

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

CURRICULUM REVISION

Attach a copy of the new and old curricula to this sheet as well as any new course or course revisions required as part of this curriculum revision. Use a two column format comparing the old and new curricula.

1. Name of Department: Allied Health Sciences
Health Information Technology
2. Name of old curriculum: _____
Health Information Technology
3. Name of new curriculum: _____
Associate in Applied Science
4. Degree to be granted: _____
Fall 2011
5. Semester curriculum revision will first be effective: _____
6. Estimated enrollment in curriculum (number of students estimated to begin this curriculum per academic year): 75
7. Will this curriculum revision require special materials, equipment or space that were not required for the old curriculum? _____ Yes No If yes, attach an explanation.
Five
8. Number of new courses: _____
9. Number of old courses being dropped: _____
10. Number of course revisions required as part of this revision: Thirteen

Signatures

- | | | |
|----|---|-------|
| 1. | _____ | _____ |
| | Department Chairperson or Program Director | Date |
| 2. | _____ | _____ |
| | Scheduling Officer (Advised as to Course Code) | Date |
| 3. | _____ | _____ |
| | Dean of Academic Affairs (Advised as to format) | Date |
| 4. | _____ | _____ |
| | Chairperson of Curriculum Committee | Date |

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Department of AHS

Title of Course Pathology of Diseases I

Class Hours: 2

HIT 106

Laboratory Hours per Week: 2

Semester: Fall

Instructor Information: Prof. Carlson, 212 220-8339, Office N 749, lcarlson@bmcc.cuny.edu

Credits: 3

Course Description:

This is the first of two courses that focuses on the diagnosis and treatment of body systems. Students will learn the cause, risk factors, treatment, and prevention of diseases of the body. Students are required to review medical charts and identify diseases and procedures relevant for billing purposes according to the current official ICD-CM coding guidelines.

Basic Skills: ESL 095, ENG 095, ACR 095, MAT 051

Prerequisites: None

Corequisites: HIT 103, HIT 107, HIT 108, *BIO 425

*if students do not take the HIT specific BIO 425 course they will be required to take CHE 118 or 121

Outline of Topics

Unit I

At the conclusion of this unit the student will be able to:

1. Identify risk factors associated with diseases
2. Describe the impact of genetics and disease
3. Describe psychological factors that impact disease
4. Identify how diseases are diagnosed and treated
5. Discuss how culture impacts disease
6. Describe the importance of preventative health
7. Discuss the types of congenital and childhood diseases
8. Describe the categories and objectives of basic laboratory and diagnostic tests

Measurement: Unit exam, multiple choice & short answer, workbook assignments

Chapter 1

Mechanisms of Disease, Diagnosis, and Treatment

1. Risk factors
2. Genetics
3. Trauma
4. Psychological factors
5. Diagnosis
6. Treatment
7. Culture
8. Preventative health

Appendix I Common Laboratory and Diagnostic Tests

1. Blood
2. Glucose
3. Cardiac enzymes
4. Urine studies
5. Cardiology tests
6. Imaging studies
7. Stool analysis
8. Endoscopy tests
9. Screening
10. Miscellaneous

Chapter 2

Developmental, congenital, and Childhood Diseases and Disorders

1. Prematurity
2. Genetic syndromes
3. Disorders of specific body systems
4. Childhood diseases

Unit II

At the conclusion of this unit the student will be able to:

1. Describe the anatomy and physiology of the immunologic, endocrine, eye, and ear body systems
2. Describe the different types of autoimmune and immunodeficiency, endocrine, and special senses diseases
3. Describe diagnostic tests applicable to each body system
4. Describe therapeutic options applicable to each body system

Measurement: Unit exam, multiple choice & short answer, workbook assignments

Chapter 3 Immunologic Diseases and Conditions

1. Immunodeficiency diseases
2. Autoimmune diseases

Chapter 4 Disease and Conditions of the Endocrine System

1. Anatomy of endocrine
2. Physiology of endocrine
3. Diseases of endocrine system

Chapter 5 Disease and Disorders of the eye and Ear

1. Functioning disorders of eye
2. Diseases of the ear

Unit III At the conclusion of this unit the student will be able to:

1. Describe the anatomy and physiology of the integumentary and musculoskeletal systems
2. Summarize risk factors associated with each body system
3. Describe applicable diagnostic tests for each body system
4. Identify treatment options for each body system

Measurement: Unit exam, multiple choice & short answer, workbook assignments

Chapter 6 Disease and Conditions of the Integumentary System

1. Skin lesions
2. Ulcers

3. Tumors (benign, premalignant)
4. Carcinoma
5. Pigmentation

Chapter 7 Diseases and Conditions of the Musculoskeletal System

1. Describe the different types of muscles
2. Identify applicable diagnostic tests
3. Describe the different types of diseases applicable to the musculoskeletal system
4. Summarize the types of trauma injuries
5. Summarize treatment options for musculoskeletal diseases

Below are the college's general education learning outcomes, the outcomes that are checked in the left-hand column indicate goals that will be covered and assessed in this course. (Check at least one.)

	General Education Learning Outcomes	Measurements (means of assessment for general education goals listed in first column)
x	Communication Skills- Students will be able to write, read, listen and speak critically and effectively.	Homework, review of patient medical records and interpreting information
<input type="checkbox"/>	Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	
x	Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.	Review of patient medical records and correct assignment of diagnoses and procedures
<input type="checkbox"/>	Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.	
<input type="checkbox"/>	Arts & Humanities- Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.	
x	Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.	Demonstrate the use of resources available via the internet to interpret information in patient medical charts
<input type="checkbox"/>	Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	

Required Text: Essentials of Human Diseases and Conditions by Margaret Schell Frazier and Jeanette Wist-Drzymkowski, current edition

Other Resources: N/A

Use of Technology (If Applicable): Internet resources provided with book

Evaluation and Requirements of Students

Course examination requirements include, homework, evaluation of patient records, writing assignments, and unit exams. A minimum average of 73% or "C" is required to successfully complete this course.

College Attendance Policy

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Academic Adjustments for Students with Disabilities

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Knowledge Cluster Content**Biomedical Sciences**

- Anatomy (4)
- Physiology (4)
- Medical Terminology (4)
- Pathophysiology (4)
- Pharmacotherapy (4)

7/2010

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: Allied Health Sciences

2. Name and Number of course: CIS 105 Introduction to Computerized Medical Records

3. _____ This course is being withdrawn. (Go to 5)

X

4. _____ Course revised. Check appropriate items.

_____ Change course number from _____ to _____

_____ Change course title from _____
To _____

_____ Change course hours from _____ to _____

_____ Change course credit from _____ to _____

_____ Change basic skills requirements from _____
to _____

X Change prerequisites from HIT 203, HIT 204, HIT 205, HIT 206
To HIT 203, HIT 204, HIT 207, HIT 208
 X HIT 330, HIT 331, HIT 332

_____ Change corequisites from _____
To HIT 331, HIT 332, HIT 333

_____ Change course description. Attach a copy of old and new description.

_____ Other (Specify): _____
With the conversion to electronic health records and ICD-10-CM
& ICD-10-PCS, the content of the courses will change

5. Reason(s) for change(s): _____
Fall 2011

6. Date effective: _____

Signatures

1. _____
Department Chairperson or Program Director Date

2. _____
Scheduling Officer (Advised as to Course Code) Date

3. _____
Dean of Academic Affairs (Advised as to format) Date

4. _____
Chairperson of Curriculum Committee Date

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

City University of New York

Department of Allied Health Sciences

**Title of Course: Medical Coding II
HIT 333
Semester: Fall
Credits: 2**

**Class hours: 3
Lab hours N/A
Instructor Information:
Lynda Carlson
N 749
lcarlson@bmcc.cuny.edu
212 220-8339**

Course Description:

This course is a continuation of HIT 207 Medical Coding I and covers the historical development and current medical coding systems for diagnoses, procedures, and reimbursement systems. Students will gain entry-level competency in the use of the current ICD-CM coding system by coding inpatient charts and assigning a diagnostic related group (DRG), utilizing an internet based coding program. Students will also complete coding exercises within and outside of the classroom covering the coding of procedures, diagnostic, and therapeutic options applicable to all body systems.

Prerequisites/Co-requisites:

HIT 210/HIT 331, HIT 332, CIS 105

Student Learning Outcomes:

At the conclusion of Unit 1 the student will be able to:

1. Describe and apply the criteria for assigning principal and secondary procedures
2. Describe and apply the criteria for querying a physician

At the conclusion of Unit 2 the student will be able to:

1. Describe the sections of a record applicable to procedures and its purposes
2. Describe the format of the location of procedural codes

At the conclusion of Unit 3 the student will be able to:

1. Discuss the general coding guidelines regarding procedures
2. Read and interpret medical record documentation to identify all significant procedures that affect the current inpatient stay
3. Apply Uniform Hospital Discharge Data Set definitions to select the principal procedure and other procedures that require coding
4. Describe the surgical hierarchy
5. Describe and apply guidelines specific to coding procedures (e.g. bilateral, Endoscopic approaches)

At the conclusion of Unit 4 the student will be able to:

1. Describe the basic steps of coding
2. Review hospital charts and demonstration abstraction of relevant data
3. Utilizing the ICD-CM coding book, will demonstrate assignment of proper procedural codes

At the conclusion of Unit 5 the student will be able to:

1. Apply the chapter/disease/procedure specific procedural coding clinic guidelines
2. Demonstrate the ability of assigning appropriate ICD-CM diagnostic and procedure codes

At the conclusion of Unit 6 the student will be able to:

1. Discuss the ICD-10 coding systems
2. Demonstrate use of ICD-10 coding system to assign procedure codes

Required Text & Readings:

ICD-9-CM Coding book, Volumes 1-3, latest edition

ICD-9-CM Coding, Theory and Practice by Karla R. Lovaasen & Jennifer Schwerdtfeger, latest edition

Other Resources:

Charts available in the library and HIT Computer Lab

Use of Technology (if applicable):

Virtual Lab internet program available HIT Computer Lab

Evaluation & Requirements of Students:

Students are assessed on unit examinations and a comprehensive final that will incorporate all units of the course syllabus. Students will also code charts during the semester that will count toward the final grade. Successful completion of this course requires an average of 73% or higher.

Outline of Topics:

UNIT I	Principle procedure assignment
UNIT II	Component of Medical Record
UNIT III	Procedure Coding Guidelines
UNIT IV	Procedural Code Assignment
UNIT V	Chapter Specific Guidelines
UNITS VI	ICD-10 Coding Systems

College Attendance Policy

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9/07, 8/08, 6/09, 6/10

Knowledge Cluster Content

Biomedical Sciences

Anatomy (4)

Physiology (4)

Medical Terminology (4)

Pathophysiology (4)

Pharmacotherapy (4)

I.C. Clinical Classification Systems

1. Classifications, taxonomies, nomenclatures, terminologies, and clinical vocabularies (4)
2. Principles and applications of coding systems (such as ICD-9-CM, ICD-10, CPT/HCPCS, DSM-IV) (5)
3. Diagnostic and procedural groupings (such as DRG, APC, RUGs, SNOMED-CT) (5)
4. Casemix analysis and indexes (4)
5. Medicare Severity Diagnosis Related Groups (MS-DRGs) (4)
6. Coding compliance strategies, auditing, and reporting (such as CCI, plans) (5)
7. Coding quality monitors and reporting (5)

Entry Level Competencies

C. Subdomain: Clinical Classification Systems

1. Use and maintain electronic applications and work processes to support clinical classification and coding.
2. Apply diagnosis/procedure codes using ICD-9-CM.
4. Ensure accuracy of diagnostic/procedural groupings such as DRG, APC, and so on.
5. Adhere to current regulations and established guidelines in code assignment.
6. Validate coding accuracy using clinical information found in the health record.
7. Use and maintain applications and processes to support other clinical classification and nomenclature systems (ex. ICD-10-CM, SNOMED, etc.).
8. Resolve discrepancies between coded data and supporting documentation.

D. Subdomain: Reimbursement Methodologies

1. Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery.

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: Allied Health Sciences

2. Name and Number of course: HIT 103 Medical Terminology I

3. This course is being withdrawn. (Go to 5)

X

4. Course revised. Check appropriate items.

Change course number from _____ to _____

Change course title from _____
To _____

Change course hours from _____ to _____

Change course credit from _____ to _____

Change basic skills requirements from _____
to _____

Change prerequisites from _____
to _____

X

HIT 104, HIT 105

Change corequisites from _____
To HIT 106, HIT 107, HIT 108.

Change course description. Attach a copy of old and new description.

Other (Specify): _____

With the conversion to electronic health records and ICD-10-CM
& ICD-10-PCS, the content of the courses will change

5. Reason(s) for change(s): _____

Fall 2011

6. Date effective: _____

Signatures

1. _____
Department Chairperson or Program Director Date

2. _____
Scheduling Officer (Advised as to Course Code) Date

3. _____
Dean of Academic Affairs (Advised as to format) Date

4. _____
Chairperson of Curriculum Committee Date

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

NEW COURSE

Attach proposed course syllabus to this form. Also attach a copy of the course description as it will appear in the catalog.

