide flexible and convenient ways for working adults to complete their baccalaureate degree.

In today's dynamic and competitive marketplace, professionals are required to think creatively, communicate confidently, solve complex problems, and act decisively. Our degrees prepare graduates to be successful in business, government, health information professions, and the non-profit sector. Each degree will upgrade your professional credentials and position you for advancement into graduate study, should you wish, to continue your education.

## Online Baccalaureate General Education Curriculum

The Online Baccalaureate offers a dynamic general education curriculum for the Online Baccalaureate programs. General education curriculum is based on the principles of "proficiencies" (or skills and competencies) and "perspectives" (or subject matter and content areas).

Our general education courses foster knowledge of human culture and the natural world (in science, social science, mathematics, humanities and the arts), intellectual and practical skills (in communication, quantitative reasoning, information literacy, critical thinking and inquiry), and individual and social responsibility (civic engagement, ethical reasoning, and intercultural awareness).

### Proficiencies:

Categories	Objectives	Credits
Proficiencies:	matters of comprehension and expression	30
English Proficiency	to read, write and speak effectively in English, to analyze, synthesize, and convey ideas and observations	6
Quantitative Reasoning	to understand and apply mathematical principles and to communicate quantitative information effectively	6
Scientific Reasoning	to appreciate the phenomena and processes of scientific knowledge in more than one scientific field	6
Language Proficiency	to communicate in a language other than English and understand the values of its culture	6
Digital Competency	to understand and use the tools of digital technology (hardware, software, Internet, etc.)	3
Information Literacy	to use information critically and responsibly from a variety of sources: to gather, organize and present it effectively	3

### Perspectives:

Categories	Objectives	Credits
Perspectives:	<b>basic knowledge in general areas</b>	30
Global & Civic	social, political and economic issues of the contemporary world	6
Historical	human cultural tradition over time; individuals and movements in historical context	6
Social Scientific	analysis of social interaction and institutions using the analytical methods of the social sciences	6
Aesthetic & Creative	works of art, theater, music, literature analyzed and interpreted using evidence and appropriate methodology	6
Philosophical & Ethical	role of values and ethics in making personal, social, professional decisions	3
Natural Scientific	applying the methods, terminology and reasoning of a branch of natural science	3

## COURSES

### English Proficiency

Objectives for courses in the English Proficiency subject area include writing and speaking effectively in English as well as analyzing, synthesizing, and conveying ideas and observations. Please see below for classes in this subject area.

#### **ENG 101**

#### **College Writing I**

**3 Credits**

*Prerequisite: None*

This course emphasizes expository and analytical writing, longer reading-based essays, attention to reading skills, and research methods in both physical and virtual libraries. Students completing the course should understand the conventions of academic writing and be increasingly fluent in those of computer-mediated communication (e-mail, discussion boards, etc.).

**ENG 102**                      **College Writing II**    **3 Credits**

*Prerequisite: ENG 101, or equivalent*

This course helps students develop the ability to write longer expository essays. While continuing to focus on the writing process, students are introduced to literary genres, and are expected to complete a research project that involves online research, documentation, and the use of source material in an essay that argues an opinion based on well-chosen and compelling evidence.

**ENG 311**                      **Writing for New Electronic Media**    **3 Credits**

*Prerequisite: None*

A writing intensive content creation course designed to teach competence in writing for recently evolved electronic media and to foster an understanding of the theory and practice of writing for those media. The course will cover writing content for Internet news, Internet information, as well as writing content for such applications as wikis, blogs, podcasts, vlogs, and webisodes. Other applications may include techniques for writing instant messages, writing headlines for news alerts, and some writing applications for other hand-held electronic devices. Students will individually create blogs, podcasts, Internet news items, and other content. As groups, they will participate in discussion boards, create wikis, webisodes, and online newscasts.

**Quantitative Reasoning**

Objectives for courses in the Quantitative Reasoning Proficiency subject area include applying mathematical principles and communicating quantitative information effectively. Please see below for classes in this subject area.

Note: Business majors must take MATH 210 or its equivalent as part of the courses necessary to satisfy the Quantitative Reasoning requirement.

**MATH 101**                      **Fundamentals of Mathematics**    **3 Credits**

*Prerequisite: None*

This course will introduce students to various topics in mathematics: set theory, logic, counting and combinatorics (the branch of mathematics that studies finite collections of objects satisfying specified criteria) and historical or alternate base number systems. Students will be expected to apply these constructs to problems in the real world and not simply to consider them abstractly.

**MATH 102**                      **Mathematics in Contemporary Society**    **3 Credits**

*Prerequisite: MATH 101, or equivalent.*

Designed to provide students with an understanding of the mathematical ideas and methods found in the social sciences, the arts, and business, this course covers the fundamentals of statistics, scatter plots, graphics in the media, problem-solving strategies, dimensional analysis, and mathematical modeling. Students can expect to explore real world applications.

**MATH 210**                      **Business Math**    **3 Credits**

*Prerequisite: MATH 101, or equivalent.*

This course prepares students for mathematics required in upper-level business courses. Students will explore the mathematics of finance such as simple interest, compound interest, annuities, amortization and sinking funds. Students will engage in hands-on experience to understand how Microsoft Excel can be used to solve business problems. Case studies will be used to reinforce students' understanding of the concepts and techniques and to demonstrate the application of the methodologies to authentic problem-solving situations.

**MATH 215**                      **Introduction to Statistics**    **3 Credits**

*Prerequisite or Co-requisite: CIS 101*

This course will introduce the basic principles of statistics and probability, with an emphasis on understanding the underlying concepts, real-world applications, and the underlying story that the numbers tell. Students will be expected to use Microsoft Excel's statistical functions to implement analyze data. Broadly speaking, this course will provide an introduction to probability, descriptive statistics, hypothesis testing, and inferential statistics.

**Scientific Reasoning**

Objectives for courses in the Scientific Reasoning Proficiency subject area include appreciating the phenomena and processes of scientific knowledge in more than one scientific field. Please see below for classes in this subject area.

**AST 101**                      **Introductory Astronomy**                      **3 Credits**  
*Prerequisite: None*  
Students learn about stars, and about the astronomical information that forms our model of the universe. Stars and collections of stars will be shown to have a birth as well as an anticipated death predicted by natural laws. Students will learn to understand and express scientific ideas.

**BIO 101**                      **General Biology**                      **3 Credits**  
*Prerequisite: None*  
The course provides an introduction to the chemical basis of life; cellular structure, function and reproduction; photosynthesis and cell respiration; human anatomy and physiology and plant structure and function. Students will have access to virtual labs and computer simulations.

**BIO 201**                      **Anatomy and Physiology 1**                      **3 Credits**  
*Prerequisite: None*  
This course provides students with a foundational understanding of human anatomy and physiology. Starting with an overview of the organization of the human body and the terminology used to describe the location of body parts, the course then discusses basic chemical concepts essential for understanding physiological processes. The characteristics and functions of cells, tissues, and membranes are discussed, as are the anatomical and functional divisions of organ systems including: the skin and integumentary system, musculoskeletal system, nervous system, sensory system, and the endocrine system.

**BIO 202**                      **Anatomy and Physiology 2**                      **3 Credits**  
*Prerequisites: BIO 201*  
This is the second course in human anatomy and physiology. The course covers the composition and functions of blood, followed by an investigation of the cardiovascular system including the anatomy of the heart and the physiology of blood circulation. Additional human organ systems discussed include the respiratory system, digestive system, urinary system, and reproductive system. Human genetics will also be addressed.

**BIO 310**                      **Pathophysiology and Pharmacology**                      **3 Credits**  
*Prerequisites: BIO 202*  
This course combines the study of human disease processes and treatments. The etiology and pathogenesis of diseases are discussed along with the application of diagnostic procedures and patient care. The pathology and underlying principles of the human systems are presented, along with characteristics of typical drugs, side effects, cautions, and interactions.

**(Foreign) Language Proficiency**

Objectives for courses in the Language Proficiency subject area include communicating in a language other than English and understanding the values of its culture. Please see below for classes in this subject area.

**CHIN 101**                      **Beginning Chinese I**                      **3 Credits**  
*Prerequisite: None*  
This course is an elementary introduction to Mandarin Chinese. It is designed for students who have none or little prior experience in the language. The class takes an integrated approach to basic language skills of listening, speaking, reading and writing. It emphasizes pronunciation and the tones, as well as the most basic structure and patterns of Chinese grammar.

**CHIN 102**                      **Beginning Chinese II**                      **3 Credits**  
*Prerequisite: CHIN 101*  
Objectives for courses in the Language Proficiency subject area include communicating in a language other than English and understanding the cultural values of that language. At present, the only language that SPS offers in an online format is Spanish. This course will give our students another language studies option and a chance to read, speak, understand, and write the world's most widely-spoken language.

**LANG 101**                      **Language in the Multicultural Setting**                      **3 Credits**  
*Prerequisite: None*  
This course will introduce the student to the study of language in multicultural urban settings. The course will introduce related topics, such as bilingual/bidialectal families and bilingual education, language and gender, literacy in a changing, technological society, child language acquisition, and different dialects and registers. The readings will draw on works in linguistics, literature and related fields. Students will work on critical reading and produce writing based on the readings in

connections with their own experiences and backgrounds.

**LANG 102                      The Skills and Art of Translation                      3 Credits**

*Prerequisite: None*

This course is an introduction to the techniques of translation, offering practice in translating texts of various types (scientific, technical, legal, medical, commercial, journalistic, and literary). Draft translations will be discussed online with a view towards determining the most accurate translation. Students will also engage in an online discussion of topics covered in the readings. Students must have reading and writing fluency in one or more languages (other than English) to enroll in this course.

**SPAN 101                      Beginning Spanish I                      3 Credits**

*Prerequisite: None*

This course in conjunction with SPAN 102 is designed to provide students with thorough grounding in Spanish grammar and vocabulary. The course will include intensive practice in speaking and listening through the use of audio-video resources. Students enrolled in this course will need a microphone and speakers (or a headset) and a web camera to interact online with the instructor and to record individual, pair, and group work.

**SPAN 102                      Beginning Spanish II                      3 Credits**

*Prerequisite: SPAN 101*

This course, a continuation of SPAN 101, is designed to provide students with thorough grounding in Spanish grammar and vocabulary. The course will include intensive practice in speaking and listening through the use of audio-video resources. Students enrolled in this course will need a microphone and speakers (or a headset) and a web camera to interact online with the instructor and to record individual, pair, and group work.

**Digital Competency**

Objectives for courses in the Digital Competency Proficiency subject area include understanding and using the tools of digital technology (hardware, software, Internet, etc.). Please see below for classes in this subject area.

**CIS 101                      Computer Fundamentals and Applications                      3 Credits**

*Prerequisite: None*

This course is an introduction to computers and their use in information processing. Topics include hardware and software concepts, elements of telecommunications, networks, and the Internet. Emphasis is on using computer programs such as word processing, spreadsheets, and data base management, as well as Internet applications.

**Information Literacy**

Objectives for courses in the Information Literacy Proficiency subject area include using information critically and responsibly from a variety of sources as well as gathering, organizing and presenting it effectively. Please see below for classes in this subject area.

**COM 110                      Digital Information in the Contemporary World                      3 Credits**

*Prerequisite: None*

What does it mean to learn - to inquire, to investigate, to collaborate, to research - online? In this course, students will propose answers to these questions by exploring new communication technologies and probing their impact on contemporary understandings of identity and community. Students will find, examine, and evaluate online resources.

**Global & Civic Perspectives**

Objectives for courses in the Global & Civic Perspectives subject area include exploring social, political and economic issues of the contemporary world. Please see below for classes in this subject area.

**AFRS 101                      Ethnology of Africa                      3 Credits**

*Prerequisite: None*

In this course, students learn about traditional African societies and current African states, with emphasis on the impact of slavery and colonialism, current problems of economic and political development, and Africa's emerging place in 21st-century global interactions.

**FRNS 201                      French and Francophone Cultures Today                      3 Credits**

*Prerequisite: None*

This course features the cultures of contemporary France and selected French-speaking countries or regions in Africa, North

America, the Caribbean and the Far East. Topics are drawn from geography and economics, everyday life, literature and the arts, politics, and racial and ethnic identity. Emphasis is on the diversity of cultures within the French-speaking world.

**GEOG 301 International Migration and Ethnicity 3 Credits**

*Prerequisite: None*

This course is a quantitative and qualitative examination of historic and contemporary international migration patterns. Emphasis is on spatial demographic impacts of immigration policy in the United States with special attention to major urban centers. A comparative analysis of ethnic and racial minorities in the United States will also be offered.

**LAS 101 Latin America and Caribbean Cultures 3 Credits**

*Prerequisite: None*

In this course, students learn about contemporary Latin American and Caribbean cultures by reading and discussing politics, customs, art, music, and cinema. Students will analyze film clips and music, evaluate performances, and conduct online research into selected cultural topics.

**POL 201 Politics and Government of New York City 3 Credits**

*Prerequisite: None*

This course analyzes the politics and government of New York City, including City-State relations; and the role of the City in the region, the nation and the world. Special attention is given to the municipal government's institutions and procedures, and the city's evolving political culture.

**Historical Perspectives**

Objectives for courses in the Historical Perspectives subject area include exploring human cultural traditions over time and studying individuals and movements in historical context. Please see below for classes in this subject area.

**HIST 101 Origin of Western Civilization 3 Credits**

*Prerequisite: None*

This survey course examines Western society from the rise of the first civilizations in the Near East to Europe in the late middle ages. Topics include ancient Mesopotamia and Egypt; the Hebrews; Greek and Hellenistic civilization; the rise and fall of the Roman Empire; the advent of Christianity; the Byzantines; the birth of Islam; the Crusades; feudalism and the medieval worldview.

**HIST 102 Origins of the Modern World, 1500 to the Present 3 Credits**

*Prerequisite: None*

Global relationships in the contemporary world stem from interactions between civilizations that began half a millennium ago. This thematic survey of modern world history introduces students to selected topics which illuminate these patterns and allow us to perceive our own world more clearly.

