

Catalog Home

Welcome to CUNY School of Professional Studies' Catalog and Student Handbook. This publication lists academic programs and requirements, course descriptions, student rights and University policies, as well as links to admissions, tuition and fees, financial aid, academic policies and procedures, and student services.

[Notice of Non-Discrimination](#)

[Important Notice of Possible Changes](#)

Important Notice of Possible Changes

Important Notice of Possible Changes

The City University of New York (CUNY) reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York. The University regrets any inconvenience this may cause.

Every effort has been made to make the material presented herein timely and accurate. As changes occur, they will be communicated via traditional media and reflected on the School's website. Students are encouraged to check the website to determine the most up-to-date program and course information and to make use of the Student Degree Audit System to track progress toward graduation. Critical points of fact or interpretation should be considered subject to confirmation by the appropriate office or department of the School.

The School does not guarantee to offer all courses it announces. The announcement is made in good faith, but circumstances beyond the control of the School sometimes necessitate changes. The School may cancel courses if the enrollment does not warrant their being offered or if other contingencies make such a cancellation necessary.

General Education

The General Education Curriculum, also called Common Core Curriculum, is an educational experience shared by all CUNY School of Professional Studies (CUNY SPS) students. The CUNY SPS General Education Curriculum (PDF) is part of CUNY's new Pathways General Education Framework, requirements that undergraduate students across CUNY must satisfy. The three elements of this framework: the Required Common Core, the Flexible Common Core, and the CUNY SPS College Option Core, foster knowledge of human culture and the natural world (in science, social science, mathematics, humanities and the arts), intellectual and practical skills (in communication, quantitative reasoning, information literacy, critical thinking and inquiry), and individual and social responsibility (civic engagement, ethical reasoning, and intercultural awareness).

Transfer Credit Evaluation

Undergraduate transcripts from other institutions are carefully evaluated to give applicants credit for courses taken elsewhere that fulfill Common Core requirements. If you have concerns about how courses completed at another institution have been evaluated for transfer credit, please contact your **advisor** to review your Transfer Evaluation Credit Report. If, after appealing your Transfer Evaluation Credit Report, CUNY SPS determines that additional credit is not warranted, SPS will issue its decision in writing

within fifteen business days. If you wish to appeal CUNY SPS's decision, you may submit your appeal to **CUNY's Office of Academic Affairs**.

For more information about student rights and responsibilities under the Pathways Common Core Curriculum, [click here](#).

ePermit Students

Students who are currently enrolled in a degree program at a CUNY campus may register for CUNY SPS courses through ePermit (PDF). In many cases, CUNY SPS courses are considered equivalent to and may be substituted for courses in CUNY degree programs. Through ePermit, students file an online request to take a CUNY SPS course. As part of the ePermit process, registrars and faculty advisors at the student's home college must approve this request. Students are kept informed via email of the status of their permit requests. If the student's home college rejects the request, he or she is notified via email, with the reason indicated in the email message.

General Education

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Categories	Overview & Curriculum	Credits
Required Core	<p>The Required Core classes provide a foundation in vital critical thinking skills. They develop your ability to write clearly, problem-solve, analyze, interpret information, research, apply numerical data to a range of situations, and think creatively while using different methodologies. These courses prepare you for the challenges of higher level coursework.</p> <ul style="list-style-type: none"> • English Composition (2 courses) • Mathematical and Quantitative Reasoning (1 course) • Life and Physical Sciences (1 course) 	12
Flexible Core	<p>The Flexible Core classes continue to develop your critical thinking and communication abilities as you learn about not only the amazing diversity within our own country but also study the interactions between the U.S. and other nations and cultures around the world. You'll look at a range of issues while exploring the role of individuals in society, the significance of creativity to human life, and how scientific methods, discoveries, principles, and tools impact us on numerous levels.</p> <ul style="list-style-type: none"> • World Cultures and Global Issues (1 course) • U.S. Experience in Its Diversity (1 course) • Creative Expression (1 course) • Individual and Society (1 course) • Scientific World (1 course) • Students must also complete three credits in any of the above categories (1 course) 	18
SPS College Option Core	<p>As a central part of the new curriculum, each senior CUNY college offers special courses relevant to its particular mission. SPS's College Option Core is the heart of our General Education curriculum, with courses designed to focus on digital literacy, writing, critical thinking, and quantitative reasoning.</p> <ul style="list-style-type: none"> • SPS College Option Core (1-4 Courses) 	3-12

Note: Students who entered CUNY SPS before fall 2013 will automatically be required to continue with the General Education requirements in place at the time of their matriculation into their current degree program. However, they will have the option to follow the new Pathways General Education requirements as outlined below. To determine which path is right for you, contact your advisor. To view the General Education requirements prior to Fall 2013 visit http://sps.cuny.edu/filestore/1/5/9/9_c906f2c514a6211/1599_124d18a760d0e7b.pdf.