1. Name of Department: Allied Health Sciences
Pathology of Diseases I

2. Name of New Course: _____

3. Course Number: HIT 106

4. Prerequisites: _____
HIT 103, HIT 107, HIT 108

Corequisites: _____
ENG 095, ESL 095, MAT 051, ACR 095

Basic Skills: _____

5. Hours per week: 3 Lecture: 2 Lab: 2

6. Credits: 3

7. Course is required in the following curricula: Health Information Technology

8. Will special materials, space, and/or equipment be required? Yes No

9. Course articulation with the senior college(s): _____
Attach copy of letter(s) of support from senior college(s)
45-50

10. Estimated enrollment per semester: _____
Fall 2011

11. Date effective: _____

Signatures

1. _____
Department Chairperson or Program Director Date

2. _____
Scheduling Officer (Advised as to Course Code) Date

3. _____
Dean of Academic Affairs (Advised as to Format) Date

4. _____
Chairperson of Curriculum Committee Date

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Department of AHS

Title of Course Health Data Information, Storage & Retrieval

Class hours 3

HIT 108

Laboratory Hours per week: 2

Semester: Fall

Instructor Information (Phone#, Office#, email) Prof. R. Chichester, 212 220-8341, N 747,
rchichester@bmcc.cuny.edu

Credits 3

Course Description

This course begins with an overview of the Health Information Management (HIM) profession. Topics include contents of different types of medical records, required standards for chart documentation, divisions within the HIM department, and chart flow throughout the department. It also covers the development and use of primary and secondary indexes and registries, numbering and filing systems, and methodologies utilized for the retention, retrieval, and destruction of medical documents. Utilizing the internet, students will learn to access health related databases and evaluate the different vendors offering filing systems and storage, including microfilm and computer hardware/software. Utilizing materials in the classroom, students will create patient charts.

Basic Skills: ESL 095, ENG 095, ACR 095, MAT 051

Prerequisites: None

Corequisites: HIT 106, HIT107, HIT 108, *BIO425

*if students do not take the HIT specific BIO 425 course they will be required to take CHE 118 or 121

Outline of Topics:

UNIT I	INDEXES, REGISTRIES AND ORGANIZATION OF HEALTH CARE SYSTEMS
UNIT II	THE PATIENT'S RECORD AND THE CLINICAL SPECIALTIES
UNIT III	NUMBERING AND FILING SYSTEMS
UNIT IV	ACCESS AND RETENTION SYSTEMS
UNIT V	RECORD CONTENT AND DOCUMENT REQUIREMENTS
UNIT VI	ARRANGEMENT, FORMAT AND FLOW OF HEALTH INFORMATION
UNIT VII	COMPUTERIZED PATIENT RECORDS
UNIT VIII	FORM DESIGN AND CONTROL
UNIT IX	INTRODUCTION TO THE CANCER REGISTRY SYSTEM

Student Learning Outcomes:

At the conclusion of Unit 1, the student will be able to:

1. Identify and differentiate the required indexes in the Health Information Management department
2. List information required for various indexes and registers, identify, and summarize the purpose for maintaining the various indexes and registers
3. Apply alphabetic and phonetic filing procedures for the master patient index
4. Identify and contrast the equipment used to maintain these files
5. Verify that data have been obtained from valid sources
6. Compare the data with other sources/ references to determine consistency
7. Abstract information from patient records for disease, procedure, physician, and other indices
8. Identify and compare data collection techniques

9. Summarize the purpose of accreditation, and identify organizations responsible for developing accreditation standards, related to patient data
10. Identify and apply federal and state regulations in health care scenario
11. Compare acute general hospitals and other health facilities and explain the functions of each
12. Identify the health related organizations that impact on standards of health care and health documentation

Measurement: Unit exam, homework

At the conclusion of Unit 2, the student will be able to:

1. Define uses for the medical record
2. Differentiate between a health record and a medical record
3. Identify the ownership and the use of health information
4. Compare the professional levels of Health Information Management practitioners
5. Describe the educational and continuing educational requirements
6. Describe the various levels of physicians and the specific documentation responsibility required
7. Describe and compare clinical/specialty services
8. Identify and contrast non-clinical specialties/sub-specialties

Measurement: Unit exam, homework

At the conclusion of Unit 3, the student will be able to:

1. Identify and differentiate the types of numbering systems
2. Summarize the advantages and disadvantages of each numbering system
3. Summarize steps necessary to convert a numbering system
4. Compare different filing methodologies and provide examples of each
5. Summarize consideration for filing conversions, and explain the steps in developing a transition plan for implementing or revising a filing system
6. Explain and illustrate the purpose of color coding
7. Summarize major provisions to be considered when evaluating different types of filing equipment

Measurement: Unit exam, homework

At the conclusion of Unit 4, the student will be able to:

1. Identify and compare methods of chart storage
2. Compare various information storage technologies
3. Explain and develop a file control system
4. Describe and compare manual and automated charge-out systems
5. Develop a procedure for Incomplete records
6. Identify and compare types of supplies for retention systems
7. Develop space requirements and/or supply needs for current and/or new systems
8. Compare methods/procedures for procurement, maintenance and selection of equipment and supplies
9. Construct a check-list to prepare medical records for microfilming, Optical disc, Scanning, Storage Area Networks, E-Discovery, RAID, etc
10. Identify and explain various types of storage devices (microfilm, optical disc, scanning) and identify the system in which they can best be utilized
11. Compare the advantages and disadvantages of Microfilm, Optical disc, Scanning, etc
12. Identify equipment utilized for processing and viewing documents, that utilize the various devices

Measurement: Unit exam, homework

At the conclusion of Unit 5, the student will be able to:

1. Differentiate between sociological, medical, nursing and administrative sections
2. Identify all forms normally found in the medical record, and differentiate between the types of forms utilized in health care facilities
3. Explain who is responsible for the documentation on each form
4. Describe the documentation contents of each form and provide examples
5. Collect and maintain health data (such as data elements, data sets, and data bases)
6. Assemble a medical record according to the guidelines for each service
7. Apply policies and procedures to ensure the accuracy of health data, verifying that the data has been obtained from valid sources

- Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or data bases

Measurement: Unit exam, homework

At the conclusion of Unit 6, the student will be able to:

- Describe the flow of data generated by the admission, nursing and ancillary units
- Differentiate between the source oriented and integrated medical record formats
- Differentiate the arrangement and purpose of forms between the nursing unit and upon discharge
- Retrieve specific health data from appropriate medical record forms, for example Discharge Summaries, Operative reports, and Pathology reports
- Define the purpose of the Problem Oriented Medical Record (POMR), describe the components, and compare the advantages and disadvantages
- Compare and summarize the POMR chart arrangement format to the source oriented or integrated format
- Identify a problem from the problem list, and find corresponding documentation in the progress notes

Measurement: Unit exam, homework

At the conclusion of Unit 7, the student will be able to:

- Develop goals and objectives for computerized information systems (i.e departmental or facility)
- Identify goals and objectives for development of an institutional EHR
- Define and develop basic components of an organizational security plan
- Identify, explain, and compare various telemedicine applications
- Explain functional requirements for the EHR
- Identify and develop suggestions/solutions to barriers of implementation of a EHR
- Compare keyed entry devices with scanned entry
- Identify and develop suggestions for the EMR, and the differences between the EHR and EMR

Measurement: Unit exam, homework

At the conclusion of Unit 8, the student will be able to:

- Summarize specific considerations to be aware of when developing forms used in the Health Information Management department, or health care facility
- Apply form design guidelines to assist the medical staff committee. Also develop or revise forms used in the medical record
- Apply and/or develop procedures to ensure that all forms have been approved prior to use
- Develop a procedure to review effectiveness of new and old forms
- Be familiar with the type and content of health record (paper, electronic, computer based, e-health, personal, web based)
- Be familiar with health record documentation requirements (such as accreditation, certification, licensure)
- Be familiar with health record monitoring and compliance reporting

Measurement: Unit exam, homework

At the conclusion of Unit 9, the student will be able to:

- Summarize the components of a hospital cancer registry program
- Describe the function of each component in the cancer registry program
- Apply the staging and histological systems accurately
- Identify several reports that are generated and describe their use
- Identify the cancer registry accreditation agency
- Apply the procedure for reporting to the NYS Cancer Registry

Measurement: Unit exam, homework

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<input type="checkbox"/>	Communication Skills- Students will be able to write, read,	

	listen and speak critically and effectively.	
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<input type="checkbox"/>	Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.	
<input type="checkbox"/>	Arts & Humanities- Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.	
<input checked="" type="checkbox"/>	Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.	Classroom discussion, exams
<input type="checkbox"/>	Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	

Required Text: Health Information Management: Concepts, Principles, and Practice: Third Edition.
Kathleen M. LaTour, and Shirley Eichenwald-Maki

Other Resources: Professional Journals

Use of Technology (If Applicable): Internet/Virtual Lab

Evaluation and Requirements of Students

Course examination requirements include Three (3) comprehensive examinations, which will be graded equally There will also be a specific group project assigned . Other quizzes group projects, reports etc, are assigned at the discretion of the faculty. A minimal average of 73% or (C) is required to successfully complete the course.

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**ENTRY LEVEL COMPETENCIES AND KNOWLEDGE CLUSTERS:
HEALTH DATA STRUCTURE, CONTENT AND STANDARDS**

- Data versus information
- Structure and use of health information (individual, comparative, aggregate)

- Health information media (such as paper, computer, web based)
- health record data collection tools (forms, screens, etc.)
- Data sources (primary/secondary)
- Data storage and retrieval
- Data quality and integrity
- Healthcare data sets (such as OASIS, HEDIS, DEEDS, UHDDS)
- National Healthcare Information infrastructure (NHII)

HEALTHCARE INFORMATION REQUIREMENTS AND STANDARDS

- Type and content of health record (paper, electronic computer based, e-health-personal, web- based)
- Health record documentation requirements (such as accreditation, certification, licensure)
- Health record monitoring and compliance reporting

HEALTHCARE STATISTICS AND RESEARCH

- Indices, databases and registries
- Vital statistics

HEALTHCARE DELIVERY SYSTEMS

- Organization of healthcare in the United States
- Healthcare organizations structure and operation
- External standards, regulations, and initiatives (such as licensure, certification, accreditation, HIPAA)
- Healthcare providers and disciplines

DATA STORAGE AND RETRIEVAL

- Document archival, retrieval, and imaging systems
- Maintenance and monitoring of data storage systems

DOMAIN: HEALTHCARE DATA MANAGEMENT

A. SUBDOMAIN: HEALTH DATA STRUCTURE, CONTENT AND STANDARDS

- Collect and maintain health data (such as data elements, data sets, and data bases)
- Apply policies and procedures to ensure the accuracy of health data
- Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases

B. SUBDOMAIN: HEALTHCARE INFORMATION REQUIREMENTS AND STANDARDS

- Monitor and apply organization-wide health record documentation guidelines

DOMAIN: HEALTH STATISTICS, BIOMEDICAL RESEARCH AND QUALITY MANGEMENT

A. SUBDOMAIN: HEALTHCARE STATISTICS AND RESEARCH

- Abstract and maintain data for clinical indices/databases/registries
- Collect, organize and present data for quality management, risk management, and other related studies
- Use specialized databases to meet specific organization needs such as medical research and disease registries

DOMAIN: HEALTH SERVICES ORGANIZATION AND DELIVERY

A. SUBDOMAIN: HEALTHCARE DELIVERY SYSTEMS

- Apply information system policies and procedures required by national health information initiatives on the healthcare delivery system
- Apply current laws, accreditation, licensure, and certification standards related to health information initiatives from the national, state, local and facility levels
- Differentiate the roles of various providers and disciplines throughout the continuum of healthcare and respond to their information needs

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

NEW COURSE

Attach proposed course syllabus to this form. Also attach a copy of the course description as it will appear in the catalog.

1. Name of Department: Allied Health Sciences
Health Data Information, Storage & Retrieval
2. Name of New Course: _____
3. Course Number: HIT 108
4. Prerequisites: _____
HIT 103, HIT 106, HIT 107
Corequisites: _____
ENG 095, ESL 095, MAT 051, ACR 095
Basic Skills: _____
5. Hours per week: 4 Lecture: 3 Lab: 2
6. Credits: 3
7. Course is required in the following curricula: Health Information Technology

8. Will special materials, space, and/or equipment be required? Yes No
9. Course articulation with the senior college(s): _____
Attach copy of letter(s) of support from senior college(s)
45-50
10. Estimated enrollment per semester: _____
Fall 2011
11. Date effective: _____

Signatures

1. _____
Department Chairperson or Program Director _____
Date
2. _____
Scheduling Officer (Advised as to Course Code) _____
Date
3. _____
Dean of Academic Affairs (Advised as to Format) _____
Date
4. _____
Chairperson of Curriculum Committee _____
Date

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: Allied Health Sciences

2. Name and Number of course: HIT 203 Medical Terminology II

3. This course is being withdrawn. (Go to 5)

4. Course revised. Check appropriate items.

Change course number from _____ to _____

Change course title from _____
To _____

Change course hours from _____ to _____

Change course credit from _____ to _____

Change basic skills requirements from _____
to _____

Change prerequisites from HIT 103, HIT 104, HIT 105
To HIT 103, HIT 106, HIT 107, HIT 108
HIT 204, HIT 205, HIT 206

Change corequisites from _____
To HIT 204, HIT 207, HIT 208

Change course description. Attach a copy of old and new description.