**HIST 201 The Ascent of Man: An Introduction to the History of Science 3 Credits**

*Prerequisite: None*

Based on the BBC television series by Jacob Bronowski, this course traces the development of civilization through advances in science and technology. Through weekly writing assignments and exploration of the rich internet resources on the history of science, students will deepen their knowledge of the history of science and its significance for world history.

**HIST 202 Twentieth Century World History 3 Credits**

*Prerequisite: None*

This World History course examines social, cultural, political, and economic changes, events, and concepts that defined and shaped the 20th century. Particular emphasis includes height of European imperialism, First World War, rise of totalitarian regimes, Second World War, Cold War, decolonization and the rise of nation-states, genocides and civil wars, revolutions in Asia, Africa and Latin America, Middle East conflict, fall of the Soviet bloc, social and intellectual movements, scientific and technological breakthroughs, and economic globalization. It will also attempt to assess the impact of these and other subjects upon today's world.

**HIST 301 The Colonies in the Eighteenth Century 3 Credits**

*Prerequisite: None*

In this course, students examine the history of the British North American colonies from the close of the 17th century to the ratification of the U.S. Constitution. Through online reading assignments and by working with and interpreting primary sources,

students will explore the divergent histories of the colonies and examine the transition of colonies into states within a federal union.

**HIST 302**                      **History of the Dominican Republic**                      **3 Credits**

*Prerequisite: None*

This course surveys Dominican history from the Tainos to Balaguer. Through frequent short writing assignments based on weekly online discussion, students will analyze Haitian-Dominican relations since colonial times, political and economic conditions since the 19th century, and the impact of US influence.

**HIST 303**                      **The History of Black Civil Rights in the United States**                      **3 Credits**

*Prerequisite: None*

This course examines the history of Black Civil Rights in the United States from colonial America to the present, emphasizing the Civil Rights Movement from the end of the Civil War to the death of Martin Luther King, Jr. Other topics include the status of free African Americans in the colonial period, the federal Constitution and the Supreme Court, women's rights and feminism, affirmative action, racial profiling, reparations, significant personalities, and the cultural response to the Civil Rights Movement.

**Social Scientific Perspectives**

Objectives for courses in the Social Scientific Perspectives subject area include analyzing social interactions and institutions using the analytical methods of the social sciences. Please see below for classes in this subject area.

Note: Business majors must take ECO 202 as part of the courses necessary to satisfy the Social Scientific Perspectives requirement.

**ANTH 110**                      **Urban Anthropology**                      **3 Credits**

*Prerequisite: None*

This course considers the means for investigating large heterogeneous populations from an anthropological perspective. The problems of urbanization in emerging nations, ethnic and cultural differences within the city, and poverty in the urban setting will receive particular attention.

**ECO 201**                      **Microeconomics**                      **3 Credits**

*Prerequisite: CIS 101*

This course is an investigation of the microeconomy as seen through the eyes of the individual consumer and firm. It includes an exploration of profits, employment, and resources via supply and demand as well as elasticity, utility, costs, and market structures. Students will apply these concepts to specific issues, including unions, rent control, job discrimination, the minimum wage, and education.

**ECO 202**                      **Macroeconomics**                      **3 Credits**

*Prerequisite: None*

This course is a study of factors determining national output, income, employment, and prices; the impact of government spending, taxation, and monetary policy; the banking system; economic growth; and international trade.

**PHE 200**                      **Introduction to Public Health**                      **3 Credits**

*Prerequisites: None*

This course introduces students to the basic tenets of public health. The course provides a history of public health, an introduction to the five core disciplines of public health (Epidemiology, Biostatistics, Environmental Health, Social and Behavioral Health, and Health Policy and Management), and an overview of the field's primary functions such as assessment, policy development, and assurance. Students are introduced to the impact of information technology on the field.

**PSY 101**                      **General Psychology**                      **3 Credits**

*Prerequisite: None*

This course examines behavior and mental processes. Topics include research methods, biological bases of brain and mind, sensation-perception, sleep and states of consciousness, learning and memory, development, cognition-intelligence, motivation-emotion, personality, abnormal psychology, and social psychology. The focus is on findings and principles related to everyday life.

**SOC 101**                      **Introduction to Sociology**                      **3 Credits**

*Prerequisite: None*

This course is designed to provide students with an introduction to the theoretical perspectives, concepts, methods, and core research areas in sociology. Students will engage in active learning projects, and complete both formal and informal writing assignments.

**Aesthetic & Creative Perspectives**

Objectives for courses in the Aesthetic & Creative Perspectives subject area include exploring works of art, theater, music and literature while analyzing and interpreting using evidence and appropriate methodology. Please see below for classes in this subject area.

**ART 201**                      **Arts and Civilization: Pre-history through the Middle Ages**                      **3 Credits**

*Prerequisite: None*

The course surveys the visual arts from the prehistoric epoch through the Middle Ages. Works of art are examined in their historical and cultural contexts. Throughout the course we ask: Can a picture or a sculpture tell a story? If so, how? And what story does it tell?

**ART 202**                      **Arts and Civilization: Renaissance through the 21<sup>st</sup> Century**                      **3 Credits**

*Prerequisite: None*

The course surveys the visual arts from the Renaissance through the 21<sup>st</sup> century. Works of art are examined in their historical and cultural contexts. Studying the biographies of artists in order to understand how personality and life experience might define the creative process, we pay special attention to how artists express themselves through the medium of the self-portrait.

**ART 210**                      **Modern Art in the City**                      **3 Credits**

*Prerequisite: None*

This course explores the city as it has been seen through the eyes of modern painters, sculptors, photographers, and architects. Topics addressing the ways artists have responded to the city include 1) documenting urban society and culture; 2) cityscape and landscape; 3) the individual in the city; 4) war and the city; 5) living and working spaces in the city; and 6) the family in the city.

**ENG 201**                      **Introduction to Literature**                      **3 Credits**

*Prerequisite: None*

This course introduces students to the genres of fiction, poetry, and drama. Students will become familiar with the terminology used to discuss and to write about works of literature (plot, setting, conflict, theme, etc.). Emphasis will be placed not just on the formal and thematic concerns of literature but also on its relation to the physical, social, political, and intellectual landscape.

**ENG 211**                      **World Literature: The Evolving Canon**                      **3 Credits**

*Prerequisite: None*

This course explores the evolving canon of world literature through a program of directed readings, lectures, online discussions and group assignments. Students will read influential works of poetry, drama, and fiction, locate these texts in a historical and cultural context, and gain a sense of the connections between literary texts across time and across cultures.

**ENG 301**                      **Science Fiction**                      **3 Credits**

*Prerequisite: None*

This course features works exemplifying many of science fiction's major ideas, including time travel, alien invasion/contact, biological/genetic manipulation, cyberpunk, space opera/future war, post-apocalypse, and utopia/dystopia. Students will explore science fiction's integration into contemporary culture and online resources that connect with the themes and authors.

**ENG 302**                      **Images of Women in Shakespeare**                      **3 Credits**

*Prerequisite: None*

The richness of Shakespeare's range of work defies comprehensive coverage in a single course, but it responds to all sorts of perspectives (historical, cultural, psychological, and literary) as well as points of interests (character types, recurrent themes, dramatic genres, etc.). Consequently, the particular focus of the course will vary according to the instructor's interest.

**ENG 331**                      **Studies in the Folk Tale and the Classic Fairy Tale**                      **3 Credits**

*Prerequisite: None*

This course traces the development of folk tale from the oral form to what is known as the literary fairy tale (a tale never intended for children), exploring its historical and cultural origins. The first part of the course focuses on the universality of folk tales by examining the role that they play in the ethnography of diverse cultures. The second part of the course traces the rise of the literary fairy tale from its origins in the oral folk tale to the *salons* of 17th century Paris, and its gradual transformation by way of contemporary rewritings. Students will read closely the folk tales from several cultures, literary fairy tales, various critical essays, and watch two films to come to a greater understanding of the complex cultural significance of these works.

The course will have several modules. Each two-week long module contains a mini-lecture (and podcast) explaining various aspects of the work in question, a primary and secondary source reading, and perhaps a film.

**FLM 307**                      **Film Literacies: Communicating Culture through Italian Cinema**                      **3 Credits**

*Prerequisite: None*

The main goal of this course is to analyze and understand Italian culture and its social history through film. In order to be acquainted with Italian traditions, politics, society and aesthetics, we will be viewing some of the most significant movies, several of which are considered key landmarks in the history of motion pictures. The course will also provide a deep understanding of the impact historical events had on Italian society, and consider how these experiences have shaped the creative process of Italian screenwriters and directors. Films will examine events such as Fascism, the aftermath of the war, poverty, alienation, unemployment, post-industrialization, consumerism, modernization, along with immigration, social unrest, the mafia, and political corruption. Directors that will be featured include: Vittorio De Sica, Roberto Rossellini, Giuseppe De Santis, Federico Fellini, Michelangelo Antonioni, Dino Risi, Pier Paolo Pasolini, Roberto Benigni, Nanni Moretti, Fabrizio Bentivoglio, and contemporary female filmmakers such as Lina Wertmuller, and Roberta Torre. The films will be in Italian with English subtitles. Copies of films will be available on reserve at the Graduate Center's library. Other rental places are Fordham University, NYU, Columbia University, CUNY Libraries, Kim's videos, Quickfix ([www.quickfix.com](http://www.quickfix.com)), Hollywood Video ([www.hollywoodvideo.com](http://www.hollywoodvideo.com)), facets ([www.facets.com](http://www.facets.com)), and Blockbuster ([www.blockbuster.com](http://www.blockbuster.com)). Students must subscribe to Netflix ([www.netflix.com](http://www.netflix.com)) which holds all the films required for the class.

**MUS 101**                      **Music Appreciation**                      **3 Credits**

*Prerequisite: None*

This course explores the basic components of music and how these manifest themselves in various musical styles at different times in history. The course will give students a musical vocabulary, auditory skills, and an understanding of musical structures that will facilitate an increased appreciation and enjoyment of a wide range of music.

**Philosophical & Ethical Perspectives**

Objectives for courses in the Philosophical & Ethical Perspectives subject area include exploring the role of values and ethics in making personal, social and professional decisions. Please see below for classes in this subject area.

**PHIL 101**                      **Introduction to Philosophy**                      **3 Credits**

*Prerequisite: None*

This course is a study of the basic issues and traditions in philosophy. Thinkers include Socrates, Plato, Descartes, Kant, Rawls. Issues include the soul, truth, god, reality, knowledge, ethics, mind, freedom, religion, and social and political thought. Developing skills of critical analysis and dialectical thinking, students will be able to identify traditional and current issues in philosophy.

**PHIL 110**                      **Critical Thinking**                      **3 Credits**

*Prerequisite: None*

*Critical Thinking* focuses on the techniques of rational inference and analytical judgment. These include the study of informal logic (arguing cogently and recognizing common informal fallacies), formal patterns of reasoning (syllogistic and propositional logic), and some distinctive analytical methods used in scientific and professional disciplines. This is an entry-level course providing students with the competencies that are requisite to successful career growth and life-long learning.

**PHIL 301**                      **Computers, Society, and Human Values**                      **3 Credits**

*Prerequisite: None*

This course explores the impact of computers and information networks on society. Topics include privacy and confidentiality, computer crime, harassment, identity, honesty, mechanization, secrecy, proprietary rights, and technological dependence. The

course will help students identify and respond to moral issues and dilemmas related to information systems and communication networks.

### **Natural Scientific Perspectives**

Objectives for courses Natural Scientific Perspectives subject area include exploring and applying the methods, terminology and reasoning of a branch of natural science. Please see below for classes in this subject area.

**EAS 201                      The Nature of New York                      3 Credits**

*Prerequisite: None*

This science course allows students to explore New York City's rich and diverse natural environment through a unique online learning experience. The course focuses on the city's origins and transformation over time, and provides students with a sound introduction to ecological thinking. The course includes assignments that explore urban ecosystems and habitats.

**EAS 250                      Oceanography                      3 Credits**

*Prerequisite: None*

*Ocean Studies* is an introductory college-level course developed by the American Meteorological Society for implementation at undergraduate institutions nationwide. The course places students in a dynamic and highly motivational educational environment where they investigate the role of the ocean in the Earth System by using real-world current environmental data.

**PHYS 301                      Space, Time and Motion-Physical Science                      3 Credits**

*Prerequisite: None*

This course traces changing understandings of motion, time, space, matter, and energy through the ideas of the ancient Greek philosophers, Galileo Galilei, Isaac Newton and Albert Einstein. Topics studied include the concepts of motion, relativity and gravity; and the discoveries and ideas of Einstein and other major thinkers in the field of physical science.

## Business (BS)

### ACADEMIC DIRECTOR: B. Loerinc Helft

CUNY School of Professional Studies

101 West 31<sup>st</sup> Street, Suite 905

New York, NY 10001

**E-mail Contact:** B. Loerinc Helft, [b.loerinc.helft@mail.cuny.edu](mailto:b.loerinc.helft@mail.cuny.edu)

**URL:** [www.sps.cuny.edu](http://www.sps.cuny.edu)

### FACULTY

Connell, Carol M ▪ Queneau, Hervé ▪ Reinig, Timothy ▪ Stone, Charles A. ▪ Walters, Barbara

(For the most up-to-date faculty listings and specializations, see the program website at [www.sps.cuny.edu](http://www.sps.cuny.edu).)

### THE PROGRAM

The Online B.S. in Business offers a core business curriculum infused throughout with the ideas and ideals of ethics and corporate social responsibility. Our goal is to produce graduates who have mastered the fundamentals of business yet also have an awareness of their place in a strikingly interdependent world, who are well-grounded and versatile, knowledgeable and flexible.

The core business curriculum is divided into two parts: the first five courses within the degree are "foundational" and focus on creating a solid platform for the degree, while the second five courses allow a detailed examination of core business topics in today's highly complex environment.

The Online B.S. in Business is linked to the basic knowledge contained in the General Education curriculum. Using state-of-the-art technology, the concentration prepares students for professional success and personal growth in this rapidly changing world.

### DEGREE REQUIREMENTS

One hundred twenty credits are required for the degree. Thirty of these credits must come from the core concentration of the degree (see Overview of Core Online Business Curriculum below). Sixty credits must come from the general education curriculum. Eighteen credits come from business electives and the remaining 12 may be taken from the general education curriculum or the business courses. An overview of the General Education Curriculum, including courses, begins on page 3.