Course Descriptions

English Composition

Students are required to complete two courses (six credits) in English Composition. These courses will enable students to:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.

- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

ENG 101 - College Writing I (3 Credits)

Prerequisite: None

Practice in expository and analytical writing through reading and research-based assignments in varied academic formats such as reports, formal essays and research papers, making use of appropriate technology for composing, editing and sharing documents. Practice in conventions of academic reading and writing including clear and coherent use of standard English, use of digital libraries, and methods of ethical attribution and citation.

ENG 102 - College Writing II (3 Credits)

Prerequisite: ENG 101 or equivalent

A continuation of College Writing I with increased emphasis on expository and analytical writing through research-based assignments in varied academic formats such as reports, formal essays, and research papers across the disciplines, making use of appropriate technology for composing, editing and sharing documents. Research project requires students to use scholarly databases, provide proper attribution and documentation of primary and secondary sources, and argue an opinion based on well-chosen and compelling evidence.

Mathematical and Quantitative Reasoning

Students are required to complete one course (three credits) in Mathematical and Quantitative Reasoning. This course will require you to:

- Interpret quantitative representations (e.g. graphs, formulas)
- Use algebraic, numerical, graphical, or statistical methods
- Translate problems from language to math
- Effectively communicate answers to mathematical problems
- Evaluate solutions to mathematical problems
- Apply mathematical methods to problems in other fields of study

MATH 102 - Mathematics in Contemporary Society (3 Credits)

Prerequisite: None

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

MATH 215 - Introduction to Statistics (3 Credits)

Prerequisite: None

Introduces the basic principles of statistics and probability, with an emphasis on understanding the underlying concepts, real-

world applications, and the underlying story that the numbers tell. Uses Microsoft Excel's statistical functions to analyze data. Provides an introduction to probability, descriptive statistics, hypothesis testing, and inferential statistics.

Life and Physical Sciences

Students are required to complete one course (three credits) in Life and Physical Sciences. This course will require you to:

- Identify and apply concepts and methods of science
- Apply the scientific method to explore natural phenomena
- Use scientific tools to carry out collaborative laboratory work
- Gather, analyze, and interpret data in reports
- Use research ethics and unbiased assessment

AST 101 - Introductory Astronomy (3 Credits)

Prerequisite: None

An exploration of our solar system's creation and the planets in our solar system using the latest scientific information, recent probe data, and new discoveries in the science of extra-solar planetary astronomy.

This course is based in part upon materials developed by the American Museum of Natural History and is used with permission by the School of Professional Studies for this course.

BIO 200 - Human Biology (3 Credits)

Prerequisite: None

A one semester course in anatomy and physiology. Describes the organization of the human body. Provides and defines the terminology used to describe the location and function of anatomical structures. Outlines the basic chemical concepts essential for understanding physiological processes. Topics include: homeostasis, cells, the skeletal system, the muscular system, the circulatory system, the respiratory system, the digestive system, the reproductive system and the endocrine system.

BIO 250 - Evolutionary Biology (3 Credits)

Prerequisite: None

A broad survey of evolutionary biology. Includes a history of evolutionary thought beginning with Darwin. Outlines topics such as the origin and history of life and the origin of genetic variation. Discusses mechanisms of evolution including natural selection, genetic drift, sexual selection, and speciation. Discusses mechanisms of evolution including sexual selection, cooperation and conflict, and speciation. Examines molecular evolution and phylogenetic techniques to reconstruct evolutionary history and determine the place of an organism on the Tree of Life, which documents the evolutionary relationships among all species. Concludes with the origin and evolution of humans and the impact of evolutionary theory in society. This course is based in part upon materials developed by the American Museum of Natural History and is used with permission by the School of Professional Studies for this course.

CHEM 101 - General Chemistry (3 Credits)

Prerequisite: None

General Chemistry is designed to provide students with a solid foundation in the principles of chemistry. The course covers the following topics: Scientific Notation and the Metric System, Atomic Structure, The Periodic Table, Bonding, Phases of Matter,

The Mole, Solutions, and Acid and Bases. The focus is on critical thinking in the application of basic chemistry principles. The course will include a lab component.

EAS 201 - The Nature of New York (3 Credits)

Prerequisite: None

Provides an introduction to ecological reasoning through study of New York City's geologic origins and transformations over time including natural and man-made environments, cultural history, biological diversity, habitats, and invasive species. Lectures, discussion, and field experiences show how various elements have formed the current urban metropolis.

EAS 250 - Oceanography (3 Credits)

Prerequisite: None

Oceanography is an interdisciplinary field studying the processes and interrelationships of geology, chemistry, geography, geophysics, meteorology, and biology. This course focuses on how scientific processes and scientific understanding are applied to questions such as: Which factors control life in the ocean? How do we know what we know about the ocean? What's at the bottom of the ocean? How does the water in the ocean move? How are human activities and climate change altering the ocean? Oceanographic data is used to understand the ocean and its interactions with the rest of the planet.