Other (Specify): _____

With the conversion to electronic health records and ICD-10-CM
& ICD-10-PCS, the content of the courses will change

5. Reason(s) for change(s): _____

Fall 2011

6. Date effective: _____

Signatures

1. _____ Date
Department Chairperson or Program Director

2. _____ Date
Scheduling Officer (Advised as to Course Code)

3. _____ Date
Dean of Academic Affairs (Advised as to format)

4. _____ Date
Chairperson of Curriculum Committee

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: Allied Health Sciences
2. Name and Number of course: HIT 204 Health Statistics
3. This course is being withdrawn. (Go to 5)
4. Course revised. Check appropriate items.

Change course number from _____ to _____

Change course title from _____
To _____

Change course hours from _____ to _____

Change course credit from _____ to _____

Change basic skills requirements from _____
to _____

Change prerequisites from HIT 103, HIT 104, HIT 105
To HIT 103, HIT 106, HIT 107, HIT 108
HIT 203, HIT 205, HIT 206

Change corequisites from _____
To HIT 203, HIT 207, HIT 208

Change course description. Attach a copy of old and new description.

Other (Specify): _____
With the conversion to electronic health records and ICD-10-CM & ICD-10-PCS, the content of the courses will change

5. Reason(s) for change(s): _____
Fall 2011

6. Date effective: _____

Signatures

- | | | |
|----|---|-------|
| 1. | _____ | _____ |
| | Department Chairperson or Program Director | Date |
| 2. | _____ | _____ |
| | Scheduling Officer (Advised as to Course Code) | Date |
| 3. | _____ | _____ |
| | Dean of Academic Affairs (Advised as to format) | Date |
| 4. | _____ | _____ |
| | Chairperson of Curriculum Committee | Date |

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Department of AHS

Title of Course Medical Coding I

Class Hours: 1

HIT 207

Laboratory Hours per Week: 2

Semester: Spring

Instructor Information: Prof. Carlson, 212 220-8339, N 749, lcarlson@bmcc.cuny.edu

Credits: 2

Course Description:

This course covers the historical development and current medical coding systems for diagnoses, procedures, and reimbursement systems. Students will gain entry-level competency in the use of the current ICD-CM coding system by coding inpatient charts and assigning a diagnostic related group (DRG), utilizing an internet based coding program. Students will also complete coding exercises within and outside of the classroom covering specific diseases (e.g., AIDS, Neoplasms) to learn applicable coding guidelines.

Basic Skills: ESL 095, ENG 095, MAT 051, ACR 095

Prerequisites: HIT 103, HIT 106, HIT 107, HIT 108

Corequisites: HIT 203, HIT 204, HIT 208

Outline of Topics:

UNIT I	Nomenclature/Classification Systems
UNIT II	Medical Record Sections/UHDDS
UNIT III	ICD-CM Format
UNIT IV	Diagnoses Coding
UNIT V	Procedure Coding
UNIT VI	Reimbursement
UNIT VII	Basic Steps of Coding
UNITS VIII-XXV	Chapter Specific Coding
UNIT XXVI	ICD-10 Coding Systems

Student Learning Outcomes:

At the conclusion of Unit 1 the student will be able to:

1. Describe and define categories of classifications (e.g. terminology, vocabulary)
2. Describe the cooperating parties involved in maintaining ICD-CM
3. Differentiate and describe the basic characteristics and/or structure of each nomenclature or classification system
4. Discuss the different educational backgrounds coders may have
5. Describe AHIMA's standards of ethical coding
6. Describe compliance in regards to health care and applicable laws, and federal departments

Measurement: Unit exam, coding exercises

At the conclusion of Unit 2 the student will be able to:

1. Describe the sections of a record (e.g. physician orders) and its purposes
2. Describe the Uniform Hospital Discharge Data Set (**UHDDS**) reporting standards for diagnoses and procedures
3. Assign principal diagnoses
4. Describe and apply the criteria for assigning secondary diagnoses
5. Describe and apply the criteria for assigning principal and secondary procedures
6. Describe and apply the criteria for querying a physician

Measurement: Unit exam, coding exercises

At the conclusion of Unit 3 the student will be able to:

1. Describe the format of the ICD-CM coding book
2. Identify and utilize the different sections of the coding book (e.g. Volume 1)
3. Describe how to read/locate an entry in the alphabetical index
4. Identify the major divisions in the alphabetical index
5. Identify the special sections in the alphabetical index and their use
6. Identify the components of the procedure code number
7. Identify the major divisions in the procedure tabular
8. Describe how to read/locate an entry in the procedure index
9. Accurately interpret the meaning of the abbreviations, symbols, punctuation marks and instructional notes when coding
10. Identify the location and content of appendices

Measurement: Unit exam, coding exercises

At the conclusion of Unit 4 the student will be able to:

1. Explain the purpose of UHDDS
2. Apply the definitions for identifying the admitting diagnosis
3. Apply the UHDDS definitions to select the principal diagnosis
4. Appropriately sequence the diagnosis codes
5. Identify additional reportable diagnoses when a reportable condition is documented in the medical record but isn't listed in the diagnostic statement
6. Identify any reportable diagnosis, when the diagnostic statement includes:
 - a. previous conditions that were not present at admission
 - b. other conditions that did not affect patient care during the admission
 - c. conditions that are integral to the disease process
 - d. conditions that are not integral to the disease process
 - e. abnormal findings associated with a reportable diagnosis nonspecific abnormal findings listed without a diagnosis
 - f. Apply the UHDDS definitions for identifying the principal procedure
 - g. Apply the UHDDS definitions for identifying significant procedures
 - h. Identify diagnosis for indexing purpose only
 - i. Differentiate conditions present on admission (POA)
7. Discuss and apply general coding guideline rules for each ICD-CM chapter
8. Evaluate pharmacology resources utilized and link to diseases and treatment

Measurement: Unit exam, coding exercises

At the conclusion of Unit 5 the student will be able to:

1. Discuss the general coding guidelines regarding procedures
2. Read and interpret medical record documentation to identify all significant procedures that affect the current inpatient stay
3. Apply UHDDS definitions to select the principal procedure and other procedures that require coding
4. Describe the surgical hierarchy
5. Describe and apply guidelines specific to coding procedures (e.g. bilateral, Endoscopic approaches)

Measurement: Unit exam, coding exercises

At the conclusion of Unit 6 the student will be able to:

1. Explain the different plans that reimburse health care expenses
2. Discuss and describe the necessity of the MS-DRGs
3. Describe DRGs and SR-DRGs
4. Describe the difference between DRG optimization and maximization
5. Describe the form utilized for reimbursement (e.g. UB-04)
6. Calculate a Case Mix Index
7. Describe the reasons a QIO might conduct a review
8. Describe target areas for PEPPER

Measurement: Unit exam, coding exercises

At the conclusion of Unit 7 the student will be able to:

1. Describe the basic steps of coding
2. Review hospital charts and demonstration abstraction of relevant data
3. Utilizing the ICD-CM coding book, will demonstrate assignment of proper code assignment

Measurement: Unit exam, coding exercises

At the conclusion of Units 8 – 25 the student will be able to:

1. Apply the chapter/disease/procedure specific guidelines
2. Demonstrate the ability of assigning the appropriate ICD-CM diagnostic and procedure codes
3. Generate a MS-DRG.

Measurement: Unit exam, coding exercises, use of Quantim Encoder to generate a MS-DRG

At the conclusion of Unit 26 the student will be able to:

1. Summarize the ICD-10 coding systems
2. Demonstrate use of ICD-10 coding system to assign diagnostic codes

Measurement: Coding exercises

Below are the college's general education learning outcomes, the outcomes that are checked in the left-hand column indicate goals that will be covered and assessed in this course. (Check at least one.)

	General Education Learning Outcomes	Measurements (means of assessment for general education goals listed in first column)
<input checked="" type="checkbox"/>	Communication Skills- Students will be able to write, read, listen and speak critically and effectively.	Coding exercises, demonstration of application of ICD-CM Classification system guidelines
<input type="checkbox"/>	Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of	

	mathematics to solve problems.	
<input type="checkbox"/>	Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.	
<input type="checkbox"/>	Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.	
<input type="checkbox"/>	Arts & Humanities- Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.	
<input checked="" type="checkbox"/>	Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.	Use of Quantim software program to generate MS-DRGs
<input type="checkbox"/>	Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	

Required Text: ICD-9-CM Coding book, Volumes 1-3, latest edition
 ICD-9-CM Coding, Theory and Practice by Karla R. Lovaasen & Jennifer Schwerdtfeger, latest edition

Other Resources:

Use of Technology (If Applicable): Quantim software program

Evaluation and Requirements of Students

Students are assessed on unit examinations and a comprehensive final that will incorporate all units of the course syllabus. Students will also code charts during the semester that will count toward the final grade. Successful completion of this course requires an average of 73% or higher.

College Attendance Policy

At BMCC, the maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog. For example, you may be enrolled in a four hour class that meets four times a week. You are allowed five hours of absence, not five days. In the case of excessive absence, the instructor has the option to lower the grade or assign an “F” or “WU” grade.

Academic Adjustments for Students with Disabilities

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

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Knowledge Cluster Content

- Biomedical Sciences
- Anatomy (4)
- Physiology (4)
- Medical Terminology (4)

Pathophysiology (4)

Pharmacotherapy (4)

I.C. Clinical Classification Systems

1. Classifications, taxonomies, nomenclatures, terminologies, and clinical vocabularies (4)
2. Principles and applications of coding systems (such as ICD-9-CM, ICD-10, CPT/HCPCS, DSM-IV) (5)
3. Diagnostic and procedural groupings (such as DRG, APC, RUGs, SNOMED-CT) (5)
4. Casemix analysis and indexes (4)
5. Medicare Severity Diagnosis Related Groups (MS-DRGs) (4)
6. Coding compliance strategies, auditing, and reporting (such as CCI, plans) (5)
7. Coding quality monitors and reporting (5)

Entry Level Competencies

C. Subdomain: Clinical Classification Systems

1. Use and maintain electronic applications and work processes to support clinical classification and coding.
2. Apply diagnosis/procedure codes using ICD-9-CM.
4. Ensure accuracy of diagnostic/procedural groupings such as DRG, APC, and so on.
5. Adhere to current regulations and established guidelines in code assignment.
6. Validate coding accuracy using clinical information found in the health record.
7. Use and maintain applications and processes to support other clinical classification and nomenclature systems (ex. ICD-10-CM, SNOMED, etc.).
8. Resolve discrepancies between coded data and supporting documentation.

D. Subdomain: Reimbursement Methodologies

1. Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery.

7/2010

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

NEW COURSE

Attach proposed course syllabus to this form. Also attach a copy of the course description as it will appear in the catalog.

- Allied Health Sciences
1. Name of Department: _____
Medical Coding I
2. Name of New Course: _____
HIT 207
3. Course Number: _____
HIT 103, HIT 106, HIT 107 & HIT 108
4. Prerequisites: _____
HIT 203, HIT 204, HIT 208
- Corequisites: _____
ESL 095, ACR 095, MAT 051, ENG 095
- Basic Skills: _____
5. Hours per week: 3 Lecture: 1 Lab: 2
6. Credits: 2
7. Course is required in the following curricula: Health Information Technology
8. Will special materials, space, and/or equipment be required? _____ Yes No
9. Course articulation with the senior college(s): _____
Attach copy of letter(s) of support from senior college(s)
10. Estimated enrollment per semester: 40
Fall 2011
11. Date effective: _____

Signatures

1. _____ Date _____
Department Chairperson or Program Director
2. _____ Date _____
Scheduling Officer (Advised as to Course Code)
3. _____ Date _____
Dean of Academic Affairs (Advised as to Format)
4. _____ Date _____
Chairperson of Curriculum Committee

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

NEW COURSE

Attach proposed course syllabus to this form. Also attach a copy of the course description as it will appear in the catalog.

1. Name of Department: Allied Health Sciences
Pathology of Diseases II

2. Name of New Course: _____

3. Course Number: HIT 208
HIT 103, HIT 106, HIT 107 & HIT 108

4. Prerequisites: _____
HIT 203, HIT 204, & HIT 207

Corequisites: _____
ENG 095, ESL 095, ACR 095, MAT 051

Basic Skills: _____

5. Hours per week: 3 Lecture: 2 Lab: 2

6. Credits: 3

7. Course is required in the following curricula: Health Information Technology

8. Will special materials, space, and/or equipment be required? Yes No

9. Course articulation with the senior college(s): _____
Attach copy of letter(s) of support from senior college(s)
40

10. Estimated enrollment per semester: _____
Fall 2011

11. Date effective: _____

Signatures

1. _____
Department Chairperson or Program Director Date

2. _____
Scheduling Officer (Advised as to Course Code) Date

3. _____
Dean of Academic Affairs (Advised as to Format) Date

4. _____
Chairperson of Curriculum Committee Date

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Department of AHS

Title of Course: Pathology of Diseases II Class Hours: 2

HIT 208 Laboratory Hours per Week: 2

Semester: Spring

Instructor Information: Prof. Carlson, 212 220-8339, Office N 749, lcarlson@bmcc.cuny.edu

Credits: 3

Course Description:

This is a continuation of HIT 106 Pathology of Diseases I that focuses on the diagnosis and treatment of body systems. Students will learn the cause, risk factors, treatment, and prevention of diseases of the body. Students are required to review medical charts and identify diseases and procedures relevant for billing purposes according to the current official ICD-CM coding guidelines.