### CORE BUSINESS CURRICULUM

#### Overview of Core Online Business Curriculum

Categories	Objectives	Credits
Business Core	a sustained, integrated application of perspectives and proficiencies to core business topics	30
Business Electives	Business electives that allow further exploration of business topics	18
Electives	General education electives or business courses	12

### COURSES

#### Business Core

##### BUS 301

##### Managerial Economics

3 Credits

*Prerequisite: ECO 202*

This course will develop students' ability to apply the tools of economic analysis to solve business problems relevant to current or aspiring managers. After reviewing fundamental concepts in economics, the course will cover the standard managerial economics topics of demand, production and cost, market structure, pricing, strategy, and incentives. Then it will examine how to use economic analysis to solve issues such as developing effective performance-evaluation systems and compensation plans, assigning decision-making authority among employees, attracting and retaining workers, motivating change within organizations, or creating organizational architectures that foster ethical behaviors.

<b>BUS 305</b>	<b>Accounting Fundamentals</b>	<b>3 Credits</b>
<i>Prerequisite: None</i>		
<p>The course provides a critical understanding of accounting, instilling high ethical standards even as it introduces the fundamental procedures of accounting in preparing and interpreting financial statements. Infused in this analysis is an examination of the historical and social antecedents of professional accounting, including the economic, technological, organizational, cultural, and public interest aspects. Attention is given to understanding the enormous upheavals presently underway in accounting marketplaces. The focus is on the origins of conflicts and vested interests, the prospects presented by these developments; and the ethical and professional meaning for living in and working in a community. Familiarization with contemporary issues and controversies currently under discussion in the public media is required.</p>		
<b>BUS 310</b>	<b>Foundations of Business Statistics</b>	<b>3 Credits</b>
<i>Prerequisite: CIS 101</i>		
<p>This course introduces students to the principles and methods of statistics and particularly the importance of using statistics in business decision making. They will learn about presenting data and descriptive statistics including measures of location, dispersion, and skewness. They will also learn discrete and continuous probability distributions including the binomial and normal distributions. Sampling, hypothesis testing, significance tests, correlation, and simple regression are covered with emphasis on business applications. The course also treats the use of the computer for data analysis. The importance of ethics in research will be focused on throughout the semester.</p>		
<b>BUS 315</b>	<b>Principles of Marketing</b>	<b>3 Credits</b>
<i>Prerequisite: None</i>		
<p>This survey course explores the various environments in which contemporary marketers operate, including the online digital world of e-marketing, and the problems and practices related to the planning of marketing strategies in the exchange process. Students learn how successful marketers focus on domestic and global market opportunities while being sensitive to cultural differences, including ethical and socially responsible decision-making, while focusing on issues of quality and technological change.</p>		
<b>BUS 320</b>	<b>Principles of Management</b>	<b>3 Credits</b>
<i>Prerequisite: None</i>		
<p>The purpose of the course is to develop an understanding of the four functions of management (planning, organizing, leading, and controlling) in today's rapidly-changing global environment. The course will emphasize the importance of effective and socially responsible management for all types of organizations. At the end of the course, students will understand the contribution of management process and the role of the manager at all levels of the organization.</p>		
<b>BUS 325</b>	<b>Principles of Management Information Systems</b>	<b>3 Credits</b>
<i>Prerequisite: None</i>		
<p>This course introduces the student to the use of management information systems as a business resource for achieving competitive advantage. Topics covered include: the major information technology (IT) applications used in business; the central role of databases and data warehouses; the importance of IT in the growth of e-commerce; the role of decision support systems and artificial intelligence; the IT infrastructure; the impact of outsourcing; information security. Case studies will be analyzed and discussed.</p>		
<b>BUS 330</b>	<b>Business Law</b>	<b>3 Credits</b>
<i>Prerequisite: None</i>		
<p>This course examines the laws governing relationships between persons and business organizations, including Anglo-American Jurisprudence, Employment and Agency Law, Contract Law and The Uniform Commercial Code, as well as their application to the online world of e-Business. Students learn to identify and analyze relevant legal issues together with their implications for certain business transactions and relationships and apply the underlying principles of law to solve issues involving business operation and decision-making.</p>		
<b>BUS 333</b>	<b>Corporate Finance</b>	<b>3 Credits</b>
<i>Prerequisite: CIS 101 and BUS 305 or BUS 340</i>		
<p>This course offers students a strong working knowledge of how managers of corporations raise, allocate and protect capital for the purpose of creating shareholder value within the constraints of the general market for capital and the specific market for the firm's capital. The course covers corporate financial management in the context of competitive markets, the current tax and regulatory regime, and prevailing social limits and absolute social constraints. It also treats how value can be measured and how value creation is monitored by both managers and investors. Each topic in the class will be tied actual cases looked at in</p>		

depth as a focus of student problem-solving.

**BUS 335                      Operations Management                      3 Credits**

*Prerequisite: CIS 101 and BUS 310*

The course focuses on solving common operations and production management problems faced by business decision-makers. Use of the computer for solving operations management problems will be stressed. Topics covered include decision theory, project scheduling, linear programming, forecasting, inventory control, queuing models, simulation, and quality control. The course will stress the importance of integrating business decision making with corporate social responsibility.

**Business Electives**

**BUS 331                      Global Business                      3 Credits**

*Prerequisite: BUS 315 or BUS 325*

An introduction and overview of the global business environment, this course treats issues involved in researching and entering foreign markets, identification and evaluation of risks and opportunities in foreign markets, ethical issues in outsourcing and globalization, and problems faced by firms seeking to expand into foreign markets. Designing global business strategies in light of historical, technological, economic, financial, sociopolitical, legal, and cultural environments. Emphasis will be placed on the importance of ethics and corporate social responsibility in global business.

**BUS 332                      Electronic Commerce                      3 Credits**

*Prerequisite: BUS 315 or BUS 325*

This course introduces students to the fundamental concepts of e-commerce from both a business and technical standpoint. Students learn about the history of e-commerce, including the development of the Internet and the World Wide Web, its impact on the business world and various approaches to creating e-commerce solutions utilizing tools and strategies such as Internet advertising and marketing and the legal and security issues critical to the success of any e-commerce venture.

**BUS 334                      Great Ideas in Business                      3 Credits**

*Prerequisite: BUS 320 and Upper Junior Status*

CEOs of successful global organizations utilize industry best practices as well as innovative ideas and concepts to guide their business leadership and shape their approach to solving problems. This course examines the powerful words of the management experts who introduced them and links ground-breaking ideas to the events that demanded new thinking and approaches. Ideas of business greats such as Peter Drucker, Michael Porter, Geoffrey Moore, Clayton Christenson and David Vogel will be included.

**BUS 336                      Special Topics in Business                      3 Credits**

*Prerequisite: Upper Junior Status*

This allows for treatment of topics in business not covered in the regular curriculum. Topics vary from term to term and reflect the interests of faculty and students. Course description may be obtained by going to the college website and/or e-mailing the instructor before registration. Students may take this course more than once for credit but may not repeat topics.

**BUS 338                      International Trade and Finance                      3 Credits**

*Prerequisite: ECO 202 or BUS 301*

This course will examine the factors that have increasingly led to the economic interdependence among the nations of the world. The course will focus on fundamental economic principles and policies underlying international trade and finance. Course topics will include: trends in the flow of imports and exports; the theoretical foundations for trade in a global economy; current US trade policies with emphasis on regional trade agreements; exchange rate determination; foreign direct investment; the role played by economic institutions that have been established to monitor and promote trade.

**BUS 340                      Small Business Management and Entrepreneurship                      3 Credits**

*Prerequisite: CIS 101*

This course treats the problems and decisions that owners of small businesses face and types of skills and solutions that can be applied in response. In addition to teaching students the essentials of starting and managing a new business, from the definition and screening of ideas to the development of a business plan, the course places a special emphasis on effective communication and networking, so essential to a successful entrepreneurial career.

**BUS 341                      Contemporary Organizational Structure and Change                      3 Credits**

*Prerequisite: None*

The goals of the course include developing a foundation in traditional and contemporary organizational theories. Case

materials, reflective writing assignments, and team projects aim at developing ethical-legal critical thinking skills as well as analytic skills for understanding and evaluating the interactive effects of technology, diversity, and the global reach of contemporary organizations on new organizational styles and types.

This course is cross listed with CC 405 - Analyzing Organizational Structure and Change.

**BUS 342**                      **Contemporary Accounting Topics**                      **3 Credits**

*Prerequisite: BUS 305*

The course provides a critical understanding of contemporary issues in accounting. The course uses "live" cases to navigate through central historical and social antecedents of accounting. Specific attention is given to understanding the enormous upheavals presently underway in accounting marketplaces, focusing on the ethical and professional meaning presented by these developments and the politics of engaging these changes. Familiarization with contemporary issues and controversies currently under examination in the media is required, particularly Sarbanes-Oxley, Enron and the contrasting literature on the "New Assurance Services."

**BUS 345**                      **Strategic Electronic Marketing**                      **3 Credits**

*Prerequisite: BUS 315*

This course will examine the new technological environment that marketers are facing by introducing strategic considerations related to technology and its implementation. The course will explore the basics of marketing exchange relationships utilizing the Internet and the World Wide Web, multimedia techniques, database marketing, interactive telecommunications and other e-Business techniques. In addition, the course will give students hands-on experience with relevant software.

**BUS 346**                      **Investments**                      **3 Credits**

*Prerequisite: BUS 301 or BUS 305*

This course offers a broad foundation in the structure and mechanics of all the major classes of debt and equity securities issued to fund public authorities and private enterprises. Students will learn what factors determine the relative value of each type of security and where each security fits on the debt/equity spectrum. The course will examine the cash flow and risk dynamics of individual securities and portfolios of debt and equity securities. Students will learn how to evaluate the performance of investment portfolios relative to a specific benchmark index, how fixed income and equity indices are constructed and their values are determined, how individuals should analyze investment choices and how fund managers select assets to include in their portfolios. Students will be expected to apply what they learn about security valuation and portfolio selection by constructing, managing and tracking a hypothetical investment portfolio.

**BUS 348**                      **Real Estate Finance**                      **3 Credits**

*Prerequisite: CIS 101 and BUS 301 or BUS 305 or BUS 333*

This course covers various aspects of the world of real estate finance, including the capitalization (debt and equity) of real property. Topics covered include: legal terms/instruments involved in underwriting/ investment/ lending; an overview of how the real estate capital markets work; key real estate finance terms; real estate and bond math - calculating mortgage payments, time value of money, NPV, and IRR; the role of government in the financing of commercial and residential real estate; sources of private and public capital, including an introduction to REITs, CMOs, and CMBS; and real estate finance decision-making, including generating income property cash flows, creating an opinion of value, measuring investment returns and understanding the risks/rewards of leverage.

**BUS 410**                      **Research Methods for Business**                      **3 Credits**

*Prerequisite: None*

This course will develop students' abilities to: (1) use qualitative and quantitative techniques to collect, analyze, and interpret business data and (2) be informed users of information relevant to business. The students will learn how to use qualitative methods such as observation techniques and focus groups, to formulate a research problem, to choose a research design, to use secondary data and online information databases, to design a questionnaire, to gather primary data, to analyze survey data using a variety of statistical techniques, and to write a research report. The course will also emphasize the importance of ethics in conducting business research.

**PROM 210**                      **Project Management**                      **3 Credits**

*Prerequisites: CIS 101*

Students learn to plan, organize, lead, and evaluate projects—large and small—to ensure that requirements are delivered on time and within budget. Topics include the essentials of initiating a project, defining requirements, scheduling tasks, managing



## Communication and Culture (BA)

### ACADEMIC DIRECTOR: Ellen Smiley

CUNY School of Professional Studies

101 West 31<sup>st</sup> Street, Suite 905

New York, NY 10001

**E-mail Contact:** Ellen Smiley, [esmiley@ccny.cuny.edu](mailto:esmiley@ccny.cuny.edu)

**URL:** [www.sps.cuny.edu](http://www.sps.cuny.edu)

### FACULTY

Bernhardt, William ▪ Bluestone, Cheryl ▪ Divale, William ▪ Grindley, Carl ▪ Pecorino, Phillip ▪ Picciano, Anthony ▪ Sparrow, Jennifer ▪ Sanford, Victoria ▪ Ugoretz, Joseph ▪ Wach, Howard ▪ Walters, Barbara ▪ Whittaker, Robert

(For the most up-to-date faculty listings and specializations, see the program website at [www.sps.cuny.edu](http://www.sps.cuny.edu).)

### THE PROGRAM

The Online Bachelor of Arts in Communication and culture prepares students for careers and advanced study in fields where a working knowledge of individual and organizational behavior and the ability to answer complex questions through careful data gathering and creative problem-solving are assets. This includes work in:

- Social service agencies with diverse client groups
- Non-governmental and other internationally focused organizations
- Businesses in which communication, customer service and product research are critical functions

Carefully designed course assignments and projects will allow you to apply what you learn to real-life situations. In addition, the coursework in your concentration will relate back to the general education knowledge you acquired in previous classes. This program will provide excellent preparation for a variety of professional fields and for graduate study.

### DEGREE REQUIREMENTS

One hundred twenty credits are required for the degree. Thirty of these credits must come from the core concentration of the degree (see Overview of Core Online Communication and Culture Curriculum below). Ninety credits must come from the general education curriculum. An overview of the General Education curriculum, including courses, begins on page 3.

### CORE COMMUNICATION AND CULTURE CURRICULUM

#### Overview of Core Online Communication and Culture Curriculum

Categories	Objectives	Credits
Communication and Culture	Exploration of topics in depth, from multiple perspectives, demonstrating developed proficiencies	30

### COURSES

#### **CC 401 Introduction to Research Methods 3 Credits**

*Prerequisite : ENG 102 and MATH 102*

This course engages students in the planning, conducting, reporting and evaluation of research. A survey of methods characteristic of the social and behavioral sciences is included, with emphasis on those most closely related to the study of communication and culture.