This course is based in part upon materials developed by the American Museum of Natural History and is used with permission by the School of Professional Studies for this course.

SCI 200 - Science Forward: A Framework for Scientific Inquiry (3 Credits)

A survey of life and physical sciences focusing on the common skills that all scientists use when they do science. Includes life and physical science contexts for these skills. Begins with an introduction to concepts in philosophy of science that help frame the interdisciplinarity and skills-focus of the course. Fields of science are then covered in roughly scale order, from large (Astronomy) to small (Medicine and Drug Design). Additional topics such as climate change, the water cycle, urban ecology, and neuroscience/artificial intelligence.

World Culture and Global Issues

Students are required to complete one course (three credits) in World Culture and Global Issues. This course will require you to do at least three of the following:

- Apply concepts and methods of a discipline or field to world cultures or global issues
- Analyze and describe culture, globalization, or global diversity
- Analyze the history of a non-U.S. society
- Analyze a major movement that has shaped a non-U.S. society
- Analyze the role of identity categories in a non-U.S. society
- Speak, read, and write in a language other than English

AFRS 101 - Ethnology of Africa (3 Credits)

Prerequisite: None

Applies the fundamental methods and concepts of cultural anthropology to the study of sub-Saharan African societies and

nations, with emphasis on the impact of slavery and colonialism, current problems of economic and political development, and Africa's emerging place in 21st-century global interactions. Exploration of histories, politics, economics, family structures, gender, power, and health in different African cultures through analysis of ethnographies, text chapters, generalist summaries, historical research, news accounts, specialist articles, and literature.

CHIN 101 - Beginning Chinese I (3 Credits)

Prerequisite: None

An introduction to Mandarin Chinese designed for students who have no or little prior experience in the language. An integrated approach to basic language skills of listening, speaking, reading and writing, emphasizing pronunciation and tones, as well as the most basic structure and patterns of Chinese grammar.

CHIN 102 - Beginning Chinese II (3 Credits)

Prerequisite: CHIN 101

A continuation of elementary introduction to Mandarin Chinese aimed at developing the four language skills of listening, speaking, reading and writing. Emphasis is on pronunciation, tones and the basic structure of Chinese grammar and increasing knowledge of Chinese cultures.

ENG 211 - World Literature (3 Credits)

Prerequisite: None

Explores a selection of global literary works from antiquity to the present. Analyzes complete texts and extracts or episodes from texts that reference or connect literary traditions across time and cultures.

HIST 102 - Origins of the Modern World, 1500 to the Present (3 Credits)

Prerequisite: None

Analyzes global relationships in the contemporary world stemming from interactions between civilizations that began half a millennium ago. Introduces students to selected topics which illuminate these patterns and allow us to perceive our own world more clearly.

HIST 202 - Twentieth Century World History (3 Credits)

Prerequisite: None

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

LAS 101 - Latin America and Caribbean Cultures (3 Credits)

Prerequisite: None

Introduces texts and media from Latin American and Caribbean cultures, including film, music, and performance. Analyzes the

distinguishing features of Latin American and Caribbean Cultures through study of cultural artifacts and issues related to history, politics, customs, and art. Required research on selected topics.

SPAN 101 - Beginning Spanish I (3 Credits)

Prerequisite: None

This course in conjunction with SPAN 102 provides a thorough grounding in Spanish grammar and vocabulary, including intensive practice in speaking and listening through the use of audio-video resources. A microphone and speakers (or a headset) and a web camera to interact online with the instructor and to record individual, pair, and group work are required.

SPAN 102 - Beginning Spanish II (3 Credits)

Prerequisite: SPAN 101

Reviews and builds upon material learned in Spanish I through assignments and activities designed to increase mastery in listening, speaking, reading and writing. SPAN II presents more complex linguistic structures that build upon those learned in SPAN I and increase awareness of Spanish-American cultures. Individual and group reading, oral and written assignments increase exposure to and linguistic creation in the target language.

SPAN 110 - Spanish for Health Professions (3 Credits)

Prerequisite: None

Intended for students who have no background in the Spanish language, this course facilitates effective communication between patients and their healthcare providers (nurses, doctors, medical staff), through emphasis on basic, practical language needed to communicate with Spanish-speaking patients and their families in various settings. Building basic language fluency at the same time as medical terminology with cultural competency woven throughout, students will learn to gather and share basic information like greetings, goodbyes, patient intake, discussion of symptoms, location of pain and injuries, body parts, numbers, time, doses, and units of measure. Focus is on learning and becoming comfortable with basic medical Spanish phrases and medical Spanish vocabulary.