Basic Skills: ENG 095, ESL 095, ACR 095, MAT 051

Prerequisites: HIT 103, HIT 106, HIT 107, HIT 108, BIO 425

Co-requisites: HIT 203, HIT 204, HIT 207, BIO 426

Student Learning Outcomes:

Unit I

At the conclusion of this unit the student will be able to:

1. Describe the anatomy and physiology of the digestive, respiratory, and circulatory systems
2. Describe diagnostic tests applicable to each body system
3. Describe types of diseases for each body system
4. Summarize therapeutic options applicable for each disease

Chapter 8 Disease and Conditions of the Digestive System

1. Describe the anatomy and physiology of the digestive system
2. Identify the types of diseases applicable to specific anatomy (e.g., mouth, gastrointestinal tract)
3. Identify diagnostics tests applicable to this body system
4. Describe applicable treatment options

Chapter 9 Disease and Conditions of the Respiratory System

1. Anatomy and physiology of the respiratory system
2. Applicable diagnostic tests
3. Different types of diseases
4. Applicable therapeutic options

Chapter 10 Disease and conditions of the Circulatory System

1. Anatomy and physiology of the circulatory system
2. Applicable diagnostic tests
3. Different types of diseases

4. Applicable therapeutic options

Measurement: Unit exam, homework

Unit II

At the conclusion of this unit the student will be able to:

1. Describe the anatomy and physiology of the urinary and reproductive systems (male & female)
2. Summarize applicable diagnostic tests
3. Identify diseases for each body system
4. Describe applicable therapeutic options

Chapter 11 Disease and Conditions of the Urinary System

1. Anatomy and physiology of the urinary system
2. Applicable diagnostic tests
3. Common diseases of the urinary system
4. Applicable therapeutic options

Chapter 12 Disease and Conditions of the Reproductive System

1. Anatomy and physiology of the male and female reproductive systems
2. Applicable diagnostic tests
3. Diseases of male and female reproductive systems
4. Applicable therapeutic options

Measurement: Unit exam, homework

Unit III At the conclusion of this unit the student will be able to:

1. Describe the different types of diseases applicable to the nervous system
2. Identify the different types and categories of mental disorders
3. Describe the types of conditions that can result from trauma
4. Identify appropriate diagnostic tests
5. Summarize applicable treatment options

Chapter 13 Neurological diseases and conditions

1. Anatomy and physiology of the central nervous system
2. Types of diseases and disorders
3. Applicable therapeutic options

Chapter 14 Mental disorders

1. Learning disorders
2. Dementia
3. Substance abuse and dependence
4. Schizophrenia
5. Mood disorders
6. Anxiety disorders
7. Sleep disorders
8. Personality disorders

Chapter 15 Disorders and conditions resulting from Trauma

1. Open trauma
2. Foreign bodies
3. Thermal insults
4. Bites
5. Cumulative trauma
6. Assault

Measurement: Unit exam, homework

Below are the college's general education learning outcomes, the outcomes that are checked in the left-hand column indicate goals that will be covered and assessed in this course. (Check at least one.)

	General Education Learning Outcomes	Measurements (means of assessment for general education goals listed in first column)
X	Communication Skills- Students will be able to write, read, listen and speak critically and effectively.	Homework, exams, class participation
<input type="checkbox"/>	Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	
X	Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.	Homework, exams, class participation, review of medical charts
<input type="checkbox"/>	Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.	
<input type="checkbox"/>	Arts & Humanities- Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.	
X	Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.	Use of resources provided by the book and to conduct research when reviewing medical charts
X	Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	Class participation

Required Text: Essentials of Human Diseases and Conditions by Margaret Schell Frazier and Jeanette Wist Drzymkowski, current edition

Other Resources

Use of Technology (If Applicable): Internet resources provided with book

Evaluation and Requirements of Students

Course examination requirements include, homework, evaluation of patient records, group projects, writing assignments, and reports, etc. as assigned by faculty. A minimum average of 73% or "C" is required to successfully complete this course.

College Attendance Policy

At BMCC, the maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog. For example, you may be enrolled in a four hour class that meets four times a week. You are allowed five hours of absence, not five days. In the case of excessive absence, the instructor has the option to lower the grade or assign an "F" or "WU" grade.

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or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's website, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

Knowledge Cluster Content

Biomedical Sciences

Anatomy (4)

Physiology (4)

Medical Terminology (4)

Pathophysiology (4)

Pharmacotherapy (4)

8/2010

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: Allied Health Sciences

2. Name and Number of course: HIT 210 Professional Practice Experience I

3. This course is being withdrawn. (Go to 5)

4. Course revised. Check appropriate items.

Change course number from _____ to _____

Change course title from _____
To _____

Change course hours from _____ to _____

Change course credit from _____ to _____

Change basic skills requirements from _____
to _____

Change prerequisites from HIT 203, HIT 204, HIT 205 & HIT 206
To HIT 203, HIT 204, HIT 207 & HIT 208

Change corequisites from _____
To _____

Change course description. Attach a copy of old and new description.

Other (Specify): _____
With the conversion to electronic health records and ICD-10-CM
& ICD-10-PCS, the content of the courses will change

5. Reason(s) for change(s): _____
Fall 2011

6. Date effective: _____

Signatures

1. _____
Department Chairperson or Program Director Date

2. _____
Scheduling Officer (Advised as to Course Code) Date

3. _____
Dean of Academic Affairs (Advised as to format) Date

4. _____
Chairperson of Curriculum Committee Date

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: Allied Health Sciences
2. Name and Number of course: HIT 331 Medicolegal
3. _____ This course is being withdrawn. (Go to 5)
 X
4. _____ Course revised. Check appropriate items.
- _____ Change course number from _____ to _____
- _____ Change course title from _____
 To

- _____ Change course hours from _____ to _____
- _____ Change course credit from _____ to _____
- _____ Change basic skills requirements from _____
 to

- X _____ Change prerequisites from HIT 203, HIT 204, HIT 205, HIT 206
 To HIT 203, HIT 204, HIT 207, HIT 208
 X _____ HIT 330, HIT332, CIS 105
- _____ Change corequisites from _____
 To HIT 332, HIT 333, CIS 105
- _____ Change course description. Attach a copy of old and new description.
- _____ Other (Specify): _____

With the conversion to electronic health records and ICD-10-CM & ICD-10-PCS, the content of the courses will change

5. Reason(s) for change(s): _____
 Fall 2011
6. Date effective: _____

 Signatures

- | | | |
|----|---|-------|
| 1. | _____ | _____ |
| | Department Chairperson or Program Director | Date |
| 2. | _____ | _____ |
| | Scheduling Officer (Advised as to Course Code) | Date |
| 3. | _____ | _____ |
| | Dean of Academic Affairs (Advised as to format) | Date |
| 4. | _____ | _____ |
| | Chairperson of Curriculum Committee | Date |

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: Allied Health Sciences

2. Name and Number of course: HIT 332 Quality Assurance

3. This course is being withdrawn. (Go to 5) X

4. Course revised. Check appropriate items.

Change course number from to X

Change course title from Quality Assurance and Form Design To Quality Management and Improvement

Change course hours from to

Change course credit from to

Change basic skills requirements from to

X Change prerequisites from HIT 203, HIT 204, HIT 205, HIT 206 To HIT 203, HIT 204, HIT 207, HIT 208 X HIT 330, HIT 331, CIS 105

X Change corequisites from To HIT 331, HIT 333, CIS 105

Change course description. Attach a copy of old and new description.

Other (Specify):

With the conversion to electronic health records and ICD-10-CM & ICD-10-PCS, the content of the courses will change; new title incorporates changes in assessing of quality in healthcare.

5. Reason(s) for change(s):

Fall 2011

6. Date effective:

Signatures

1. Department Chairperson or Program Director Date

2. Scheduling Officer (Advised as to Course Code) Date

3. Dean of Academic Affairs (Advised as to format) Date

4. Chairperson of Curriculum Committee Date

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

NEW COURSE

Attach proposed course syllabus to this form. Also attach a copy of the course description as it will appear in the catalog.

1. Name of Department: Allied Health Sciences
Medical Coding II
2. Name of New Course: _____
3. Course Number: HIT 333
HIT 203, HIT 204, HIT 207, HIT 208, HIT 210, BIO 426
4. Prerequisites: _____
HIT 331, HIT 332 & CIS 105
Corequisites: _____
ENG 095, ESL 095, ACR 095, MAT 051
Basic Skills: _____
5. Hours per week: 3 Lecture: 1 Lab: 2
6. Credits: 2
7. Course is required in the following curricula: Health Information Technology

8. Will special materials, space, and/or equipment be required? _____ Yes No
9. Course articulation with the senior college(s): _____
Attach copy of letter(s) of support from senior college(s)
25
10. Estimated enrollment per semester: _____
Fall 2011
11. Date effective: _____

Signatures

1. _____
Department Chairperson or Program Director _____ Date
2. _____
Scheduling Officer (Advised as to Course Code) _____ Date
3. _____
Dean of Academic Affairs (Advised as to Format) _____ Date
4. _____
Chairperson of Curriculum Committee _____ Date

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: Allied Health Sciences
HIT 422 Health Care Delivery Systems

2. Name and Number of course: _____

3. _____ This course is being withdrawn. (Go to 5)

X

4. _____ Course revised. Check appropriate items.

_____ Change course number from _____ to _____

_____ Change course title from _____
To _____

_____ Change course hours from _____ to _____

_____ Change course credit from _____ to _____

_____ Change basic skills requirements from _____
to _____

X
_____ Change prerequisites from HIT 330, HIT 331, HIT 332 & CIS 105

_____ to HIT 331, HIT 332, HIT 333 & CIS 105

_____ Change corequisites from _____
to _____

_____ Change course description. Attach a copy of old and new description.

_____ Other (Specify): _____
The national implementation of a new coding system (ICD-10-CM &
ICD-10-PCS) requires the addition of a coding course in the curriculum

5. Reason(s) for change(s): _____
Fall 2011

6. Date effective: _____

Signatures

1. _____
Department Chairperson or Program Director _____ Date

2. _____
Scheduling Officer (Advised as to Course Code) _____ Date

3. _____
Dean of Academic Affairs (Advised as to format) _____ Date

4. _____
Chairperson of Curriculum Committee _____ Date

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: Allied Health Sciences
HIT 423 Management in HIM Department
2. Name and Number of course: _____
3. This course is being withdrawn. (Go to 5)
4. Course revised. Check appropriate items.
 Change course number from _____ to _____
 Change course title from _____
To _____
 Change course hours from _____ to _____
 Change course credit from _____ to _____
 Change basic skills requirements from _____
to _____
 Change prerequisites from HIT 330, HIT 331, HIT 332 & CIS 105
to HIT 331, HIT 332, HIT 333 & CIS 105
 Change corequisites from _____
to _____
 Change course description. Attach a copy of old and new description.
 Other (Specify): _____

- The national implementation of a new coding system (ICD-10-CM & ICD-10-PCS) requires the addition of a coding course in the curriculum
5. Reason(s) for change(s): _____
Fall 2011
 6. Date effective: _____

Signatures

1. _____
Department Chairperson or Program Director _____
Date
2. _____
Scheduling Officer (Advised as to Course Code) _____
Date
3. _____
Dean of Academic Affairs (Advised as to format) _____
Date
4. _____
Chairperson of Curriculum Committee _____
Date

NEW COURSE FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal NEW COURSE

Attach proposed course syllabus to this form. Also attach a copy of the course description as it will appear in the catalog.

1. Name of Department: Ethnic Studies

2. Name of New Course: The Latino Experience in the U.S.

3. Course Number: LAT/ SOC 150

4. Prerequisites: None

Corequisites: None

Basic Skills: Eng 088, ESL 062, ACR 094 MAT ~~xxx~~

5. Hours per week: 3 Lecture: _____ Lab: _____

6. Credits: 3

7. Course is required in the following curricula _____

8. Will special materials, space, and/or equipment be required? Yes No

9. Estimated enrollment per semester: 35

10. Date effective: FALL 2011

11. Attach justification that the new course reflects the goals for all curricula passed by Faculty Council in May, 1988

12. Attach justification that the new course reflects the General Education goals for all curricula passed by Faculty Council in May, 2006

Signatures

1. [Signature] 9/27/10
Department Chairperson or Program Director Date

2. [Signature] 9/28/10
Scheduling Officer (Advised as to Course Code) Date

3. [Signature] 9/30/10
Dean of Academic Affairs (Advised as to format) Date

4. _____
Chairperson of Curriculum Committee Date
(After the approval of the Curriculum Committee)

NEW COURSE FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal NEW COURSE

Attach proposed course syllabus to this form. Also attach a copy of the course description as it will appear in the catalog.

1. Name of Department: Ethnic Studies

2. Name of New Course: The Latino Experience in the U.S.

3. Course Number: SOC/LAT 150

4. Prerequisites: None

Corequisites: None

Basic Skills: Eng 088, ESL 062, ACR 094 MAP XXX

5. Hours per week: 3 Lecture: _____ Lab: _____

6. Credits: 3

7. Course is required in the following curricula: _____

8. Will special materials, space, and/or equipment be required? Yes No

9. Estimated enrollment per semester: 35

10. Date effective: FALL 2011

11. Attach justification that the new course reflects the goals for all curricula passed by Faculty Council in May, 1988

12. Attach justification that the new course reflects the General Education goals for all curricula passed by Faculty Council in May, 2006

Signatures

1. Emily Anderson Date 9/29/10
Department Chairperson or Program Director

2. SWest Date 9/30/10
Scheduling Officer (Advised as to Course Code)

3. Johnty Date 9/30/10
Dean of Academic Affairs (Advised as to format)

4. _____ Date _____
Chairperson of Curriculum Committee
(After the approval of the Curriculum Committee)

LAT 150: The Latino Experience in the U.S.