#### **CC 403 Communications & Media 3 Credits**

*Prerequisite: None*

This course will examine theories and concepts of communication as well as the terminology of recent debates concerning issues such as the relationship between “high” and “popular” culture; how gender, class, sexuality, ethnicity and race shape and are shaped by visual culture; and the impact of new media and information technology.

- CC 404**                      **Global Culture and Diversity**                      **3 Credits**  
*Prerequisite: None*  
 The contemporary world features astonishing cultural diversity, easily accessed through communication networks and international trade. This course will examine classical and contemporary theories of cultural development and its stages, as well as problems posed by global diversity: inequality, imperialism, miscommunication, and intercultural strife.
- CC 405**                      **Analyzing Organizational Structure and Change**                      **3 Credits**  
*Prerequisite: None*  
 The contemporary world has produced new organizational types and styles while at the same time perpetuating older, more traditional, bureaucratic forms. Students will analyze organizations using a combination of case study analysis and the application of contemporary and classical organizational models.
- This course is cross listed with BUS 341 - Contemporary Organizational Structure and Change.
- CC 406**                      **Studies in Mass Communication**                      **3 Credits**  
*Prerequisite: CC 401; Corequisite CC 411.*  
 This course examines the historical development of print, broadcast and digital media as well as major theories of communication. Topics will include political and social effects, propaganda and public opinion, and information versus entertainment.
- CC 407**                      **Studies in Personality and Culture**                      **3 Credits**  
*Prerequisite: CC 401; Corequisite CC 411.*  
 Culture is expressed through individual personalities, the product of both genetic unfolding and interaction with others in a specific cultural context. While a means of communication, language is also a way of organizing perception and understanding. In this course students will study the interaction between broad genotypes, individual personality, communication and culture.
- CC 408**                      **Studies in Urbanization**                      **3 Credits**  
*Prerequisite: CC 401; Corequisite CC 411.*  
 This course emphasizes the study of cities and societies from a variety of perspectives, and examines a broad range of theoretical and practical public policy issues, including race and gender, immigration patterns, economic growth and decay, and population distribution.
- CC 409**                      **Studies in Communication and Cultural Change**                      **3 Credits**  
*Prerequisite: CC 401; Corequisite CC 411.*  
 This course examines cultural change resulting from new technologies, scientific discoveries, demographic changes, political conflict, and changes in the environment. Special emphasis will be given to how effective communication can help to resolve (and miscommunication can escalate) conflicts and stresses arising from such change.
- CC 411**                      **Advanced Research Methods**                      **3 Credits**  
*Prerequisite: CC 401, ENG 101, ENG 102, MATH 102, CIS 101, COM 110, CC 406, CC 407, CC 408, CC 409*  
 This course aims to enhance and extend the methodological competencies developed in the first research course, with an emphasis on development of advanced skills in research design and analysis and application of these competencies to complex research questions. Students will learn how to select appropriate strategies, coordinate project planning and lead a research team. Methods for the effective communication of research findings, including writing about the research process and graphic representation of data, will be emphasized. Two major research projects will be required, the second of which provides a foundation for the Senior Research Project.
- CC 490**                      **Selected Topics in Communication and Culture**                      **3 Credits**  
*Prerequisite: Permission of the Instructor required.*  
 A course offering qualified students the opportunity to study special topics within fields that may vary from semester to semester.
- CC 491**                      **Independent Research**                      **3 Credits**  
*Prerequisite: Permission of the Instructor required.*  
 Independent research or project under faculty guidance. Written contract and report required.

**CC 499**

**Senior Research Project**

**3 Credits**

*Prerequisite: Permission of the Instructor required.*

All students will complete a senior research project under the direction of a faculty mentor. This capstone project builds upon work done in previous courses, allowing students to apply methods of scholarly and/or action research to issues of their own choosing. Work will be shared in a virtual "commons" open to all faculty and students working in the concentration.

## **Disability Studies (BA)**

### **PROGRAM DIRECTOR: Mariette Bates**

CUNY School of Professional Studies

101 West 31<sup>st</sup> Street

New York, NY 10001

**E-mail Contact:** Katie DeFoe, [Kathleen.defoe@mail.cuny.edu](mailto:Kathleen.defoe@mail.cuny.edu)

**URL:** [www.sps.cuny.edu](http://www.sps.cuny.edu)

### **FACULTY**

Bates, Mariette J. ▪ Black, Merrill ▪ DuMoulin, Kristen ▪ Feibusch, Fred ▪ Harbus, Neil ▪ Liebman, Karen ▪ Mauldin, Laura ▪ Wyman, Franklin

*(For the most up-to-date faculty listings and specializations, see the program website at [www.sps.cuny.edu](http://www.sps.cuny.edu).)*

### **THE PROGRAM**

Disability Studies is an emerging academic field which explores disability and society using overlapping perspectives from the social sciences, humanities, science, and the law. The B.A. in Disability Studies offers both a strong foundation in disability theory and history as well as opportunities for in-depth study in one of four concentrations.

Students will:

- Learn the history that many textbooks overlook
- Acquire new ways of thinking about disability
- Explore socio-medical aspects of disability and the social and physical barriers to full inclusion and integration
- Learn how to interpret disability law and policy
- Read first-hand experiences of people with disabilities
- Explore what it means to live with a disability

### **Career Prospects**

Graduates from the B.A. in Disability Studies program will be equipped with the knowledge, values, and skills that are sought by agencies providing services to individuals in community programs. Graduates will also be prepared for graduate work in disability studies, social work, rehabilitation counseling, physical and occupational therapy, education, sociology, psychology, anthropology, and liberal studies.

### **Admission Criteria**

To qualify for admission to any of the Online Baccalaureate programs, applicants must have:

- At least 24 transferable credits from an accredited college or university, and
- An overall minimum GPA of 2.5.

The online application requires students to complete a personal essay question that will help us understand your educational goals and readiness for returning to college.

### **Curriculum**

Two introductory courses – Disability and Society, and Disability and Embodiment - are followed by four core courses: Disability History, Disability Law and Policy, Disability Narratives, and Research Methods. Together, these provide a firm grounding in foundational concepts. Students then select one of four concentrations for their advanced coursework:

- Intellectual/Developmental Disabilities
- Autism Spectrum Disorder
- Mental/Behavioral Health
- Interdisciplinary Disability Studies

Students who desire first-hand experience in the field may choose an internship. All students complete a Capstone Senior Project, which is either an in-depth exploration of a topic of particular interest, or an opportunity to reflect upon and integrate what has been learned throughout the program.

## Program Requirements

120 credits are required for the degree. Of these 120 credits, 60 must come from the General Education curriculum, and 33 must come from the Disability Studies major. Among these 33 credits, students must complete at least nine in the concentration they choose, with an option of completing three credits in the same concentration or in another concentration. 27 credits of electives may be chosen from the Disability Studies courses or courses other degree programs. An overview of the General Education curriculum, including courses, begins on page 3.

## Concentrations

Required courses for each concentration are indicated with an asterisk.

<p><b>Intellectual/Developmental Disabilities</b></p> <p>*Supporting Children and Adults with Intellectual Disabilities            *Elements of Person Centered Planning            Transition and Adulthood            Disability and Families            Traumatic Brain Injury            Vocational Mentoring            Aging and Disability            Introduction to Residential Services            Representations of Disability in Film and Literature</p>	<p><b>Autism Spectrum Disorders</b></p> <p>*Using Assessments for Intervention, Planning and Placement            *Teaching Strategies and Behavioral Supports            Autism Spectrum Disorder in Young People            Speech and Communication Issues            Inclusion: Principles in Practice            Vocational Mentoring            Autism Narratives            Asperger Syndrome Across the Life Cycle            Disability and Families</p>
<p><b>Mental/Behavioral Health</b></p> <p>*Introduction to Mental, Behavioral and Developmental Disorders            *Introduction to Crisis Intervention and Safety            Elements of Behavioral Health Counseling            Peer Wellness and Recovery            Dual Diagnosis            Vocational Mentoring            Disability and Families            Community Mental Health            Mad People's History</p>	<p><b>Disability Studies</b></p> <p>*Disability, Evolution, Eugenics and Genomics            *Representations of Disability in Film and Literature            Diversity and Disability            Universal Design and Assistive Technology            Disability and Families            War, Veterans and Disability            Disability and Mass Media            Disability, Music and the Arts            Disability and Comparative Religion</p>

## COURSES

### LEVEL I. INTRODUCTORY COURSES

#### DSAB 200

#### Disability and Society

3 Credits

*Prerequisite: None*

Students will engage disability in a variety of sociopolitical and cultural contexts, including their own personal values and beliefs as they relate to disability, and evaluate these as they explore disability and society. Students will be introduced to Disability Studies theory and vocabulary, and models which frame disability discourse. Students will be introduced to Disability Studies as it emerged from the Disability Rights Movement, explore disability in art and literature, investigate and critique current systems of care as they relate to self-determination and inclusion, analyze the role of poverty and work, explore disability as it intersects with race and gender, and learn about disability in a global context.

#### DSAB 201

#### Disability and Embodiment

3 Credits

*Prerequisite: None*

This course focuses on issues related to embodiment and the biological and medical aspects of disability. Students will learn the difference between understanding of disability as a medical problem and as a social construction. Identification, prevalence, clinical manifestations, cognitive, behavioral and social implications and interventions associated with genetic causes of disabilities and the debates surrounding genetic and other 'cures' (e.g. cochlear implants, cosmetic surgery, and other interventions) will be examined. Students will explore how bodies become gendered, raced, classed and sexualized in ways that create and reinforce social institutions, relations of power, and stigma. An analysis of the built environment and its

effect on mobility, access and autonomy will be presented and discussed. Students will explore the relationship between Disability Studies and bioethics, including prenatal testing and assisted suicide.

## LEVEL II. CORE COURSES

### **DSAB 207 Law, Policy and Disability**

*Prerequisite: DSAB 200, DSAB 201*

This course examines how the federal government treats discrimination against persons with disabilities in three areas: public life (public accommodations, such as transportation and housing), education, and private life in terms of employment. Divided into four parts, the course first briefly examines the structure and function of the American legal system. Second, the course examines the origins of the disability rights movement and the ways this movement contributed to the drafting of these anti-discrimination disability laws. Third, it reviews the statutes themselves—Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA), as well as how federal courts, particularly the Supreme Court, have interpreted them. The course will also analyze how these laws are enforced. It will pay special attention to how these laws compose a public policy. Finally, the course concludes by briefly reviewing how the ADA has influenced the United Nations, which recently passed its own recommendations for disability rights laws.

### **DSAB 208 Disability in History**

*Prerequisite: DSAB 200, DSAB 201*

Disability has a long history, which has been hidden until recently. Specifically, as historian Douglas C. Baynton has written, “Disability is everywhere in history, once you begin to look for it, but conspicuously absent from the histories we write.” This course questions the lack of inclusion of disability in the teaching of history up until recent years. In doing so, it constructs a history of persons with disabilities in the U.S. by concentrating primarily on the modern era beginning with institutionalization in the Jacksonian and Civil War eras and ending with the modern Disability Rights, deinstitutionalization, parent advocacy and self-advocacy movements, as well as treatment of disabled veterans. The course reviews the history of persons with disabilities, including some of the Western, pre-modern notions of disability, such as the sacred or profane, ugly or grotesque, and highlighting the so-called hierarchy of disabilities.

### **DSAB 209 Disability Narratives**

*Prerequisite: DSAB 200, DSAB 201*

This course explores the individual, cultural, social and political meaning of disability, as seen through the eyes of people with disabilities themselves. It does so by studying narratives of various authors with different disabilities, or those that have been intimately involved with disabled individuals. The concept of ‘life writing’ is explored, followed by a close reading of a number of narratives. Texts will be compared and contrasted as students analyze texts from a number of perspectives.

### **PSY 201 Introduction to Research Methods: Descriptive Approaches**

*Prerequisite: PSY 101 or its equivalent*

This course provides an introduction to research approaches that involve observations of behavior and other strategies that result in descriptive accounts, including field studies, content analysis, surveys, and program evaluation. Statistical methods for analyzing descriptive data, including measures of central tendency and variability and graphing will be included, along with questions about validity and research ethics. Students will gain active practice in data collection, analysis and reporting.

## Level III. CONCENTRATIONS: EXPLORATION AND APPLICATION

### **DSAB 211 Aging and Disability**

**3 Credits**

*Prerequisite: None*

The focus of this course is an exploration of aging and disability from multiple theoretical and applied perspectives. The socio-cultural construction of aging and individual and social models of aging and disability will be explored, along with the social dimensions that impact on the community integration of people aging with a variety of disabilities, but with an emphasis on intellectual disabilities. Students will learn the dynamics of aging from three major perspectives: person-centered, lifespan, and systems of care.

### **DSAB 212 Introduction to Residential Services**

**3 Credits**

*Prerequisite: None*

This course focuses on the theoretical and practical principles of treatment and services in residential settings for those who need constant and consistent supervision in their living arrangements. The role of activities, routine, structure, group and group

dynamics will be studied along with legal and regulatory aspects involved in providing residential services. Students will explore strategies to maintain individualized services to those living in a group setting.

**DSAB 213                      Transition and Adulthood                      3 Credits**

*Prerequisite: None*

This course explores the lives of adults with intellectual and developmental disabilities, including transition from school, and issues of segregation in living arrangements and housing, work, stigma and psychosocial issues, autonomy and self-advocacy, poverty, sexuality, parenthood and family life, religious life and older adulthood. Systems of care and access will be examined and analyzed.

**DSAB 214                      Traumatic Brain Injury: Causes and Systems of Care                      3 Credits**

*Prerequisite: None*

Traumatic Brain Injury (TBI) can be caused by a blow to the head, a fall, or a motor vehicle accident. Approximately 230,000 American each year are hospitalized with TBI, and 3.1 million children and adults are living with an acquired traumatic brain injury. This course will explore existing systems of care, the recovery course and psychosocial aspects of TBI, as well as the effects of personal and environmental factors, including drug and alcohol use, on recovery. Particular attention will be given to the veterans of recent wars who have sustained TBI, and their reintegration into society.