(Same as SOC 150)

Course Description: This course studies the varied experiences of Latinos in the United States of America. Through readings, lectures, discussions and fieldwork, students will become familiar with the group and its diverse components from North, Central and South America as well as the Caribbean, while covering representative nationalities such as Mexicans, Salvadorians, Cubans, Colombians, Ecuadorians, Puerto Ricans and Dominicans. The course will survey the history and evolution of Latinos at the same time that it explores issues of culture and identity. Other topics include family, race relations, religion, education, economic incorporation and political participation. Key issues of contemporary interest will also be explored, such as Latinos and immigration, and the impact they have on local, state and nationwide elective office, as in the 2008 presidential election.

SOC 150: The Latino Experience in the U.S.

(Same as LAT 150)

Course Description: This course studies the varied experiences of Latinos in the United States of America. Through readings, lectures, discussions and fieldwork, students will become familiar with the group and its diverse components from North, Central and South America as well as the Caribbean, while covering representative nationalities such as Mexicans, Salvadorians, Cubans, Colombians, Ecuadorians, Puerto Ricans and Dominicans. The course will survey the history and evolution of Latinos at the same time that it explores issues of culture and identity. Other topics include family, race relations, religion, education, economic incorporation and political participation. Key issues of contemporary interest will also be explored, such as Latinos and immigration, and the impact they have on local, state and nationwide elective office.

The Latino Experience in the U.S.
LAT/SOC xxx-xxx
Semester
3 Credits/3 Hours

Date/Time

Instructor:

Office Hours

Email

Tel. #

Course Description: This course studies the varied experiences of Latinos in the United States of America. Through readings, lectures, discussions and fieldwork, students will become familiar with the group and its diverse components from North, Central and South America as well as the Caribbean, while covering representative nationalities such as Mexicans, Salvadorians, Cubans, Colombians, Ecuadorians, Puerto Ricans and Dominicans. The course will survey the history and evolution of Latinos at the same time that it explores issues of culture and identity. Other topics include family, race relations, religion, education, economic incorporation and political participation. Key issues of contemporary interest will also be explored, such as Latinos and immigration, and the impact they have on local, state and nationwide elective office.

Basic Skills: Eng 088, ACR 094

Prerequisites: None

Co-requisites: None

Student Learning Outcomes Students will be able to...	Measurements (means of assessment for corresponding student learning outcomes)
a) Identify and describe Latinos according to variables such as nationality, ethnicity and race as well as geographical location and other major demographic characteristics b) Identify Latinos as a distinctive group within U.S. Society. c) Explain developments and trends experienced by Latinos through	a) Using data from the US Census (e.g., maps, pie charts and tables), students will be able to follow the evolution of Latino demographics through several decades until the present. Quizzes and exams will contain questions asking students to locate and identify specific and general characteristics of Latinos b) Readings, audio-visuals and presentations will familiarize students with what is distinct about Latinos. Quizzes and exams will ask students to name and describe cultural components ranging from language usage to food preparation to music and religion c) Essays will require students to create

Recommended Readings

Latinas in the United States: A Historical Encyclopedia. Vicki Ruiz and Virginia Sanchez Korrol, eds. Indiana University Press, 2006.

Hispanics/ Latinos in the United States: Ethnicity, Race, and Rights. Jorge J. E. Gracia and Pablo De Greiff, eds. Routledge, 2000.

The Latino/a Condition: A critical reader. Richard Delgado and Jean Stenfacic, eds. New York University Press, 1998.

Sample Data Sources and Research Centers

<http://pewhispanic.org/>

<http://latinostudies.nd.edu/>

<http://afrolatinoproject.org/site/>

<http://www.centropr.org/about.html>

<http://www1.ccny.cuny.edu/ci/dsi/>

The Final Grade

- Class participation and evidence of reading assigned materials is critical to success in this course.
- There will be a research paper. It will consist of a report based on research of an issue relevant to Latinos.
- Another requirement is an oral presentation to the class based on the research paper.
- There will be quizzes, a midterm and a final exam.

FINAL GRADE Percentages:

Class participation.....	10
Research Paper.....	20
Midterm.....	20
Oral presentation based on research topic.....	10
Final Exam.....	20
Several quizzes	20 %

Week Six

From Understanding the Latina/o Experience in the United States, Immigration: U.S. policy and Mexican migration to the United States, 1942-92 (pages 305-318).

From Harvest of Empire, Mexicans: pioneers of a different type (pages 96-107); Immigrants old and new: closing borders of the mind (pages 190-205).

Week Seven

MIDTERM EXAM

From Harvest of Empire, Cubans: special refugees (pages 108-116).

Week Eight

From Understanding the Latina/o Experience in the United States, Gender, Sexuality and Power: why sexist language matters; gendered heteronormativity; the nanny chain (pages 321-350).

From Harvest of Empire, Dominicans: from the Duarte to the George Washington Bridge (pages 109-116).

Week Nine

From Understanding the Latina/o Experience in the United States, the Economic Sphere: economic well-being; Savage inequalities: children in American schools; The enemy within: the demonization of poor women (pages 353-402).

From Harvest of Empire, Central Americans: intervention comes home to roost (pages 129-148).

Week Ten

From Understanding the Latina/o Experience in the United States, Health and Health care: access to and quality of health care (pages 405-436).

From Harvest of Empire, Colombians and Panamanians: overcoming division and disdain (pages 149-163).

Video Documentary: Latin American and Caribbean Peoples in the U.S.

Week Eleven

From Understanding the Latina/o Experience in the United States, Affirmative Action: Why White Americans oppose affirmative action: a group-interest approach (pages 439-456).

From Harvest of Empire, The return of Juan Seguin: Latinos and the remaking of American politics (pages 167-189).

The Latino Experience in the U.S.

RATIONALE

Why a course on Latinos or Hispanics?¹ Since its inception in the early 1970s, the Center for Ethnic Studies at Borough of Manhattan Community College has offered courses on the peoples of Puerto Rico and the Dominican Republic which reflected their numbers at the college and satisfied their intellectual curiosity and personal development needs. But with few exceptions, these courses are designed to study the history and culture of their countries, not their experiences in New York or the United States mainland.

Today, New York City's and the college's demographic composition (37 percent Hispanic) dictates that we bring our curriculum up to date by adding a course that represents the diversified body of Latino students who hail from or have their ancestry rooted in other countries of Latin America, e.g., Colombia, Cuba, Ecuador, Mexico, El Salvador, Panamá and Perú. A course that studies not a particular nationality group, but which encompasses their collective presence and variegated experiences, will not only attract them to register but will also offer them and the rest of the student body a forum to exercise dialogue and comparative analytical skills.

The study of Latinos, at the local, regional and national levels, affords all students the opportunity to learn about a major demographic component of today's American society. In this course, students will learn about the significant social, economic and cultural effects that Latinos have had and are having on U.S. society today. This is useful knowledge to all persons living and working in areas where they interact in all capacities with Latinos.

As the new century progresses, Latinos become more visible and active participants in every facet of our society. Today they number 44 million, but in four decades they might rise to over 100 million, accounting for 29 percent of the US population. Their rapid growth and dispersal over the national geography is in itself a research topic of interest to scholars and policy makers. Latinos are contributing to U.S. society beyond the obvious economic realm; they are helping transform, *inter alia*, the literature, sports, religion and politics of America. Therefore, a liberal education can only be enriched by pursuing the study of Latinos as an academic subject.

The themes that make up the readings of the course are developed by scholars from diverse fields of knowledge, including history, sociology, economics and criminal justice. In addition to reading and writing, the students are encouraged to think critically and participate actively in class discussions. A key component of their learning will be the opportunity to explore a topic of their choice in a research paper based on fieldwork.

¹ Though there is no consensus on which of these terms is the most appropriate, most scholars use them interchangeably to refer to persons of Latin American descent, two-thirds of who are U.S. born.

Social Science and Human Services
Department Meeting Minutes, March 10, 2010

In attendance: All members present except as noted.

Absent: Rose Kim, Rhea Parsons

Excused: Lisa Rose

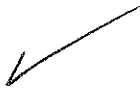
- I. The meeting was called to order at 2:10 p.m.
- II. The minutes of the February 24, 2010 meeting were approved
- III. New Faculty Introductions
 - Two professors in sociology were introduced: Angie Beeman and Sheldon Appiewhite
- IV. Announcements –Professor Anderson
 - There are several changes to the academic calendar to make up for snow cancellations. May 18, a Tuesday, will be a Friday schedule; The last day of classes is now the 19th, not the 17th; there will be no reading day
 - University Faculty Senate elections are taking place—Alex D'erizans is running
 - Vice President Craig has said that the New York Times is willing to provide free newspapers if they will be used in class
 - Globalization Day is March 18th, 9 a.m.-3 p.m. in the Richard Harris Terrace.
 - Ting Le received an award from the Academy of Arts and Sciences in recognition of his work
 - Rebecca Hill announced that the next PSC/CUNY chapter meeting will be on the 17th, in which the chapter will outline demands for the upcoming contract. There is also a budget blitz across CUNY to coincide with the state vote on the budget on March 24th.
 - Charles Post will be presenting in the Teaching Learning Center on Thursday March 25th at 1:00.
- V. Faculty Salon
 - Vernon Smith and Lisa Rose will be presenting tomorrow in the Hudson Room from 4 to 6, followed by happy hour at Lilly O'Brien's
 - The following salon is May 7th in which Yana Durmysheva and Charles Post will be presenting from 2 to 4 in the Hudson Room
 - Please contact Robin for the fall and next spring if you wish to present
- VI. Fall Schedules
 - Sangeeta Bishop thanked faculty for turning in their fall schedules
 - She asked faculty to check if their WI classes were marked accurately, and said she would send out DL information tomorrow

- She asked faculty to let her know if they planned to use reassigned time
- VII. Summer Session
- Mohammad Soleymani said the schedule is complete
- VIII. Adjunct Observations
- Robin Isseries reminded faculty to sign up for adjunct observations.
 - She said to give at least 24 hours notice and to meet within one week afterward.
 - She asked faculty to let her know if they are very dissatisfied with the class they observe
 - Faculty must also stay until the end if the class is not satisfactory
 - The deadline is April 9th
 - Fabian Balardini asked faculty to remind adjunct faculty to incorporate learning outcomes for their discipline—sample syllabi with the learning outcomes will be sent
- IX. Curriculum Committee Report
- The cross-listing of the Ethnic Studies course, The Latino Experience, as a sociology course was approved unanimously
 - A new course, Introduction to Politics, was unanimously approved
- X. Disciplinary Majors
- Alex D'erizans said that interest was greatest at the other CUNY schools for psychology, history and sociology majors.
 - There is a letter of intent for a history major, and Lehman, John Jay, Brooklyn College, and York want to formulate articulation agreements.
 - Elizabeth Wissinger said there is a letter of intent for a sociology major and that Hunter, Brooklyn College, and John Jay have shown interest.
 - Emily Anderson said BMCC has been approached by Hunter to create an associates degree in Geographic Information Systems Science
 - A letter of intent outlining the course requirements was circulated to the department
 - The major would require a new geography course, Environmental Conservation-Resource Management
 - It was agreed that the letter of intent should reflect that Social Science courses can provide a critical perspective
- XI. New Business
- There is a union election this spring, and there will be only one slate, including Rebecca Hill, Geoff Kurtz, Charles Post, Gail Mansouri, and Tony Gronowicz. Faculty were encouraged to vote
 - Questions were raised about the elevators in Murray being out of order
 - Professor Isseries announced the Saint Patrick's Day luncheon to benefit students

The meeting was adjourned at 3:30 p.m.

LEHMAN COLLEGE

The City University of New York



February 24, 2009

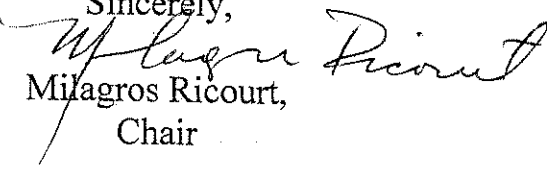
Professor Segundo Pantoja
Center for Ethnic Studies
Borough of Manhattan Community
College 199 Chambers Street New York,
NY 10007-1097

Dear Professor Pantoja:

Your proposed course *The Latino Experience in the United States* is equivalent to our course *Latinos in the United States* (LAC 231).

It is a solid course and students will benefit from the knowledge and awareness it gives them. Congratulations.

Sincerely,



Milagros Ricourt,
Chair

BROOKLYN



COLLEGE

March 24, 2009

Prof. Segundo Pantoja
Center for Ethnic Studies
Borough of Manhattan Community College

Dear Prof. Pantoja:

This is confirm that your proposed course regarding *Latino Experience in the E.E.U.U.* is equivalent to our core studies course titled, *Latinas/Diasporas CC 20.03*. The CC 20.03 offered at Brooklyn College covers 'formation of Latino Diasporas in the U.S., legacy of indigenous societies, etc. The complete description can be found on the BC website under Core Curriculum.

Please do not hesitate to contact me if there are any questions.

Sincerely,

A handwritten signature in cursive script that reads "Antonio Nadal".

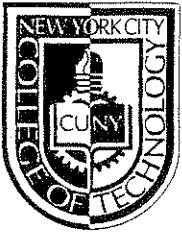


Antonio Nadal
Chairperson

Department of Puerto Rican and Latino Studies

Brooklyn College of The City University of New York

2900 Bedford Avenue • Brooklyn, New York 11210-2889 • Telephone (718) 951-5561 • Fax (718) 951-4183



NEW YORK CITY
COLLEGE OF TECHNOLOGY

THE CITY UNIVERSITY OF NEW YORK

300 JAY STREET, BROOKLYN, NY 11201-1909

June 10, 2008.

Prof. Segundo Pantoja
Center for Ethnic Studies
Borough of Manhattan Community College
199 Chambers Street
New York, NY 10007-1097

Dear Professor Pantoja:

Your proposed course *The Latino Experience in the United States* is equivalent to our course *The Puerto Rican and Latin American in New York and Urban America* (PRS2501/PR 501).

It is a solid course and students will benefit from the knowledge and awareness it gives them. Congratulations.

Sincerely yours,

A handwritten signature in cursive script that reads "Carmen Valle".

Carmen Valle

Program Director

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York



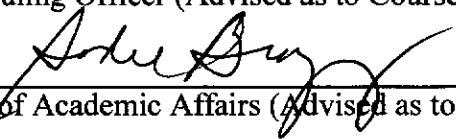
Curriculum Proposal

CURRICULUM REVISION

Attach a copy of the new and old curricula to this sheet as well as any new course or course revisions required as part of this curriculum revision. Use a two column format comparing the old and new curricula.

1. Name of Department: Media Arts and Technology
2. Name of old curriculum: MMA
3. Name of new curriculum: MMA
4. Degree to be granted: AAS
5. Semester curriculum revision will first be effective: Spring 2011
6. Estimated enrollment in curriculum (number of students estimated to begin this curriculum per academic year): 170
7. Will this curriculum revision require special materials, equipment or space that were not required for the old curriculum? Yes No If yes, attach an explanation.
8. Number of new courses: 4
9. Number of old courses being dropped: 4
10. Number of course revisions required as part of this revision: 0

Signatures

1.  9/22/10
Department Chairperson or Program Director Date
2.  9/22/10
Scheduling Officer (Advised as to Course Code) Date
3.  9/22/10
Dean of Academic Affairs (Advised as to format) Date
4. _____
Chairperson of Curriculum Committee Date

ART courses that are required for majors in the MMA concentration will be cross-listed with the Media Arts and Technology Department. These courses are:

- ART 100 now MMA 100/ART 100
- ART 215 now MMA 215/ART 215
- ART 225 now MMA 100/ART 225
- ART 235 now MMA 100/ART 235

This curriculum revision reflects these changes.

REQUIRED COURSES: Change in Bold

OLD CURRICULUM

General Requirements (20 cr)

ENG 101 English Composition I
MAT 150 Introduction to Statistics
SPE 100 Fundamentals of Speech
ENG 201 English Composition II
XXX xxx Science Elective
XXX xxx Social Science Elective

Curriculum Requirements (20 cr)

ART 105 Color and Design
CED 345 Multimedia Internship I
CIS 100 Introduction to Computer Applications
MMP 100 Introduction to Multimedia
MMP 200 Multimedia Design
MMP 460 Multimedia Project Lab
VAT 152 Introduction to Media Applications

Area Specialization (12 cr) pick one

Multimedia Programming (MMP)

MMP 220 Programming for Multimedia
MMP 320 Multimedia Networks
MMP 420 Distributed Multimedia Applications

Computer Art and Design (MMA)

~~ART 100 Foundations of Digital Graphic Design~~ **AND**
ART 103 History of Western Art **OR**
ART 113 History of Graphic Design
AND 2 of the following
~~ART 215 Typography and Layout~~
~~ART 225 Digital Imaging for Graphic Design~~
~~ART 235 Visual Communication and Design~~

Multimedia Video Production (MMV)

VAT 171 Remote Production/Video Editing I
VAT 271 Remote Production/Video Editing II
VAT 301 Introduction to Video Graphics
SPE 245 Mass Media

ADVISED ELECTIVES (8 cr)

OLD CURRICULUM

Computer Information Systems

CIS 180 Introduction to the Internet
CIS 280 Advanced Internet
CIS 370 Database Driven Web Site Prog.
CIS 380 Java Programming
CIS 482 Java Programming II

Multimedia

MMP 230 Interaction Design with Multimedia Prog.
MMP 240 Web Design
MMP 280 Type in Motion
MMP 340 Content Development for the Web

VAT

MMP/VAT 401 Introduction to 3D Animation
VAT 100 Introduction to Video Technology
VAT 153 Script to Screen

Drawing, Painting, Sculpture Photography:

ART 161 Drawing I, ART 302 Drawing II, ART 164 Life Drawing, ART 171 Intro Painting, ART 271 Painting I, ART 371 Painting II, ART 181 Intro Sculpture, ART 281 Sculpture I, ART 381 Sculpture II, ART 234 Photo I, ART 315 Portfolio

NEW CURRICULUM

General Requirements (20 cr)

ENG 101 English Composition I
MAT 150 Introduction to Statistics
SPE 100 Fundamentals of Speech
ENG 201 English Composition II
XXX xxx Science Elective
XXX xxx Social Science Elective

Curriculum Requirements (20 cr)

ART 105 Color and Design
CED 345 Multimedia Internship I
CIS 100 Introduction to Computer Applications
MMP 100 Introduction to Multimedia
MMP 200 Multimedia Design
MMP 460 Multimedia Project Lab
VAT 152 Introduction to Media Applications

Area Specialization (12 cr) pick one

Multimedia Programming (MMP)

MMP 220 Programming for Multimedia
MMP 320 Multimedia Networks
MMP 420 Distributed Multimedia Applications

Computer Art and Design (MMA)

MMA 100/ART 100 Foundations of Digital Graphic Design AND
ART 103 History of Western Art **OR**
ART 113 History of Graphic Design
AND 2 of the following
MMA 215/ART 215 Typogrophy and Layout
MMA 225/ART 225 Digital Imaging for Graphic Design
MMA 235/ART 235 Visual Communication and Design

Multimedia Video Production (MMV)

VAT 171 Remote Production/Video Editing I
VAT 271 Remote Production/Video Editing II
VAT 301 Introduction to Video Graphics
SPE 245 Mass Media

NEW CURRICULUM

Computer Information Systems

CIS 180 Introduction to the Internet
CIS 280 Advanced Internet
CIS 370 Database Driven Web Site Prog.
CIS 380 Java Programming
CIS 482 Java Programming II

Multimedia

MMP 230 Interaction Design with Multimedia Prog.
MMP 240 Web Design
MMP 280 Type in Motion
MMP 340 Content Development for the Web

MMP/VAT 401 Introduction to 3D Animation
VAT 100 Introduction to Video Technology
VAT 153 Script to Screen

Drawing, Painting, Sculpture Photography:

ART161 Drawing I, ART302 Drawing II, ART164 Life Drawing, ART171 Intro Painting, ART271 Painting I, ART371 Painting II, ART181 Intro Sculpture, ART281 Sculpture I, ART381 Sculpture II, ART234 Photo I, ART315 Portfolio

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

CURRICULUM REVISION

Attach a copy of the new and old curricula to this sheet as well as any new course or course revisions required as part of this curriculum revision. Use a two column format comparing the old and new curricula.

1. Name of Department: Media Arts and Technology
2. Name of old curriculum: MMP
3. Name of new curriculum: MMP
4. Degree to be granted: AAS
5. Semester curriculum revision will first be effective: Spring 2011
6. Estimated enrollment in curriculum (number of students estimated to begin this curriculum per academic year): 500
7. Will this curriculum revision require special materials, equipment or space that were not required for the old curriculum? Yes No If yes, attach an explanation.
8. Number of new courses: 4
9. Number of old courses being dropped: 4
10. Number of course revisions required as part of this revision: 0

Signatures

- | | | |
|----|---|---------|
| 1. | <i>Cynthia Karasik</i> | 9/22/10 |
| | Department Chairperson or Program Director | Date |
| 2. | <i>SWat</i> | 9/22/10 |
| | Scheduling Officer (Advised as to Course Code) | Date |
| 3. | <i>James [Signature]</i> | 9/22/10 |
| | Dean of Academic Affairs (Advised as to format) | Date |
| 4. | | |
| | Chairperson of Curriculum Committee | Date |

ART courses that are required for majors in the MMA concentration will be cross-listed with the Media Arts and Technology Department. These courses are:

- ART 100 now MMA 100/ART 100
- ART 215 now MMA 215/ART 215
- ART 225 now MMA 100/ART 225
- ART 235 now MMA 100/ART 235

This curriculum revision reflects these changes.

Any course that is offered in one concentration of the MMD program can be taken for elective credit in the other concentrations. Therefore, these courses can be taken for elective credit in the MMP concentration

REQUIRED COURSES: Change in Bold

OLD CURRICULUM

General Requirements (20 cr)

ENG 101 English Composition I
MAT 150 Introduction to Statistics
SPE 100 Fundamentals of Speech
ENG 201 English Composition II
XXX xxx Science Elective
XXX xxx Social Science Elective

Curriculum Requirements (20 cr)

ART 105 Color and Design
CED 345 Multimedia Internship I
CIS 100 Introduction to Computer Applications
MMP 100 Introduction to Multimedia
MMP 200 Multimedia Design
MMP 460 Multimedia Project Lab
VAT 152 Introduction to Media Applications

Area Specialization (12 cr) pick one

Multimedia Programming (MMP)

MMP 220 Programming for Multimedia
MMP 320 Multimedia Networks
MMP 420 Distributed Multimedia Applications

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~~ART 100 Foundations of Digital Graphic Design~~ **AND**
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ART 113 History of Graphic Design
AND 2 of the following
~~ART 215 Typography and Layout~~
~~ART 225 Digital Imaging for Graphic Design~~
~~ART 235 Visual Communication and Design~~

Multimedia Video Production (MMV)

VAT 171 Remote Production/Video Editing I
VAT 271 Remote Production/Video Editing II
VAT 301 Introduction to Video Graphics
SPE 245 Mass Media

ADVISED ELECTIVES (8 cr)

OLD CURRICULUM

Computer Information Systems

CIS 180 Introduction to the Internet
CIS 280 Advanced Internet
CIS 370 Database Driven Web Site Prog.
CIS 380 Java Programming
CIS 482 Java Programming II

Multimedia

MMP 230 Interaction Design with Multimedia Prog.
MMP 240 Web Design
MMP 280 Type in Motion
MMP 340 Content Development for the Web

VAT

MMP/VAT 401 Introduction to 3D Animation
VAT 100 Introduction to Video Technology
VAT 153 Script to Screen

Drawing, Painting, Sculpture Photography:

ART 161 Drawing I, ART 302 Drawing II, ART 164 Life Drawing, ART 171 Intro Painting, ART 271 Painting I, ART 371 Painting II, ART 181 Intro Sculpture, ART 281 Sculpture I, ART 381 Sculpture II, ART 234 Photo I, ART 315 Portfolio

NEW CURRICULUM

General Requirements (20 cr)

ENG 101 English Composition I
MAT 150 Introduction to Statistics
SPE 100 Fundamentals of Speech
ENG 201 English Composition II
XXX xxx Science Elective
XXX xxx Social Science Elective

Curriculum Requirements (20 cr)

ART 105 Color and Design
CED 345 Multimedia Internship I
CIS 100 Introduction to Computer Applications
MMP 100 Introduction to Multimedia
MMP 200 Multimedia Design
MMP 460 Multimedia Project Lab
VAT 152 Introduction to Media Applications

Area Specialization (12 cr) pick one

Multimedia Programming (MMP)

MMP 220 Programming for Multimedia
MMP 320 Multimedia Networks
MMP 420 Distributed Multimedia Applications

Computer Art and Design (MMA)

MMA 100/ART 100 Foundations of Digital Graphic Design AND
ART 103 History of Western Art **OR**
ART 113 History of Graphic Design
AND 2 of the following
MMA 215/ART 215 Typogrophy and Layout
MMA 225/ART 225 Digital Imaging for Graphic Design
MMA 235/ART 235 Visual Communication and Design

Multimedia Video Production (MMV)

VAT 171 Remote Production/Video Editing I
VAT 271 Remote Production/Video Editing II
VAT 301 Introduction to Video Graphics
SPE 245 Mass Media

NEW CURRICULUM

Computer Information Systems

CIS 180 Introduction to the Internet
CIS 280 Advanced Internet
CIS 370 Database Driven Web Site Prog.
CIS 380 Java Programming
CIS 482 Java Programming II

Multimedia

MMP 230 Interaction Design with Multimedia Prog.
MMP 240 Web Design
MMP 280 Type in Motion
MMP 340 Content Development for the Web

MMP/VAT 401 Introduction to 3D Animation
VAT 100 Introduction to Video Technology
VAT 153 Script to Screen

Drawing, Painting, Sculpture Photography:

ART161 Drawing I, ART302 Drawing II, ART164 Life Drawing, ART171 Intro Painting, ART271 Painting I, ART371 Painting II, ART181 Intro Sculpture, ART281 Sculpture I, ART381 Sculpture II, ART234 Photo I, ART315 Portfolio

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

CURRICULUM REVISION

Attach a copy of the new and old curricula to this sheet as well as any new course or course revisions required as part of this curriculum revision. Use a two column format comparing the old and new curricula.