**DSAB 221                      Asperger Syndrome Across the Life Cycle                      3 Credits**

*Prerequisite: None*

This course will explore the benefits and challenges faced by individuals diagnosed with Asperger Syndrome, and Asperger's relation to the other Autism Spectrum Disorders (ASD). The focus of the course will be developing and providing effective supports to children, young people attending college, and adults who may need assistance in locating and maintaining employment. The class will utilize the perspectives of people who have an Asperger diagnosis, through narratives, social media and videos, to illustrate course topics, and provide practical interventions, strategies and supports.

**DSAB 222                      Autism Narratives                      3 Credits**

*Prerequisite: None*

Recent decades have witnessed an influx of disability narratives, which offer a window into the life experience of disabled children and adults, and have resulted in new perspectives about their abilities and experiences. In this course we will critically examine the ways in which autism has been framed and discussed across a wide range of cultural narratives, including literary fiction, commercial cinema, social media and news media. We will read first-person life narratives, exploring the impact on individuals, families, social and educational contexts.

**DSAB 223                      Autism Spectrum Disorder in Young People                      3 Credits**

*Prerequisite: None*

This course focuses on the characteristics of young children with autism spectrum disorders, the effects of having a child with autism on the family, parental roles, and intervening approaches designed to meet the special needs of this population. Students learn to identify early signs of possible autism spectrum disorders, understand the differences between the different types of diagnoses of these disorders, and understand the evaluation processes and terms used to describe children with these disorders. The course is especially geared to serve the professional needs of teachers who work in classrooms.

**DSAB 224                      Inclusion: Principles in Practice                      3 Credits**

*Prerequisite: None*

A growing number of students with autism spectrum disorders (ASDs) who were previously placed in segregated school settings are being educated in general education classrooms. Effectively educating students with ASD requires an understanding of their unique social, communicative and behavioral challenges. This course will include a study of the history of special education and inclusion, legal issues related to appropriate education, fostering social development and communication, instructional and classroom management strategies, staff training and the collaboration between home and school.

**DSAB 225                      Speech and Communication Issues in Autism Spectrum Disorder                      3 Credits**

*Prerequisite: PSY 201 or its equivalent*

Impairments in verbal and nonverbal communication, combined with social deficits, are hallmark traits of autism spectrum

disorder. For individuals with ASD across all functioning levels, speech and communication are important to evaluate and address throughout the life span. In this course we will explore the myriad of communication needs within ASD, including nonverbal language, conversation skills and socialization. Strategies for assessment and intervention will be discussed, as well as evidence-based communication recommendations for home, school and recreational settings.

**DSAB 231                      Community Mental Health                      3 Credits**

*Prerequisite: None*

This course introduces the student to the array of mental health services from inpatient to community based agencies. The history of mental health assistance, along with current service delivery systems is explored. This includes mobile crisis intervention, partial hospitalization, day treatment, outpatient community mental health centers, clubs, self-help fellowships, supportive housing and transitional employment. The importance of interdisciplinary professionals that provide concrete services, psychiatric, medical, vocational, recreational, individual, group and family counseling and support a comprehensive team approach will be included, as well as human and legal rights, social inclusion and the challenges of vulnerable populations with co-morbidity.

**DSAB 232                      Dual Diagnosis                      3 Credits**

*Prerequisite: None*

This course introduces the student to the various integrated models of treatment for consumers who simultaneously experience a mental illness condition as well as chemical dependency diagnosis. The student will become familiar with assessments, interventions, relapse prevention, treatment planning and level of care for various types of dual diagnoses including non-addicting pharmacology. Specifically, students will understand the relationship between polysubstance use and psychosis, schizophrenia, cognition, affective, mood and personality disorders including the remission of one or both disorders. The prevalence of dual disorders within the homeless and prison system will be explored. Working with the family and other resources, including self-help fellowships are presented.

**DSAB 233                      Elements of Behavioral Health Counseling                      3 Credits**

*Prerequisite: None*

This course will give the student an overview of the counseling profession within the behavioral health field. Theories are introduced followed by specific counseling skill interventions that are a staple in the helping process. This includes establishing a therapeutic alliance, active-listening, use of empathy, transference, countertransference and clinical interventions for specific behavioral health diagnoses. Competencies for intake interviewing, bio-psychosocial assessments, fundamentals of treatment planning, and the referral/termination process along with cultural considerations are presented. Counselor ethics and self-care, use of supervision and professional development are explored.

**DSAB 234                      Mad People's History                      3 Credits**

*Prerequisite: None*

This course is offered from the perspective of those who have been coined as mad, crazy or mentally ill. The importance of narrative expressions are reviewed in order to educate the student how Mad People's encounters with unconventional thoughts and behaviors are viewed by society as odd, unusual or peculiar. Their personal experiences and challenges with stigma, stereotypes, prejudice, oppression, discrimination, and lack of inclusion are examined from the early history of abuse and institutionalization, to current societal beliefs. The impact of Mad People simultaneously living with individual psychological factors, which are perceived as out of the ordinary, and the general public's misunderstandings are evaluated. The need to utilize personal stories to impact current and future perceptions, treatment and human dignity are explored.

**DSAB 235                      Peer Wellness and Recovery                      3 Credits**

*Prerequisite: None*

Nationally, the emphasis on developing skills to support peer counseling, wellness and recovery have become more important in recent years. Individuals with behavioral and mental health issues live, on average, 25 years less than other adults in the same age group. This course will focus on understanding the dynamics of peer wellness and peer recovery programs, including self-advocacy. Information about health conditions, co-occurring conditions, modifiable risk factors, and coaching and communication strategies to support lifestyle changes will be included. Students will learn to develop a peer wellness curriculum and identify strengths and weaknesses in this approach to behavioral health.

**DSAB 241                      Disability and Comparative Religion                      3 Credits**

*Prerequisite: None*

The ancient connection between faith and disability remains complex as well as conflicted and contradictory. On one hand, many traditions consider persons with disability as possessors of special insights or other seemingly magical powers; other

traditions, or indeed sometimes the same traditions, consider disabled persons signs of the deity's vengeance, anger or disappointment for actual or supposed sins, either with respect to a particular family or an entire community. Differently formed infants have until recently been considered "monsters," and have been subject to infanticide. This course will examine issues such as these in the three major monotheistic faiths, as well as in the faiths of the ancient world. The test of this examination will come in the form of ethical reflection and review, particularly in the contexts of bioethics and end-of-life issues.

**DSAB 242                      Disability and Mass Media                      3 Credits**

*Prerequisite: None*

This course will explore how the public views disabled individuals, and how they view themselves. Students will learn to analyze how disability is portrayed in journalism, photography, film, comic art, advertising and the Internet. The impact of stigma on mass media imagery and representation will be explored. A major emphasis of this course will be the use of social media and other online platforms and their effect on disabled individuals, their construction of identity, and self-representation.

**DSAB 243                      Disability, Music and The Arts                      3 Credits**

*Prerequisite: None*

The study of music and other performing and visual arts, like other aspects of culture, opens up new ways of understanding disability. The course considers persons with disabilities who write and make music, paint, dance, and take photographs and those, disabled or not, who experience these creative acts, as well as those persons with disabilities who are the subjects of these creative enterprises. We will also analyze how persons with disabilities are often excluded from participating in these artistic fields.

**DSAB 244                      Diversity and Disability                      3 Credits**

*Prerequisite: None*

This course focuses on disability and identity in comparison with other 'minority' identities such as race, class, gender and ethnicity. Students will explore dimensions of disability identity and models, as well as critiques of those definitions and models, including the medical model, bio-psycho-social model, the socio-political model, and postmodern accounts of disability identity. The nature of ableism, exclusion, and intersecting systems and structures of disability oppression will be explored, as well as strategies for increasing liberation and freedom of disabled individuals.

**DSAB 245                      Universal Design and Assistive Technology                      3 Credits**

*Prerequisite: None*

This course examines the key issues framing access, opportunity, and physical inclusion for children and adults with disabilities, including veterans. The course will include an exploration of principles of universal design, reasonable accommodations in housing, education and employment, and the process of determining accommodation needs, the role of technology in enhancing access to the built environment and education, and the challenges of providing accommodation for hidden disabilities.

**DSAB 246                      War, Veterans, and Disability                      3 Credits**

*Prerequisite: None*

For centuries, war has disabled both soldiers and civilizations who survived its ravages. Recently, however, significant advances in battlefield medicine have moved beyond M\*A\*S\*H to the near-miraculous, and severely wounded soldiers, who in earlier conflicts would have died swiftly in foreign lands, have returned home to uncertain and often unwelcoming futures. This course will address two major issues. First, it will trace the history of disabled veterans and their re-entry into society, briefly considering the ancient world and then taking up the American experience with the Civil War and continuing to the wars in Iraq and Afghanistan; in doing so, we will explore Federal veterans policy, including benefits, rehabilitation, prosthetics and politics. Second, we will consider the philosophical question of whether war itself is a sign of a disabled or unbalanced society. Course materials will include fiction, drama, film, and scholarly secondary works.

**DSAB 251                      Disability and Families                      3 Credits**

*Prerequisite: None*

The experience of disabled people in families will be explored, including the use of autobiographical narratives and personal accounts to address critical issues across the life span. Course topics will include the sociology of the family, the experience of parenting a child with a disability, and the perspectives of siblings of family members with disabilities. Also included are the family life of disabled adults, including marriage and parenting, and caring for aging parents with disabilities.

**DSAB 252                      Vocational Mentoring                      3 Credits**

*Prerequisite: None*

This course will prepare the practitioner to assess the vocational and work readiness of those with physical, mental and developmental disabilities. An introduction to vocational, educational and employment assessment through a strengths-based perspective is explored. Basic skills of empathy, active listening, setting career/skill goals, monitoring performance, guidance, supportive feedback and mentoring are presented. Techniques to promote positive professional actions as well as aiding the consumer with problem solving competencies are demonstrated. Community resources, including VESID, legislative guidelines for accommodation and universal design, as well as the readiness of job placement and transitional labor settings are explored.

**DSAB 311                      Elements of Person Centered Planning                      3 Credits**

*Pre/Corequisite: Completion of at least two courses at Level II*

One of the foundations of service delivery is gathering and evaluating information to inform service planning. A variety of approaches to planning for people with intellectual or developmental disabilities will be explored, including understanding what typical assessments measure, how they are used and what they tell us about strengths and needs. Students will explore how to elicit information from service recipients, their family and friends, create community maps, and develop meaningful person centered plans.

**DSAB 312                      Supporting Children and Adults with Intellectual Disabilities                      3 Credits**

*Pre/Corequisite: Completion of at least two courses at Level II*

Children and adults with intellectual and/or developmental disabilities may require structured instructional strategies to learn decision-making, everyday skills, and activities that can significantly increase independence and self-determination. This course will examine a wide variety of approaches to familiarize students with commonly used techniques to teach daily living skills and decision-making. Strategies to involve disabled individuals at every level of planning and implementation, as well as methods of documenting progress, will be a focus of this course. The importance of developing self-advocacy skills in young adults will be emphasized.

**DSAB 321                      Using Assessments for Intervention, Planning and Placement                      3 Credits**

*Prerequisite: Completion of at least two courses at Level II, one of which must be PSY 201 or its equivalent.*

Comprehensive assessment is a critical component in serving individuals with ASD. An effective assessment highlights the strengths and needs of individuals with autism, and informs intervention, planning and placement decisions. Currently, a number of ASD-specific assessment tools exist, allowing clinicians and researchers to reliably make autism diagnoses within the first three years of life. Aside from diagnosis, assessment should evaluate the social, communication, adaptive and behavioral presentation of individuals with ASD. This course will describe appropriate assessment procedures and considerations for individuals with ASD, and highlight both normative and criterion-based assessment tools. The importance of a multi-disciplinary approach towards assessment and person centered planning will also be discussed.

**DSAB 322                      Teaching Strategies and Behavioral Supports                      3 Credits**

*Prerequisite: Completion of at least two courses at Level II, one of which must be PSY201 or its equivalent.*

Children and adults who have autism spectrum disorders (ASD) require comprehensive educational and treatment services. There are a myriad of approaches currently recommended to practitioners and parents, but little is known about their efficacy. This course will present current practice and evidence based research on effective assessment, evaluation, intervention and treatment of individuals with ASD with an emphasis on how to assess the effectiveness of the major therapies that have been developed to treat these disorders.

**DSAB 331                      Introduction to Mental, Behavioral and Developmental Disorders                      3 Credits**

*Pre/Corequisite: Completion of at least two courses at Level II*

This course will introduce students to the common disorders encountered in the field of mental health, behavioral health and developmental disabilities. This includes psychotic, mood, affective, personality, addiction, behavioral and developmental disorders. Students will become familiar with the most commonly utilized instruments and how they are used to assess symptom criteria. The origins of these disorders, theoretical perspectives and implications for treatment will be examined. Case studies will enhance the application of case management and interventions in community based settings.

**DSAB 332                      Introduction to Crisis-Intervention and Safety                      3 Credits**

*Pre/Corequisite: Completion of at least two courses at Level II*

This course will introduce students to the various types and prevalence of crisis situations that require professional intervention. Behaviors that include violence, suicide, homicide, self-injury, and sexual harassment are assessed. Specific considerations for

those at high risk for a crisis situation are explored. This includes those who are experiencing bereavement, loss, depression, mental illness, substance abuse, a health crisis or life challenge. The maltreatment of minors, older adults, partners and the disabled are highlighted. Case studies and utilization of crisis-intervention techniques for specific situations are presented. Professional ethical standards for required interventions and their clinical application are reviewed.

**DSAB 341                      Disability, Evolution, Eugenics and Genomics                      3 Credits**

*Pre/Corequisite: Completion of at least two courses at Level II or permission of the instructor.*

This course traces the history of Eugenics from the 1860's to the present. Students will be introduced to the mid-19<sup>th</sup>-century science of improving the human race by the encouragement of marriage and childbearing by those considered to have "desirable" traits and the segregation, sterilization or killing of those regarded as "unfit." The work of Charles Darwin will be studied, leading to the work of Darwin's half-cousin Sir Francis Galton, who took Darwin's theory in a new direction and coined the term Eugenics. Eugenic beliefs and practices, as expanded by others, chiefly in Britain and the United States, came to murderous fruition in Nazi Germany. After World War II, most thinkers regarded Eugenics as a "pseudo-science," and disability rights advocates saw any hint of Eugenics as fraught with dangers for persons with disabilities. Recently, advances in Genomics and the Human Genome Project appear to hold the promise of "designer babies" and a world free of many diseases and disabilities. As disability scholars, we must therefore explore the question: Could this mean a world free of persons with disabilities?

**DSAB 342                      Representations of Disability in Film and Literature                      3 Credits**

*Prerequisite: Completion of at least two courses at Level II or permission of the instructor*

Film, since the beginning of the 20<sup>th</sup> century, and literature, since ancient times, have shown us what is best and worst in our society and helped us to imagine life in new ways. Disability historian Paul K. Longmore has written that films mirror views of persons with disabilities that prevail in society, for good or for ill, depicting persons with disabilities as monsters or criminals, as persons who should and often heroically do adjust to fit their environments, as either hyper-sexual or sexless beings, and, only recently, as individuals, whose experiences and lives have meaning both in connection with and independent of their impairments. The field of literature and disability is vast; students will read plays, as well as selected fiction and poetry by and about persons with disabilities.

**Level IV. INTEGRATION**

**DSAB 358                      Selected Topics in Disability Studies                      3 Credits**

*Prerequisite: Departmental permission*

This course offers qualified students the opportunity to study special topics in Disability Studies that may vary from semester to semester.

**DSAB 359                      Independent Study in Disability Studies                      3 Credits**

*Prerequisite: Departmental permission*

This course allows students to focus on an independent research or project conducted under faculty guidance. The course requires a written contract and report.

**DSAB 449                      Internship in Disability Studies                      3 Credits**

*Prerequisite: Departmental permission*

This option consists of an off-campus internship experience supervised by a faculty member. The venue must be approved by the faculty member and/or the program and, depending on the nature of the planned internship activity, an on-site supervisor may be required. The internship must be the focus of no less than 150 hours of student work. Weekly discussions of each student's internship will be conducted online. This course requires students to write a paper based on their internship.

**DSAB 499                      Capstone: Senior Research Project                      3 Credits**

*Prerequisites: Departmental Permission*

All students will complete a Capstone project under the direction of a faculty mentor, with a topic within the concentration in which the student has completed at least three courses. This senior research project will build upon work done in previous courses, allowing students to apply methods of scholarly and/or action research to specific issues related to disability. Projects may be completed in small research groups or individually.

## Health Information Management (BS)

### ACADEMIC DIRECTOR: Paul Russo

CUNY School of Professional Studies  
101 West 31<sup>st</sup> Street, Suite 905  
New York, NY 10001

**E-mail Contact:** Paul Russo, [paul.russo@mail.cuny.edu](mailto:paul.russo@mail.cuny.edu)

**URL:** [www.sps.cuny.edu](http://www.sps.cuny.edu)

### FACULTY

Edington, Barbara ▪ Feinberg, Chana ▪ Hill, Charles ▪ Oldum, Michele ▪ Sabain, Syncia ▪ Samarrai, Walied ▪ Sanoh, Aly ▪ Senathirajah, Yalini ▪ Wei, Ching-Song

(For the most up-to-date faculty listings and specializations, see the program website at [www.sps.cuny.edu](http://www.sps.cuny.edu).)

### THE PROGRAM

Healthcare information management is growing at breakneck speed. Over the last few years the federal government has invested billions of dollars. Most notably, it has authorized \$19 billion through the American Health Recovery and Reinvestment Act of 2009, in the design and development of a robust health information infrastructure. As private institutions are also following suit, the Bureau of Labor Statistics projects a 16% growth in related health information jobs.

The B.S. in Health Information Management readies students to develop, implement, and manage health information and data systems for quality care, reimbursement, research, planning, and evaluation. Students will develop and demonstrate competency in the five primary knowledge domains required for [American Health Information Management Association's Registered Health Information Administrator](#) (RHIA) certification, which is now an [industry expectation](#) for employment. These include:

- Health Data Management
- Health Statistics, Biomedical Research, and Quality Management
- Health Services Organization and Delivery
- Information Technology and Systems
- Organization and Management

Graduates of the program will be prepared for a variety of [health information professions](#), including (but not limited to) Health Information Analyst, Information Auditor, Clinical Data Analyst, Privacy Officer, Compliance Specialist, Health Information Systems Trainer, and Information Systems Director. The program also prepares students for graduate education at the master's level in health information management, public health informatics, and healthcare administration.

### DEGREE REQUIREMENTS

One hundred twenty credits are required for the degree. Sixty of these credits must come from the General Education curriculum. Fifty-four come from the Health Information Management Major. The remaining six credits come from electives from the Health Information Management curriculum or courses in other degree programs. An overview of the General Education Curriculum, including courses, begins on page 3.

### COURSES

#### Required Courses

#### **HIM 200**

#### **Medical Terminology**

**3 Credits**

*Prerequisite: None*

This course focuses on the development of medical terminology. In addition, students learn to articulate concepts of body systems, components within individual systems, and relationships between systems, for example, the division of the body into body cavities and planes. The remainder of the course applies the terminology of body systems to issues of disease, diagnostic and therapeutic tests, and procedures.

<b>HIM 201</b>	<b>Health Data Information Management</b>	<b>3 Credits</b>
<i>Prerequisite: None</i>		
This course takes an evolutionary view of health information systems. Topics include various forms of media (e.g., paper, computer); content of health records; different types of health records; standards for documentation; accreditation and licensing requirements; government requirements, regulations and standards; chart flow within the hospital; applicable units within the HIM department and associated functions; development and use of primary and secondary indexes; registries, data sets, numbering and filing systems; and methodologies utilized for the retention, retrieval, and storage of health information.		
<b>HIM 202</b>	<b>Introduction to the Health Information Management Profession</b>	<b>3 Credits</b>
<i>Prerequisite: None</i>		
This course introduces students to the health information management field and the opportunities available for students upon graduation. In addition to traditional career prospects, job opportunities in non-traditional settings such as ambulatory care facilities, behavioral health centers, long-term care, rehabilitation facilities, insurance companies, and public sector health departments are discussed. Students learn important life skills such as communication and team building, and are exposed to current issues impacting the field. Topics related to professional ethics are woven through the course.		
<b>HIM 250</b>	<b>Health Statistics and Research</b>	<b>3 Credits</b>
<i>Prerequisite: MATH 215</i>		
This course defines the role of health information management professionals in the collection, analysis, and display of healthcare statistics and research. Students learn to define and compute vital statistics such as mortality and morbidity statistics, as well as to calculate them using off-the-shelf software packages. Additional topics include statistical data in quality, utilization, and risk management. The course also addresses research design and research on human subjects.		
<b>HIM 301</b>	<b>Clinical Classification Systems 1</b>	<b>3 Credits</b>
<i>Prerequisite: BIO 310</i>		
This course covers the historical development of classification systems for documenting diagnoses and procedures. It focuses on the application of current and future coding systems as well as coding clinical guidelines for diseases and procedures in the inpatient setting. Areas of emphasis include the purpose of coding, accurate application of coding principles, methods to assure data quality, and the impact of coding on prospective payment systems and Diagnosis Related Group (DRG) assignments.		
<b>HIM 302</b>	<b>Clinical Classification Systems 2</b>	<b>3 Credits</b>
<i>Prerequisite: HIM 301</i>		
The course introduces classification systems for capturing charges in non-inpatient settings. Students will learn the principles of coding with the Current Procedural Terminology (CPT) and Healthcare Common Procedure Coding System (HCPCS). The class emphasizes coding guidelines and CPT Assistant for ambulatory care institutions and physician offices. Compliance and ethics are stressed in each lesson.		
<b>HIM 331</b>	<b>Legal and Ethical Aspects of Healthcare</b>	<b>3 Credits</b>
<i>Prerequisite: HIM 201</i>		
The course covers legal principles and terminology, in general, as well as health records as legal documents, administration of the law, legal aspects of healthcare facilities, medical staff organization, privacy, and security.		
<b>HIM 332</b>	<b>Quality Management and Performance Improvement</b>	<b>3 Credits</b>
<i>Prerequisite: HIM 201</i>		
The course surveys the evolution of quality management in healthcare focusing on managing critical resources and risk. Additional topics include quality control methods as well as the importance of utilizing case management and critical path analysis. Students will discuss the importance of and methods for measuring outcomes (e.g., patient surveys, data sets). Performance improvement methods, research guidelines, data presentation, and corresponding regulations are introduced.		
<b>HIM 350</b>	<b>Health Information Management Application Design</b>	<b>3 Credits</b>
<i>Prerequisite: HIM 250, HIM 331, HIM 332</i>		
This course introduces students to information technology and data systems in a healthcare setting. Students will learn about collecting, analyzing, and managing healthcare data; surveying technologies and communication architectures; and managing domain and control architectures. Lessons include evolving health information administrative applications, health management system integration, and community health information networks.		

- HIM 351 Professional Practice Experience 1 3 Credits**  
*Prerequisite: HIM 250, HIM 331, HIM 332*  
 This first professional practice experience utilizes the American Health Information Management Association's Virtual Laboratory. Students will be exposed to a variety of health information management (HIM) applications such as Master Patient Index (MPI) and Encoder. HIM tasks include abstracting, chart tracking, document imaging, deficiency analysis, release of information, patient registration, transcription, speech recognition, and natural language processing. Students will develop reports in line with industry standards.
- HIM 360 Clinical Data Applications and Data Security 3 Credits**  
*Prerequisite: HIM 301, HIM 350*  
 The course reviews the structure of clinical data and health records, and the required standards and regulations for documentation. Health information benchmarks include conceptual, documentation, messaging, and application standards. Students will learn about security issues for reimbursement and prospective payment systems, analytical methods for identifying trends, and presentation techniques for healthcare decision-making.
- HIM 365 Management of Health Information Organizations 3 Credits**  
*Prerequisites: HIM 250, HIM 331, HIM 332*  
 This course introduces the principles of managing people and other organizational resources. Students will learn how to plan, organize, lead, and evaluate human resources. Topics include: management and leadership, motivations, team building, communication, productivity, performance appraisal, recruitment, job development, training, performance improvement, and revenue cycles.
- HIM 370 Organizational Development and Planning in Health Information Management 3 Credits**  
*Prerequisites: HIM 365*  
 This course introduces strategic planning and organizational development. The interplay of strategic leadership, management, and planning will be applied to health information management. Other topics include organizational assessment and benchmarking, change management, and leading enterprise-level projects.
- HIM 380 Reimbursement Methodologies and Financial Management 3 Credits**  
*Prerequisites: HIM 302, HIM 360, HIM 370*  
 This course focuses on payment systems, including those for inpatient and ambulatory care settings, as well as those for psychiatric, hospice, and home health services. Topics include reimbursement and case mix management, revenue cycles, coding compliance requirements, charge-master maintenance, auditing processes, types of insurances, payment systems (e.g., prospective), and various Diagnosis Related Groups. The course also covers accounting principles, budget processes, cost benefit analysis, and healthcare finance.
- HIM 451 Professional Practice Experience 2 3 Credits**  
*Prerequisites: HIM 302, HIM 360, HIM 370*  
 This second professional practice experience (PPE) takes place in a health information management department of an acute healthcare facility. Students are supervised by a Registered Health Information Administrator, Registered Health Information Technician, or other qualified personnel assigned by the healthcare facility, and are provided with practical experiences that ground the theories acquired in prior coursework. The PPE focuses on departmental functions, quality assessment and performance improvement, computerized information systems, organizational resources and management, billing and reimbursement, document imaging, and the electronic health record. Students also rotate to non-acute sites such as ambulatory clinics, skilled nursing facilities and long-term facilities, and perform the functions outlined in the PPE student handbook.
- HIM 455 Health Information Management Applications in Non-traditional Settings 3 Credits**  
*Prerequisites: HIM 302, HIM 360, HIM 370*  
 Students are introduced to the management of health information in non-acute hospital settings. Non-traditional provider sites include ambulatory care, mental health, home health, skilled nursing, emergency medical services, and veterinary care. The course also covers reimbursement, coding, licensing, and accreditation issues in these facilities.

**HIM 460 Healthcare Delivery Systems 3 Credits**

*Prerequisites: None*

This course provides an overview of the history of healthcare organizations in the United States, and where appropriate, touches on features of other global systems so that students develop a broader perspective of how healthcare can and cannot be delivered effectively and efficiently. It focuses on the organization of healthcare systems, healthcare operations, accreditation standards, and applicable federal and state regulatory and licensing requirements. The course also covers the location, use, and application of resources for ongoing operation, as well as current trends in healthcare service delivery (e.g. e-health).

**HIM 465 Electronic Health Records 3 Credits**

*Prerequisites: HIM 302, HIM 360, HIM 370*

This course explores the development of electronic health records (EHRs) and health informatics. Students will analyze the technical components of EHRs including laboratory information systems, pharmacy information systems, picture archiving and communication systems, order sets, clinical protocols, provider orders, medication administration records, point-of-care charts, and clinical decision support systems. The benefits and barriers of implementing electronic health records will be discussed. The course will also cover personal health records, network architectures, and connectivity.

**Elective Courses**

**HIM 361 Introduction to Database Design 3 Credits**

*Prerequisites: HIM 360*

This course discusses the design, development, deployment, and evaluation of database systems. In addition, students learn conceptual and relational data modeling, and implementation languages such as Structured Query Language (SQL). Additional topics include data integrity, relational normalization theory, security, privacy, and concurrence control.

**HIM 391 Independent Study 1-3 Credits**

*Prerequisites: Permission of the instructor*

This course provides the individual student with the flexibility to learn more about a topic of interest outside of the formal course setting. Students are expected to take an active role in specifying readings and deliverables. They will be required to sign a contract acknowledging course learning objectives and expectations. The flexible assignment of credit for this course will allow faculty to adjust the course to specific students' needs and interests.

**HIM 436 Advanced Topics in Health Information Management 1-3 Credits**

*Prerequisites: Permission of the instructor*

This course allows students to learn about emerging disciplines in healthcare and health information systems, and to extend the depth and breadth of the program's offerings.