1. Name of Department: Media Arts and Technology
2. Name of old curriculum: MMV
3. Name of new curriculum: MMV
4. Degree to be granted: AAS
5. Semester curriculum revision will first be effective: Spring 2011
6. Estimated enrollment in curriculum (number of students estimated to begin this curriculum per academic year): 30
7. Will this curriculum revision require special materials, equipment or space that were not required for the old curriculum? Yes No If yes, attach an explanation.
8. Number of new courses: 4
9. Number of old courses being dropped: 4
10. Number of course revisions required as part of this revision: 0

Signatures

- | | | |
|----|--|------------------------|
| 1. | <u>Cynthia Karasik</u>
Department Chairperson or Program Director | <u>9/22/10</u>
Date |
| 2. | <u>MWest</u>
Scheduling Officer (Advised as to Course Code) | <u>9/22/10</u>
Date |
| 3. | <u>Arthur...</u>
Dean of Academic Affairs (Advised as to format) | <u>9/22/10</u>
Date |
| 4. | _____
Chairperson of Curriculum Committee | _____
Date |

ART courses that are required for majors in the MMA concentration will be cross-listed with the Media Arts and Technology Department. These courses are:

- ART 100 now MMA 100/ART 100
- ART 215 now MMA 215/ART 215
- ART 225 now MMA 100/ART 225
- ART 235 now MMA 100/ART 235

This curriculum revision reflects these changes.

Any course that is offered in one concentration of the MMD program can be taken for elective credit in the other concentrations. Therefore, these courses can be taken for elective credit in the MMV concentration

REQUIRED COURSES: Change in Bold

OLD CURRICULUM

General Requirements (20 cr)

ENG 101 English Composition I
MAT 150 Introduction to Statistics
SPE 100 Fundamentals of Speech
ENG 201 English Composition II
XXX xxx Science Elective
XXX xxx Social Science Elective

Curriculum Requirements (20 cr)

ART 105 Color and Design
CED 345 Multimedia Internship I
CIS 100 Introduction to Computer Applications
MMP 100 Introduction to Multimedia
MMP 200 Multimedia Design
MMP 460 Multimedia Project Lab
VAT 152 Introduction to Media Applications

Area Specialization (12 cr) pick one

Multimedia Programming (MMP)

MMP 220 Programming for Multimedia
MMP 320 Multimedia Networks
MMP 420 Distributed Multimedia Applications

Computer Art and Design (MMA)

~~ART 100 Foundations of Digital Graphic Design~~ **AND**
ART 103 History of Western Art **OR**
ART 113 History of Graphic Design
AND 2 of the following
~~ART 215 Typography and Layout~~
~~ART 225 Digital Imaging for Graphic Design~~
~~ART 235 Visual Communication and Design~~

Multimedia Video Production (MMV)

VAT 171 Remote Production/Video Editing I
VAT 271 Remote Production/Video Editing II
VAT 301 Introduction to Video Graphics
SPE 245 Mass Media

ADVISED ELECTIVES (8 cr)

OLD CURRICULUM

Computer Information Systems

CIS 180 Introduction to the Internet
CIS 280 Advanced Internet
CIS 370 Database Driven Web Site Prog.
CIS 380 Java Programming
CIS 482 Java Programming II

Multimedia

MMP 230 Interaction Design with Multimedia Prog.
MMP 240 Web Design
MMP 280 Type in Motion
MMP 340 Content Development for the Web

VAT

MMP/VAT 401 Introduction to 3D Animation
VAT 100 Introduction to Video Technology
VAT 153 Script to Screen

Drawing, Painting, Sculpture Photography:

ART 161 Drawing I, ART 302 Drawing II, ART 164 Life Drawing, ART 171 Intro Painting, ART 271 Painting I, ART 371 Painting II, ART 181 Intro Sculpture, ART 281 Sculpture I, ART 381 Sculpture II, ART 234 Photo I, ART 315 Portfolio

NEW CURRICULUM

General Requirements (20 cr)

ENG 101 English Composition I
MAT 150 Introduction to Statistics
SPE 100 Fundamentals of Speech
ENG 201 English Composition II
XXX xxx Science Elective
XXX xxx Social Science Elective

Curriculum Requirements (20 cr)

ART 105 Color and Design
CED 345 Multimedia Internship I
CIS 100 Introduction to Computer Applications
MMP 100 Introduction to Multimedia
MMP 200 Multimedia Design
MMP 460 Multimedia Project Lab
VAT 152 Introduction to Media Applications

Area Specialization (12 cr) pick one

Multimedia Programming (MMP)

MMP 220 Programming for Multimedia
MMP 320 Multimedia Networks
MMP 420 Distributed Multimedia Applications

Computer Art and Design (MMA)

MMA 100/ART 100 Foundations of Digital Graphic Design AND
ART 103 History of Western Art **OR**
ART 113 History of Graphic Design
AND 2 of the following
MMA 215/ART 215 Typogrophy and Layout
MMA 225/ART 225 Digital Imaging for Graphic Design
MMA 235/ART 235 Visual Communication and Design

Multimedia Video Production (MMV)

VAT 171 Remote Production/Video Editing I
VAT 271 Remote Production/Video Editing II
VAT 301 Introduction to Video Graphics
SPE 245 Mass Media

NEW CURRICULUM

Computer Information Systems

CIS 180 Introduction to the Internet
CIS 280 Advanced Internet
CIS 370 Database Driven Web Site Prog.
CIS 380 Java Programming
CIS 482 Java Programming II

Multimedia

MMP 230 Interaction Design with Multimedia Prog.
MMP 240 Web Design
MMP 280 Type in Motion
MMP 340 Content Development for the Web

MMP/VAT 401 Introduction to 3D Animation

VAT 100 Introduction to Video Technology
VAT 153 Script to Screen

Drawing, Painting, Sculpture Photography:

ART161 Drawing I, ART302 Drawing II, ART164 Life Drawing, ART171 Intro Painting, ART271 Painting I, ART371 Painting II, ART181 Intro Sculpture, ART281 Sculpture I, ART381 Sculpture II, ART234 Photo I, ART315 Portfolio

APPENDIX B: CURRICULUM REVISION FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE The
City University of New York

Curriculum Proposal *CURRICULUM REVISION*

Attach a copy of the new and old curricula to this sheet as well as any new course or course revisions required as part of this curriculum revision. Use a two column format comparing the old and new curricula.

1. Name of Department(s): Teacher Education
2. Name of old curriculum: Bilingual Childhood Education
3. This course is being withdrawn. (Go to 7)
4. Name of new curriculum: Bilingual Childhood Education
5. Reason for Name Change and/or Curriculum Change To give students more options and to be consistent with the jointly registered program at City College
6. Degree to be granted: AA
7. Estimated enrollment in curriculum (number of students estimated to begin this curriculum per academic year): 100
8. Semester curriculum revision will first be effective: Spring 2011
9. Will this curriculum revision require special materials, equipment or space that were not required for the old curriculum? Yes No If yes, attach an explanation.
10. Number of courses added: 1
11. Number of courses dropped: 0
12. Number of course revisions required as part of this revision: 0
13. Attach justification that the curriculum revision reflects the goals for all curricula passed by Faculty Council in May 1988
14. Attach justification that the curriculum revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006
15. Attach department(s) minutes approving this proposal

Signature

1A. Patricia Heilbrunn 9/21/10
Department Chairperson or Program Director Date

1B. _____
Department Chairperson or Program Director Date

1C. _____
Department Chairperson or Program Director Date

2. Adriest 9/22/10
Scheduling Officer (Advised as to CourseCode) Date

3. _____
Dean of Academic Affairs (Advised as to Date
format) 9/24/10

4. _____
Chairperson of Curriculum Committee Date (After the approval of the Curriculum Committee)

Joint Agreement between Borough of Manhattan Community College (BMCC) and The City College of New York (CCNY)

Childhood Education

BMCC / CUNY

City College / CUNY

Required Mathematics & English	14cr	Required Mathematics & English	12cr
MAT 214: Math for Elementary Ed. I	4cr	MATH 18000: Quantitative Reasoning	3cr
MAT 216: Math for Elementary Ed. II	4cr	MATH 18500: Basic Ideas in Math	3cr
ENG 101: English Composition I	3cr	ENGL 11000: Freshman Composition	3cr
ENG 201: English Composition II	3cr	ENGL 21001: Writing for the Humanities	3cr
Humanities	17cr	Humanities	21cr
HIS 101: Western Civilization	3cr	WCIV 10100: World Civilizations I	3cr
HIS 102: Western Civilization	3cr	WCIV 10200: World Civilizations 2	3cr
ENG 391: World Literature I	3cr	WHUM 10100: World Humanities I	3cr
ENG 392: World Literature II	3cr	WHUM 10200: World Humanities 2	3cr
HIS 120: Early American History or HIS 125: Modern American History or POL 100: American Government	3cr	USSO 10100: Development of the US & its People Or PSC 101: US Politics & Government	3cr
Course must be completed @ CCNY		PHIL 30000: The Rational Animal	3cr
ART 110: Art Survey	2cr	ART 10000 or MUS 10100	3cr
Sciences	8cr	Sciences	9cr
Choose two of the following		SCI 10300: Science 1 Physical Science	3cr
AST 110, BIO 110, CHE 110, PHY 110	8cr	SCI 10400: Science 2 Life Science	3cr
Course must be completed @ CCNY		One additional 300 level Science	3cr
Other Liberal Arts	22-23cr	Other Liberal Arts	15-23cr
Modern Language – two semesters ¹	6-8cr	SPAN 12100 & 12200, or competence	0-8cr
EDU 203: Art in Education I ² or to be completed @ CCNY	3cr	ART 15500: Art in the Elementary School or MUS 15200: Music in the Elementary School	2cr
PSY 100: General Psychology	3cr	PSY 10200: Applications of Modern Psychology	3cr
SPE 100: Fundamental of Speech	3cr	SPCH 11100: Fundamentals of Speech Communications	3cr
EDU 201: Observing Children	4cr	EDCE 20600/01: Observing Children	3.5cr
EDU 202: Schools in Diverse Society	4cr	EDUC 22100/01: Schools in Diverse Society	3.5cr
TOTAL	61-63cr	TOTAL	57-65cr

Other Requirements

- Pass the CUNY Proficiency Examination (CPE)
- No 'D' in CORE or Education courses transferable to CCNY
- Minimum G.P.A. of 2.5 required for transfer under the joint degree program

¹ Students must take two semesters of the same language after testing by the Modern Language Department.

² Required only if Modern Language credits total 6 (to complete the 60 credit degree)

Joint Agreement between Borough of Manhattan Community College (BMCC) and The City College of New York (CCNY)

Bilingual Childhood Education

BMCC / CUNY

City College / CUNY

Required Mathematics & English	14cr	Required Mathematics & English	12cr
MAT 214: Math for Elementary Ed. I	4cr	MATH 18000: Quantitative Reasoning	3cr
MAT 216: Math for Elementary Ed. II	4cr	MATH 18500: Basic Ideas in Math	3cr
ENG 101: English Composition I	3cr	ENGL 11000: Freshman Composition	3cr
ENG 201: English Composition II	3cr	ENGL 21001: Writing for the Humanities	3cr
Humanities	17cr	Humanities	21cr
HIS 101: Western Civilization	3cr	WCIV 10100: World Civilizations I	3cr
HIS 102: Western Civilization	3cr	WCIV 10200: World Civilizations 2	3cr
ENG 391: World Literature I	3cr	WHUM 10100: World Humanities I	3cr
ENG 392: World Literature II	3cr	WHUM 10200: World Humanities 2	3cr
HIS 120: Early American History or HIS 125: Modern American History or POL 100: American Government	3cr	USSO 10100: Development of the US & its People Or PSC 101: US Politics & Government	3cr
Course must be completed @ CCNY		PHIL 30000: The Rational Animal	3cr
ART 110: Art Survey	2cr	ART 10000 or MUS 10100	3cr
Sciences	8cr	Sciences	6cr
Choose two of the following		SCI 10300: Science 1 Physical Science	3cr
AST 110, BIO 110, CHE 110, PHY 110	8cr	SCI 10400: Science 2 Life Science	3cr
Other Liberal Arts	21-23	Other Liberal Arts	18.5cr
Modern Language ¹	6-8cr	SPAN 373 or equivalent 300 level course	3cr
EDU 203: Art in Education I ² or to be completed @ CCNY	3cr	ART 15500: Art in the Elementary School or MUS 15200: Music in the Elementary School	2cr
PSY 100: General Psychology	3cr	PSY 10200: Applications of Modern Psychology	3cr
SPE 100: Fundamentals of Speech	3cr	SPCH 11100: Fundamentals of Speech Communications	3cr
EDU 201: Observing Children	4cr	EDCE 20600/01: Observing Children	3.5cr
EDB 202: School in Am. Society - Bilingual	4cr	EDCE 22200: Schools in Diverse Society – Bilingual	3cr
Course must be completed @ CCNY		EDCE 22300: Classroom Based Inquiry	1cr
TOTAL	60-62cr	TOTAL	57.5cr

Other Requirements

- Pass the CUNY Proficiency Examination (CPE)
- No 'D' in CORE or Education courses transferable to CCNY
- Minimum G.P.A. of 2.5 required for transfer under the joint degree program

¹ Two semesters of Spanish or Chinese after testing by the Modern Language Department. Students pursuing a bilingual extension in Haitian Creole will take Creole Sociolinguistics at CCNY and one Modern Language course.