**HIM 452 Professional Practice Experience 3 3 Credits**

*Prerequisites: HIM 451 and approval of the HIM program director*

This third professional practice experience is an individual learning experience that allows students to develop deeper expertise in a particular area of interest by interning in an established organization. Like the second professional practice experience, it is supervised by a practitioner. Students must develop and sign a course contract identifying their expected learning objectives, on-site duties, supervisor, and course work-product. This course is not simply an internship. As part of their final report, students must relate their work to theoretical concepts covered in the overall Health Information Management program. Prior approval from the program's academic director is required.

**PROM 210 Project Management 3 Credits**

*Prerequisites: CIS 101*

Students learn to plan, organize, lead, and evaluate projects—large and small—to ensure that requirements are delivered on time and within budget. Topics include the essentials of initiating a project, defining requirements, scheduling tasks, managing scope, working in cross-functional teams, communicating effectively, resolving conflict, and closing a project. While budget development is beyond the scope of this course, students will be expected to understand simple project budgets. In addition to traditional task lists and timelines, students must generate project charters, change notices, progress reports, and project closing documents.

## Psychology (BA)

### ACADEMIC DIRECTOR: Ellen Smiley

CUNY School of Professional Studies

101 West 31<sup>st</sup> Street, Suite 905

New York, NY 10001

E-mail Contact: Ellen Smiley, [esmiley@ccny.cuny.edu](mailto:esmiley@ccny.cuny.edu)

URL: [www.sps.cuny.edu](http://www.sps.cuny.edu)

### FACULTY

(For the most up-to-date faculty listings and specializations, see the program website at [www.sps.cuny.edu](http://www.sps.cuny.edu).)

### THE PROGRAM

The Online B.A. in Psychology will teach you why people behave the way they do. Consistent with the American Psychological Association's educational goals, the Online B.A. in Psychology is designed to enable students to:

- Develop a strong knowledge base in psychology
- Understand and be able to apply research methods in psychology
- Use critical and creative thinking skills in psychology
- Understand and apply psychological principles
- Reflect the values in psychology

Gaining insights into motivation, learning, social behavior, and development across the lifespan, as well as learning how to conduct research, design surveys, interpret behavioral situations, and communicate effectively, is an excellent foundation for a wide variety of careers, including social service, management and business, marketing and market research, health care, and government. For students who aspire to advanced study, the Online B.A. in Psychology offers the essential knowledge and training typically required for admission to graduate programs in clinical psychology, and research. Students interested in graduate professional programs in the law, international development, and administration will benefit from the program's strong emphasis on critical thinking, ethics and multiculturalism.

The Online B.A. in Psychology curriculum provides a strong foundation in the four areas that underlie most work in Psychology: Developmental Psychology, Socio-Cultural Approaches, Learning and Cognition, and Biological Bases of Behavior, and hands-on experience in the methods psychologists use to study behavior. Students will select one of three tracks for their advanced coursework: Organizational Psychology, Psychological Development, or Psychopathology. All students complete a Senior Project, an in-depth exploration of a topic of particular interest and career relevance. Career planning is integrated and emphasized throughout the program.

### DEGREE REQUIREMENTS

One hundred twenty credits are required for the degree. Sixty credits come from the General Education curriculum. Thirty-six credits from the psychology major. Among these 36 credits 9 of the credits will be from one of the tracks of the student's choosing. Twenty-four credits of electives from the Psychology curriculum or courses in other degree programs.

### Tracks

<b><u>Organizational Psychology</u></b> Students who select the Organizational Psychology track must complete 6 credits in the following: PSY 305 and PSY 315. Students must also complete 3 credits from the following courses: PSY 320, PSY 340, PSY 348, PSY 360, PSY 390.	<b><u>Psychological Development</u></b> Students who select the Psychological Development track must complete 6 credits in the following: PSY 308, PSY 340. Students must also complete 3 credits from the following courses: PSY 317, PSY 320, PSY 327, PSY 337, PSY 360, PSY 390.	<b><u>Psychopathology</u></b> Students who select the Psychopathology track must complete 6 credits in the following: PSY 360, PSY 327. Students must also complete 3 credits from the following courses: PSY 317, PSY 320, PSY 337, PSY 340, PSY 348, PSY 390.
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An overview of the General Education Curriculum, including courses, begins on page 3.

## COURSES

**PSY 101                      General Psychology                      3 Credits**

*Prerequisite: None*

This course examines behavior and mental processes. Topics include research methods, biological bases of brain and mind, sensation-perception, sleep and states of consciousness, learning and memory, development, cognition-intelligence, motivation-emotion, personality, abnormal psychology, and social psychology. The focus is on findings and principles related to everyday life.

**PSY 201                      Introduction to Research Methods: Descriptive Approaches                      3 Credits**

*Prerequisite: PSY 101 or equivalent*

This course provides an introduction to research approaches that involve observations of behavior and other strategies that result in descriptive accounts, including field studies, content analysis, surveys, and program evaluation. Statistical methods for analyzing descriptive data, including measures of central tendency and variability and graphing will be included, along with questions about validity and research ethics. Active practice in data collection, analysis, and reporting.

**PSY 210                      Biological Bases of Behavior                      3 Credits**

*Pre- or co-requisite: PSY 201*

This course will introduce the biological structures and processes that provide the foundation for human behavior including: brain cell processes, neurotransmitters and chemical circuits, embryogenesis, sensory-motor processes, gender differentiation, and neurocognition. Behavioral effects of psychoactive drugs will also be included, along with issues of drug abuse and dependency.

**PSY 220                      Developmental Psychology                      3 Credits**

*Pre- or co-requisite: PSY 201*

This course examines the physical, perceptual, motor, cognitive, emotional, and social developments that interact across the lifespan to determine psychological functioning. Prominent theories relevant to lifespan development will be examined. Case studies will be used to illustrate individual and cultural differences and similarities in psychological development.

**PSY 230                      Learning and Cognition                      3 Credits**

*Pre- or co-requisite: PSY 201*

This course explores the psychology of thought, including reception of information, short- and long-term storage, perception, memory, concept formation, language acquisition, problem solving, imagination, and creativity. Influences of language and culture on these processes will be analyzed.

**PSY 240                      Socio-Cultural Approaches                      3 Credits**

*Pre- or co-requisite: PSY 201*

This course involves the analysis of the ways in which social and cultural factors affect interpersonal behavior, attitudes and attitude change, attraction, leadership and power relationships, aggression, and conflict resolution. Applications across the continuum from close personal relationships to international issues will be considered through case studies.

**PSY 301                      Statistical Methods                      3 Credits**

*Prerequisites: PSY 201 and at least three Level 2 Core Courses. Pre- or co-requisite PYS 301.*

Statistical approaches to analyzing psychological research data will be presented, with practice in conducting statistical analyses, designing graphic displays of data, and drawing conclusions related to specific research questions. Topics will include: frequency distributions, graphing, measures of central tendency and variability, correlation, probability, sampling distributions, estimation, tests of significance, and hypothesis testing.

**PSY 302                      Advanced Research Methods: Testing Hypotheses                      3 Credits**

*Prerequisites: PSY 201 and at least three Level 2 Core Courses. Recommended to be taken with PSY 301*

This course offers guided practice with experimental and quasi-experimental approaches used to design psychological research studies. Topics will include: analysis and control of variables, correlations and cause-and-effect relationships, specific design options, and single-subject research. Statistical methods for managing experimental data will be presented. Ethical considerations in experiments will be reviewed and guided practice provided in institutional Review Board procedures, preparation of research reports, and presentation of research findings.

- PSY 305                      The Psychology of Organizational Change and Leadership                      3 Credits**  
*Prerequisite: Completion of all required courses at Level 2.*  
 This course will examine ways in which organizational factors, including management and leadership styles, can be used to maximize satisfaction and productivity. Attention will be on processes for assessing organizational functioning from a systems perspective and implementing and assessing change strategies, with case studies as a resource for critical analysis.
- PSY 308                      Social and Emotional Development in Childhood                      3 Credits**  
*Prerequisite: Completion of all required courses at Level 2.*  
 Inquiry will focus on social and emotional development from birth to age twelve, with theories and research findings as tools for analysis. Topics include: temperament, attachment, identity, achievement, gender roles, moral development, and conformity, along with the roles of family relationships, peers, play and schools.
- PSY 315                      The Psychology of Work                      3 Credits**  
*Prerequisite: Completion of all required courses at Level 2.*  
 This course will focus on the application of psychological concepts to the workplace, including recruitment, selection and retention of employees, job design, work motivation, job engagement and satisfaction, testing and performance review, management and leadership strategies, mediation and conflict resolution, and communication. Impact of the physical and social features of the work environment will be examined.
- PSY 317                      Family Psychology                      3 Credits**  
*Prerequisite: Completion of all required courses at Level 2.*  
 This course will explore variations in family structure and functioning from a systems perspective. Specific relationships within families, including cross-generational ties, will be analyzed from a cross-cultural viewpoint. Strategies for optimizing family functioning and for intervening with families will be included, with case studies as key resources.
- PSY 320                      Interviewing                      3 Credits**  
*Prerequisite: Completion of all required courses at Level 2.*  
 This course will consider uses of interviewing in research, clinical assessment, and work settings, with attention to factors such as: preparing for an interview, constructing interview questions, communication styles, setting objectives, establishing rapport, active listening, managing difficult behaviors, analyses of verbal cues and non-verbal behavior, and using interview information in decision-making. Video and audio samples of interviews will be presented for analysis.
- PSY 327                      Clinical Methods: Theories and Process                      3 Credits**  
*Prerequisite: Completion of all required courses at Level 2.*  
 This course will survey the theoretical and practical issues involved in helping people with behavioral and emotional problems, and will study of interventions used in response to specific diagnostic psychological disorders. Psychodynamic, cognitive, person-centered and behavioral approaches, including theoretical foundations as well as diagnostic and therapeutic strategies will be compared. The importance of culture, ethnicity, and gender in the psychotherapeutic process will be studied, both from the perspectives of client and therapist.
- PSY 337                      Risk and Resilience in Development                      3 Credits**  
*Prerequisite: Completion of all required courses at Level 2.*  
 This course will analyze patterns of human development that contribute to psychological difficulties and, in contrast, to optimal psychological functioning. Research studies of the biological, emotional, cognitive, social, and institutional factors that influence developmental progress across the lifespan are analyzed. Case studies illustrate factors that serve protective or preventative functions, effective coping mechanisms and successful intervention strategies.
- PSY 340                      Contemporary Issues in Adulthood and Aging                      3 Credits**  
*Prerequisite: Completion of all required courses at Level 2.*  
 Study of current theories and research on physical, intellectual and social-emotional growth and change across the adult years will be the central focus of this course. Key roles of family and friendship, work and retirement, as well as broader social, economic and legal factors are examined, along with race, culture, class, and gender differences. Implications of research findings for optimizing adaptation to normal development change and crises are considered.

**PSY 348**                      **Small Group Processes**                      **3 Credits**  
*Prerequisite: Completion of all required courses at Level 2.*  
This course will examine the key role of small groups in the workplace and in a variety of social contexts, both from the perspective of psychological theory and research and experientially. Students will participate in, chronicle, reflect upon, and analyze their experiences as part of a small group. In addition, they will critique case studies from different theoretical and research-based perspectives. Topics will include: leader-member relations, group development, communication, conflict, decision-making, and self-managed teams.

**PSY 360**                      **Abnormal Psychology**                      **3 Credits**  
*Prerequisite: Completion of all required courses at Level 2.*  
Analysis of the characteristics of various psychological disorders, along with their origins and diagnoses, including anxiety disorders, dissociative and personal disorders, mood disorders and schizophrenia will be the focus of this course. Different theoretical perspectives on psychological disorders and their implications for treatment will be compared.

**PSY 370**                      **Special Topics in Psychology**                      **3 Credits**  
*Prerequisite: Permission of the instructor.*  
A course offering qualified students the opportunity to study special topics within fields that may vary from semester to semester.

**PSY 380**                      **Independent Study in Psychology**                      **3 Credits**  
*Prerequisite: Permission of the instructor.*  
Independent research or project conducted under faculty guidance. Written contract and report required.

**PSY 390**                      **Psychological Tests and Measurement**                      **3 Credits**  
*Prerequisite: Completion of all required courses at Level 2*  
This course will introduce theoretical and practical approaches to the assessment of individuals, including intelligence testing and other assessments of cognitive functioning, achievement and aptitude testing, and personality testing. Factors that influence test-taking, the interpretation of test scores, and other variables will be examined, with special attention to the influence of cultural and gender differences and ethical issues associated with psychological tests and measurement.

**PSY 499**                      **Senior Project**                      **3 Credits**  
*Prerequisite: Completion of all required courses at Level 3 and permission of Senior Project mentor.*  
All students will complete a senior research project under the direction of a faculty mentor, with a topic within the track in which the student has completed at least three courses. This capstone project will build upon work done in previous courses, allowing students to apply methods of scholarly and/or action research to specific psychological issues. Projects may be completed in small research groups or individually.

## Sociology (BA)

### ACADEMIC DIRECTOR: Barbara Walters

CUNY School of Professional Studies  
101 West 31st Street, Room 706  
New York, NY 10001

**E-mail Contact:** Barbara Walters, [Barbara.Walters@mail.cuny.edu](mailto:Barbara.Walters@mail.cuny.edu)

**URL:** [www.sps.cuny.edu](http://www.sps.cuny.edu)

### FACULTY

Benson, Jeremy ▪ Divale, William ▪ Erb, Carolyn ▪ Hale, David ▪ Hilliman, Charlyn ▪ Jenkins, Kate ▪ LaFont, Suzanne ▪ Levy, Antonia ▪ Lorek, Melanie ▪ Martucci, Sara ▪ Miller, Joanne ▪ Miyares, Ines ▪ Robinson, Kimberley ▪ Sischo, Lacey ▪ Snowden, Scharlene ▪ Walters, Barbara

(For the most up-to-date faculty listings and specializations, see the program website at [www.sps.cuny.edu](http://www.sps.cuny.edu).)

### THE PROGRAM

The Online B.A. in Sociology offers a core curriculum in sociological theory and methods followed by topical area courses into which ethnicity, gender, and socio-economic status issues are embedded. Through this program of study, successful students will understand, integrate and apply sociological theory and research methods to human socio-cultural and structural issues at global, societal, organizational and small group levels. A required senior capstone will provide students with the opportunity to integrate theory, method and substantive problem or issue analysis in an empirical research project.

The first five courses of the B.A. in Sociology are core courses, focusing on the development of a solid foundation in sociological theory and research methods. Students can supplement these courses with first and second level topical courses. An additional requirement of two upper division substantive courses augments breadth and depth in contemporary and classical topical areas. All students will be required to take one course in inequality.

The Online B.A. in Sociology is linked to the basic knowledge contained in the General Education Curriculum. Using state-of-the-art technology, the concentration prepares students for professional success and personal growth in this rapidly changing world.

### DEGREE REQUIREMENTS

One hundred twenty credits are required for the degree. Thirty of these credits must come from the core concentration of the degree (details below). Sixty credits must come from the general education curriculum. The thirty remaining credits come from electives taken from the general education curriculum, courses in any other degree program, or sociology courses exceeding the requirements for sociology electives. An overview of the General Education Curriculum, including courses, begins on page 3.

### Sociology Core

Students are required to complete 15 credits from the following: SOC 301, SOC 302, SOC 310, SOC 499, and SOC 490 or 491. Students must also complete 15 credits of elective courses with 2 distribution requirements: 3 credits must be in Inequality; 6 credits must be advanced courses in at least 2 areas.

### COURSES

#### **SOC 101**

#### **Introduction to Sociology**

**3 Credits**

*Prerequisite: None*

Introduction to Sociology is designed to provide students with an introduction to the theoretical perspectives, concepts, methods, and core research areas in sociology. Students will engage in active learning projects to develop their understanding of the discipline of sociology.

#### **Require Core Courses**

#### **SOC 301**

#### **Introduction to Research Methods**

**3 Credits**

*Prerequisite: SOC 101*

This course engages students in the planning, conducting, reporting and evaluation of research. A survey of methods characteristic of the social and behavioral sciences is included, with emphasis on those most closely related to the study of Sociology.

*Note: For requirement purposes SOC 301 is the equivalent to CC 401.*

**SOC 302                      Advanced Quantitative Analysis                      3 Credits**

*Prerequisite: SOC 301*

This course aims to enhance and develop the research methodological competencies developed in the introduction to research methods course by focusing more specifically on survey research, sampling, research design, questionnaire development, and more advanced quantitative analysis techniques: regression, correlation, analysis of variance, t-tests, and chi-square, as well as advanced issues in research design. Students will learn SPSS or another statistical program and use it to plan and execute a research project involving analysis of data located and extracted from a data bank.

*Note: For requirement purposes SOC 302 is the equivalent to CC 411.*

**SOC 310                      Foundations of Sociological Theory                      3 Credits**

*Prerequisite: SOC 101*

This course examines the historical development and transformation of critical social thought. Students will initially focus on classical European theorists such as Marx, Weber, and Durkheim, as well as early American theorists such as Mead, Burgess and Park, in order to explain their founding role in sociology and its direction. They will then examine the progression from classical to contemporary sociological theory and the increasing emphasis on middle-range theories and empirical work. Students will develop basic knowledge of key theoretical and conceptual frameworks as well as an understanding of how theory is developed, tested, and applied to practical social problems and research questions.

**SOC 490                      Ethnography                      3 Credits**

*Prerequisite: SOC 101*

This course is designed to provide an overview of ethnographic research methods. Students will gain understanding of the process, tools, rewards and challenges of observing and describing symbolic interaction within cultural fields. They will evaluate the contributions of ethnographic research to anthropological and sociological theory and knowledge and compare its utility relative to other social science research methods such as quantitative and historical analysis. Students will study and evaluate specific ethnographic studies and conduct their own ethnographic research project.

**SOC 491                      Comparative Methods                      3 Credits**

*Prerequisite: SOC 302*

This course aims to enhance research methodological competencies that bridge quantitative and qualitative methodologies by focusing on the development and application of Boolean analysis to a small number of cases. Students will evaluate research studies that use ideal types, analytic elements and Boolean logic, fuzzy set theory, event analysis, set theory contrasts of empirical configurations, and/or path analysis in causal explanations of macro-socio-historical phenomena. They will apply appropriate comparative methods to a research project of their own design.

**SOC 499                      Senior Capstone                      3 Credits**

*Prerequisite: Department Permission*

All students are expected to complete a senior research project under the direction of a faculty mentor. This capstone project will expand upon and integrate work completed in previous courses and provide students with an opportunity to apply methods of scholarly and/or action research to issues and problems of their own choosing. The final results of this study will be shared through ePortfolios on a virtual "commons" used for publication/presentation and critique open to all.

**Elective Courses**

***Inequality***

**SOC 203                      Race, Class and Gender                      3 Credits**

*Prerequisite: SOC 101*

Race and ethnicity often frame social relations in structures of inequality. Likewise, gender and class relations can also be shaped by unequal resources and differential access to the sources of power. In this course we explore the historic and social roots that have given rise to minority-dominant power relations both from a U.S. and an international perspective. Students will use their sociological imagination to envision how race, ethnicity, gender and other categories of experience -- i.e., age, religion, sexual orientation, physical abilities, and geographic region -- intersect with institutions in everyday society to create minority statuses.

**SOC 304**                      **Global Culture and Diversity**                      **3 Credits**

*Prerequisite: SOC 101*

The contemporary world features astonishing cultural diversity, easily accessed through communication networks and international trade. This course will examine classical and contemporary theories of cultural development and its stages, as well as problems posed by global diversity: inequality, imperialism, miscommunication, and intercultural strife.

*Note: For requirement purposes SOC 304 is the equivalent to CC 404.*

**SOC 303**                      **Demography**                      **3 Credits**

*Prerequisite: SOC 101*

This course is designed to provide students with the knowledge and skills to address questions concerning population growth and change. It explores critical issues such as the relationship between population growth and development; immigration and internal migration; how demographic processes and opportunities vary by age, race, ethnicity, and gender; and how and why these processes vary around the world. Additionally, students will learn to compute a variety of demographic measures using publicly available data and Excel.

**SOC 313**                      **Stratification**                      **3 Credits**

*Prerequisite: SOC 301 and SOC 310*

This course provides an overview of classic and contemporary theories of social class and inequality within the United States and in a global context. Students will examine these as well as strategies for assessing and measuring the level of inequality within and across nations, mobility rates, and factors, i.e., religion, ethnicity, and gender that affect socio-economic status and impact life chances. Students will also evaluate the impact of social policies intended to mitigate the effects of inequality.

***Micro-Sociology***

**SOC 319**                      **Self and Social Interaction**                      **3 Credits**

*Prerequisite: SOC 101*

Social psychology provides a framework for analyzing the emergence and construction of self, identity, cognition and personality in the context of groups, cultures, networks (including digital networks), organizations and communities. Students will examine and apply concepts and ideas from social learning theory, psychoanalysis and post-analytic theories, cognitive development theory, exchange theory, dramaturgy and symbolic interaction to understand the emergence and development of self, self identity and self-presentation.

**SOC 320**                      **Sociology of the Body**                      **3 Credits**

*Prerequisite: SOC 301 and SOC 310*

This course examines the body as social construction that is situated within a particular social and historical context. Students will understand how bodies become gendered, raced, classed, and sexualized in ways that create and reinforce social institutions and relations of power. They will analyze the reciprocal processes of structuration: how the body is shaped by social expectations and symbolic exchange, how meanings are attached to bodies and different body parts, and how these interpretations in turn shape social relations. Students will critically evaluate the experience of embodiment and the contribution of sociological theories and data to our understanding of the process. They will write two course papers on the sociology of the body.

***Institutions***

**SOC 206**                      **Sociology of the Family**                      **3 Credits**

*Prerequisite: None*

The course examines the family as a social institution, its origins, structure and process. Students will describe and analyze cross-cultural and historical variations in family patterns, social relationships and interaction patterns involved in courtship, mate selection and marriage. They will understand the nature of family organizations, family disorganization and the impact on the lives of men, women and children in America.

**SOC 216**                      **Social Problems**                      **3 Credits**

*Prerequisite: None*

The course focuses on problems whose origins lie outside the individual and how these problems impact individual behavior and social adjustment. Students will analyze problems related to major social institutions with special focus on the impact of inequality: health care, education, criminal justice, culture, political, and economic.

**SOC 226**                      **Sociology of Religion**                      **3 Credits**  
*Prerequisite: None*  
This course provides an introduction to the study of religion from a sociological viewpoint: basic definitions and concepts in the sociology of religion; methods of studying religious beliefs and practices; group processes, organizational forms and religious leadership; secularization, church-state issues, and contemporary fundamentalism; religiosity and conversion; and religious beliefs/practices as these interact with socio-economic status, ethnicity, gender, and sexuality.

**SOC 405**                      **Sociology of Culture**                      **3 Credits**  
*Prerequisite: SOC 301 and SOC 310*  
This course provides an overview of sociological approaches to the production, distribution and consumption of culture. Students will examine how culture is produced, framed, distributed and interpreted; they will analyze how patterns of cultural consumption define social groups, and how these consumption patterns both reflect and shape social status. Students will develop an understanding of how sociological approaches to culture differ from those of other disciplines, notably the humanities.

**SOC 406**                      **Sociology of Education**                      **3 Credits**  
*Prerequisite: SOC 301 and SOC 310*  
The course will provide an overview of the American Educational system as an institution. Students will learn and apply sociological theories of education, evaluate research on education, understand the role of education in social reproduction as well as social dynamics and change, and develop awareness of how education affects their own lives.

**SOC 407**                      **Sociology of Health and Medicine**                      **3 Credits**  
*Prerequisite: SOC 301 and SOC 310*  
This course examines current issues in health, healing, and medicine from a sociological perspective. Students will use the sociological imagination to develop a deeper understanding of patterned relationships among social, cultural, political, organizational and economic contexts and individual health/illness definitions and outcomes. Course assignments will engage students in empirical analysis and critical thinking about connections between demographic characteristics such as race, ethnicity, education and income, and health-related outcomes such as stress, health education, health maintenance, and chronic diseases. Student projects will evaluate the impact of social policies and/or of technologies on environmental factors, health education and health care delivery within broader institutional systems.

**SOC 408**                      **Political-Legal Sociology**                      **3 Credits**  
*Prerequisite: SOC 301 and SOC 310*  
This course provides an introduction and overview to international human rights organizations, laws, and practices. Students will develop an understanding of national and international human rights standards, constitutionalism, the nature of human rights violations, and human rights advocacy within the framework of national and international legal systems designed to protect human rights. Students will develop analytic skills and a knowledge base with which to assess human rights violations and to implement as well as evaluate various strategies for addressing them.

**SOC 409**                      **Economic Sociology**                      **3 Credits**  
*Prerequisite: SOC 301 and SOC 310*  
This course provides an overview of the main theoretical orientations in economic sociology and some of its main substantive areas – such as; development, globalization, labor markets, the nature of the firm, and financial markets. Students will evaluate significant research studies, theories, and the extent to which the different theoretical paradigms serve as alternatives to one another or as complements in the explanation of specific patterns of behavior within economic institutions.

### ***Deviance/Criminal Justice***

**SOC 207**                      **Introduction to Criminal Justice**                      **3 Credits**  
*Prerequisite: None*  
This introductory course offers an overview of the history and trends of crime and justice within the United States. An examination of the different types of crime and the consequences will be discussed. Students will be introduced to the administration of police; court and correctional agencies; and the decision-making points from the initial investigation or arrest by police to the eventual release of the offender and his/her reentry into society. The role of the police, the prosecuting attorney, the defense attorney, judge, probation, corrections and parole will be examined individually and collectively.

## **Social Change**

### **SOC 208                      Urban Sociology                      3 Credits**

*Prerequisite: None*

The course provides an overview of basic sociological theories, concepts and models of urbanization and demographic transitions. Students will use existing data-bases such as the U.S. Census, NYC: A City of Neighborhoods, Social Explorer and other resources to collect and describe urban populations. The descriptive quantitative work will be coupled with observations and urban ethnography in urban neighborhoods.

### **SOC 317                      Organizational Structure and Change                      3 Credits**

*Prerequisite: SOC 310*

The contemporary world has produced new organizational types and styles while at the same time perpetuating older, more traditional, bureaucratic forms. This course will engage students in analysis of organizations in an array of contexts using a combination of case studies and the application of contemporary and classical organizational theorists.

*Note: For requirement purposes SOC 317 is the equivalent to CC 405 and BUS 341.*

### **SOC 418                      Social Movements and Collective Behavior                      3 Credits**

*Prerequisite: SOC 301 and SOC 310*

The goal of this course is to assist advanced students in thinking systematically about contentious politics – processes in which people make conflicting collective claims on each other or on third parties – as they participate in them, observe them, or learn about how they are happening elsewhere. Students will review and evaluate theories of political contention as well as methods for gathering and analyzing evidence. They will examine and analyze specific examples of forms of contention such as social movements, revolutions, nationalist mobilization, and ethnic conflict and how these have worked in different times and places. Students will apply systematic comparative methods to analyze parallels and differences among these, to assess the role of communication in propelling them, and to evaluate theories that explain them.

### **SOC 419                      The Digital Revolution and the Information Society                      3 Credits**

*Prerequisite: SOC 301 and SOC 310*

This course provides an overview of the information revolution over the last fifty years. Students will develop a critical perspective regarding narratives and theories that explain this phenomenon as a variant of "technological determinism." They will examine and evaluate alternative theoretical perspectives and explanations, e.g., the social constructivist understanding of science and technology as objects and systems that derive significance and definitions from their embeddedness in social, political, and economic contexts. Students will engage in research projects related to "information work"; the "digital divide" and technological access; virtual communities; digital communities, and popular culture to assess and evaluate various information technologies and their impact on human communities.

### **SOC 429                      Sociology of the Environment                      3 Credits**

*Prerequisite: SOC 301 and SOC 310*

This course is an introduction to the politics of the international/global environment. As a field of study it examines questions about the environment; state sovereignty; policy processes at the local, national, and international levels; and north-south politics. It also prompts us to interrogate the character of human interaction with the earth.