² Required only if Modern Language credits total 6 (to complete the 60 credit degree)

Childhood Education

Old Curriculum

New Curriculum

Required Mathematics & English	14cr	Required Mathematics & English	14cr
MAT 214: Math for Elementary Ed. I	4cr	MAT 214: Math for Elementary Ed. I	4cr
MAT 216: Math for Elementary Ed. II	4cr	MAT 216: Math for Elementary Ed. II	4cr
ENG 101: English Composition I	3cr	ENG 101: English Composition I	3cr
ENG 201: English Composition II	3cr	ENG 201: English Composition II	3cr
Humanities	17cr	Humanities	17cr
HIS 101: Western Civilization	3cr	HIS 101: Western Civilization	3cr
HIS 102: Western Civilization	3cr	HIS 102: Western Civilization	3cr
ENG 391: World Literature I	3cr	ENG 391: World Literature I	3cr
ENG 392: World Literature II	3cr	ENG 392: World Literature II	3cr
HIS 120: Early American History or HIS 125: Modern American History or POL 100: American Government	3cr	HIS 120: Early American History or HIS 125: Modern American History or POL 100: American Government	3cr
ART 110: Art Survey	2cr	ART 110: Art Survey	2cr
Sciences	8cr	Sciences	8cr
Choose two of the following		Choose two of the following	
AST 110, BIO 110, CHE 110, PHY 110	8cr	AST 110, BIO 110, CHE 110, PHY 110	8cr
Other Liberal Arts	21-23	Other Liberal Arts	21-23
Modern Language ⁵	6-8cr	Modern Language ⁶	6-8cr
EDU 203: Art in Education I ⁷ or to be completed @ CCNY	3cr	EDU 203: Art in Education I ⁸ , EDU 204: Music and Movement in Learning or to be completed @ CCNY	3cr
PSY 100: General Psychology	3cr	PSY 100: General Psychology	3cr
SPE 100: Fundamentals of Speech	3cr	SPE 100: Fundamentals of Speech	3cr
EDU 201: Observing Children	4cr	EDU 201: Observing Children	4cr
EDU 202: Schools in Diverse Society	4cr	EDU 202: Schools in Diverse Society	4cr
TOTAL	60-62cr	TOTAL	60-62cr

Other Requirements

- Pass the CUNY Proficiency Examination (CPE)
- No 'D' in CORE or Education courses transferable to CCNY
- Minimum G.P.A. of 2.5 required for transfer under the joint degree program

⁵ Two semesters of Spanish or Chinese after testing by the Modern Language Department. Students pursuing a bilingual extension in Haitian Creole will take Creole Sociolinguistics at CCNY and one Modern Language course.

⁶ Two semesters of Spanish or Chinese after testing by the Modern Language Department. Students pursuing a bilingual extension in Haitian Creole will take Creole Sociolinguistics at CCNY and one Modern Language course.

⁷ Required only if Modern Language credits total 6 (to complete the 60 credit degree)

⁸ Required only if Modern Language credits total 6 (to complete the 60 credit degree)

Bilingual Childhood Education

Old Curriculum

New Curriculum

Required Mathematics & English	14cr	Required Mathematics & English	14cr
MAT 214: Math for Elementary Ed. I	4cr	MAT 214: Math for Elementary Ed. I	4cr
MAT 216: Math for Elementary Ed. II	4cr	MAT 216: Math for Elementary Ed. II	4cr
ENG 101: English Composition I	3cr	ENG 101: English Composition I	3cr
ENG 201: English Composition II	3cr	ENG 201: English Composition II	3cr
Humanities	17cr	Humanities	17cr
HIS 101: Western Civilization	3cr	HIS 101: Western Civilization	3cr
HIS 102: Western Civilization	3cr	HIS 102: Western Civilization	3cr
ENG 391: World Literature I	3cr	ENG 391: World Literature I	3cr
ENG 392: World Literature II	3cr	ENG 392: World Literature II	3cr
HIS 120: Early American History or HIS 125: Modern American History or POL 100: American Government	3cr	HIS 120: Early American History or HIS 125: Modern American History or POL 100: American Government	3cr
ART 110: Art Survey	2cr	ART 110: Art Survey	2cr
Sciences	8cr	Sciences	8cr
Choose two of the following		Choose two of the following	
AST 110, BIO 110, CHE 110, PHY 110	8cr	AST 110, BIO 110, CHE 110, PHY 110	8cr
Other Liberal Arts	21-23	Other Liberal Arts	21-23
Modern Language ¹	6-8cr	Modern Language ²	6-8cr
EDU 203: Art in Education I ³ or to be completed @ CCNY	3cr	EDU 203: Art in Education I ⁴ , EDU 204: Music and Movement in Learning or to be completed @ CCNY	3cr
PSY 100: General Psychology	3cr	PSY 100: General Psychology	3cr
SPE 100: Fundamentals of Speech	3cr	SPE 100: Fundamentals of Speech	3cr
EDU 201: Observing Children	4cr	EDU 201: Observing Children	4cr
EDB 202: School in Am. Society - Bilingual	4cr	EDB 202: School in Am. Society - Bilingual	4cr
TOTAL	60-62cr	TOTAL	60-62cr

Other Requirements

- Pass the CUNY Proficiency Examination (CPE)
- No 'D' in CORE or Education courses transferable to CCNY
- Minimum G.P.A. of 2.5 required for transfer under the joint degree program

¹ Two semesters of Spanish or Chinese after testing by the Modern Language Department. Students pursuing a bilingual extension in Haitian Creole will take Creole Sociolinguistics at CCNY and one Modern Language course.

² Two semesters of Spanish or Chinese after testing by the Modern Language Department. Students pursuing a bilingual extension in Haitian Creole will take Creole Sociolinguistics at CCNY and one Modern Language course.

³ Required only if Modern Language credits total 6 (to complete the 60 credit degree)

⁴ Required only if Modern Language credits total 6 (to complete the 60 credit degree)

APPENDIX B: CURRICULUM REVISION FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE The
City University of New York

Curriculum Proposal *CURRICULUM REVISION*

Attach a copy of the new and old curricula to this sheet as well as any new course or course revisions required as part of this curriculum revision. Use a two column format comparing the old and new curricula.

1. Name of Department(s): Teacher Education
2. Name of old curriculum: Childhood Education
3. This course is being withdrawn. (Go to 7)
4. Name of new curriculum: Childhood Education
5. Reason for Name Change and/or Curriculum Change__To give students more options and to be consistent with the jointly registered program at City College_____
6. Degree to be granted: AA
7. Estimated enrollment in curriculum (number of students estimated to begin this curriculum per academic year): 354
8. Semester curriculum revision will first be effective: Spring 2011
9. Will this curriculum revision require special materials, equipment or space that were not required for the old curriculum? _____Yes No If yes, attach an explanation.
10. Number of courses added: 1
11. Number of courses dropped: 0
12. Number of course revisions required as part of this revision: 0
13. Attach justification that the curriculum revision reflects the goals for all curricula passed by Faculty Council in May 1988
14. Attach justification that the curriculum revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006
15. Attach department(s) minutes approving this proposal

Signature

1A. Rachel Heilheimer 9/21/10
Department Chairperson or Program Director Date

1B. _____
Department Chairperson or Program Director Date

1C. _____
Department Chairperson or Program Director Date

2. SWat 9/22/10
Scheduling Officer (Advised as to CourseCode) Date

3. _____
Dean of Academic Affairs (Advised as to Date
format) Andy Berg 9/24/10

4. _____
Chairperson of Curriculum Committee Date (After the approval of the Curriculum Committee)

Childhood Education

Old Curriculum

New Curriculum

Required Mathematics & English	14cr	Required Mathematics & English	14cr
MAT 214: Math for Elementary Ed. I	4cr	MAT 214: Math for Elementary Ed. I	4cr
MAT 216: Math for Elementary Ed. II	4cr	MAT 216: Math for Elementary Ed. II	4cr
ENG 101: English Composition I	3cr	ENG 101: English Composition I	3cr
ENG 201: English Composition II	3cr	ENG 201: English Composition II	3cr
Humanities	17cr	Humanities	17cr
HIS 101: Western Civilization	3cr	HIS 101: Western Civilization	3cr
HIS 102: Western Civilization	3cr	HIS 102: Western Civilization	3cr
ENG 391: World Literature I	3cr	ENG 391: World Literature I	3cr
ENG 392: World Literature II	3cr	ENG 392: World Literature II	3cr
HIS 120: Early American History or HIS 125: Modern American History or POL 100: American Government	3cr	HIS 120: Early American History or HIS 125: Modern American History or POL 100: American Government	3cr
ART 110: Art Survey	2cr	ART 110: Art Survey	2cr
Sciences	8cr	Sciences	8cr
Choose two of the following		Choose two of the following	
AST 110, BIO 110, CHE 110, PHY 110	8cr	AST 110, BIO 110, CHE 110, PHY 110	8cr
Other Liberal Arts	21-23	Other Liberal Arts	21-23
Modern Language ⁵	6-8cr	Modern Language ⁶	6-8cr
EDU 203: Art in Education I ⁷ or to be completed @ CCNY	3cr	EDU 203: Art in Education I ⁸ , EDU 204: Music and Movement in Learning or to be completed @ CCNY	3cr
PSY 100: General Psychology	3cr	PSY 100: General Psychology	3cr
SPE 100: Fundamentals of Speech	3cr	SPE 100: Fundamentals of Speech	3cr
EDU 201: Observing Children	4cr	EDU 201: Observing Children	4cr
EDU 202: Schools in Diverse Society	4cr	EDU 202: Schools in Diverse Society	4cr
TOTAL	60-62cr	TOTAL	60-62cr

Other Requirements

- Pass the CUNY Proficiency Examination (CPE)
- No 'D' in CORE or Education courses transferable to CCNY
- Minimum G.P.A. of 2.5 required for transfer under the joint degree program

⁵ Two semesters of Spanish or Chinese after testing by the Modern Language Department. Students pursuing a bilingual extension in Haitian Creole will take Creole Sociolinguistics at CCNY and one Modern Language course.

⁶ Two semesters of Spanish or Chinese after testing by the Modern Language Department. Students pursuing a bilingual extension in Haitian Creole will take Creole Sociolinguistics at CCNY and one Modern Language course.

⁷ Required only if Modern Language credits total 6 (to complete the 60 credit degree)

⁸ Required only if Modern Language credits total 6 (to complete the 60 credit degree)

Joint Agreement between Borough of Manhattan Community College (BMCC) and The City College of New York (CCNY)

Childhood Education

BMCC / CUNY

City College / CUNY

Required Mathematics & English	14cr	Required Mathematics & English	12cr
MAT 214: Math for Elementary Ed. I	4cr	MATH 18000: Quantitative Reasoning	3cr
MAT 216: Math for Elementary Ed. II	4cr	MATH 18500: Basic Ideas in Math	3cr
ENG 101: English Composition I	3cr	ENGL 11000: Freshman Composition	3cr
ENG 201: English Composition II	3cr	ENGL 21001: Writing for the Humanities	3cr
Humanities	17cr	Humanities	21cr
HIS 101: Western Civilization	3cr	WCIV 10100: World Civilizations I	3cr
HIS 102: Western Civilization	3cr	WCIV 10200: World Civilizations 2	3cr
ENG 391: World Literature I	3cr	WHUM 10100: World Humanities I	3cr
ENG 392: World Literature II	3cr	WHUM 10200: World Humanities 2	3cr
HIS 120: Early American History or HIS 125: Modern American History or POL 100: American Government	3cr	USSO 10100: Development of the US & its People Or PSC 101: US Politics & Government	3cr
Course must be completed @ CCNY		PHIL 30000: The Rational Animal	3cr
ART 110: Art Survey	2cr	ART 10000 or MUS 10100	3cr
Sciences	8cr	Sciences	9cr
Choose two of the following		SCI 10300: Science 1 Physical Science	3cr
AST 110, BIO 110, CHE 110, PHY 110	8cr	SCI 10400: Science 2 Life Science	3cr
Course must be completed @ CCNY		One additional 300 level Science	3cr
Other Liberal Arts	22-23cr	Other Liberal Arts	15-23cr
Modern Language – two semesters ¹	6-8cr	SPAN 12100 & 12200, or competence	0-8cr
EDU 203: Art in Education I ² or to be completed @ CCNY	3cr	ART 15500: Art in the Elementary School or MUS 15200: Music in the Elementary School	2cr
PSY 100: General Psychology	3cr	PSY 10200: Applications of Modern Psychology	3cr
SPE 100: Fundamental of Speech	3cr	SPCH 11100: Fundamentals of Speech Communications	3cr
EDU 201: Observing Children	4cr	EDCE 20600/01: Observing Children	3.5cr
EDU 202: Schools in Diverse Society	4cr	EDUC 22100/01: Schools in Diverse Society	3.5cr
TOTAL	61-63cr	TOTAL	57-65cr

Other Requirements

- Pass the CUNY Proficiency Examination (CPE)
- No 'D' in CORE or Education courses transferable to CCNY
- Minimum G.P.A. of 2.5 required for transfer under the joint degree program

¹ Students must take two semesters of the same language after testing by the Modern Language Department.

² Required only if Modern Language credits total 6 (to complete the 60 credit degree)