U.S. Experience in its Diversity

Students are required to complete one course (three credits) in U.S. Experience in its Diversity. This course will require you to do at least three of the following:

- Apply concepts and methods of a discipline or field to U.S. experience in its diversity
- Analyze and explain a major theme in U.S. history from multiple perspectives
- Evaluate the impact of indigenous populations, slavery, or immigration on the U.S.
- Explain and evaluate the role of the U.S. in international relations
- Identify, differentiate between, and analyze the influence of the legislative, judicial, and executive branches of government
- Analyze and discuss U.S. society in terms of race, ethnicity, class, gender, sexual orientation, belief, etc.

AMER 200 - American History and Culture (3 Credits)

Prerequisite: None

Explores race, class, and gender in American history and culture. Secondary source material by scholars of American Studies and

primary source materials in a variety of genres, including music, poetry, art, and material culture, convey the ways in which American culture has been shaped by and has helped to shape ideas of race, class, and gender.

GEOG 301 - International Migration (3 Credits)

Prerequisite: None

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

LANG 201 - Language in a Multicultural Setting (3 Credits)

Prerequisite: None

Introduces the foundations of linguistics and language acquisition. Analyzes language in multicultural American urban settings. Critiques bilingual/bidialectal families and bilingual education; language and gender; literacy in a changing, technological society; and different dialects and registers of American English. Appraises recent and classic scholarship in linguistics, literature, and related fields. Requires reflection and analysis of personal linguistic experiences and backgrounds.

POL 201 - Politics and Government of New York City (3 Credits)

Prerequisite: None

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

SOC 250 - Transformations of Work in America (3 Credits)

Prerequisite: None

Using historical and social science perspectives, this course provides an overview of and analyzes changes in the nature, organization, structure, and meaning of work in the U.S. since the dawn of the industrial revolution. What people do at work - using what materials, who works and who doesn't, why people work, where they do it, and for how long are fundamental questions that provide a framework for exploring the transformations. Topics covered include: the impact of technology on work; social attitudes and differentiation of participation in the workforce based on gender, race, class, age, sexual orientation, ability, and religion; work-related rights and obligations, human relations and organizational culture in the workplace; the globalization of work; location and design of the workplace, and shifts in conceptual and practical understandings of job, occupation, profession, and career.

Creative Expression

Students are required to complete one course (three credits) in Creative Expression. This course will require you to do at least three of the following:

- Apply concepts and methods of a discipline or field to creative expression

- Analyze and describe the significance of arts from diverse cultures of the past
- Articulate how the arts/communications interpret and convey meaning and experience
- Demonstrate knowledge of the skills involved in the creative process
- Conduct research and communicate using appropriate technologies

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

Prerequisite: None

Introduces art and the academic discipline of art history. Using the discipline's technical vocabulary, analyzes the standard visual, material and symbolic components of art. Addresses cultural products created from the Neolithic through to the end of the Western Middle Ages. Analyzes the purpose of art. Examines painting, drawing, sculpture and architecture in historical, political and cultural context. Analyzes art's function within society. Critiques how successive movements and styles are indebted to the past and to influences from other sources. Introduces key movements, important artworks and the biographies of individual artists.

ART 202 - Arts and Civilization: Renaissance through the 21st Century (3 Credits)

Prerequisite: None

Introduces art and the academic discipline of art history. Using the discipline's technical vocabulary, analyzes the standard visual, material and symbolic components of art. Addresses cultural products created from the Renaissance to the present. Examines Western painting, drawing, sculpture, architecture and photography in historical, political and cultural context. Analyzes art's function within society. Critiques how successive movements and styles are indebted to the past and to other sources. Introduces key movements, important artworks and the biographies of individual artists.

ART 210 - Modern Art in the City (3 Credits)

Prerequisite: None

Introduces students to 20th and early 21st century visual arts. Examines the biographies of artists and their cultural settings, and explores the products of creative expression as they have been realized through the eyes of painters, photographers, sculptors and architects.

ENG 301 - Science Fiction (3 Credits)

Prerequisite: None

Examines the history of science fiction literature and film, tracing the development of the "hard" and "soft" sub-genres. Identifies and explains some of the most common tropes, elements, concepts, and styles. Evaluates creative and societal responses to scientific fields such as space exploration, artificial intelligence, time travel, genetic engineering, and the development and future of cyberspace. Considers the impact that public fears of and fascination with science has on literature and film.

ENG 331 - Studies in the Folk Tale and the Classic Fairy Tale (3 Credits)

Prerequisite: None

Examines the development of folk tale from the oral form to what is known as the literary fairy tale (a tale never intended for children). Explores the global, historical and cultural origins of folk and fairy tales. Analyzes the universality of folk tales by examining the role that they play in the ethnography of diverse cultures. Traces the rise of the literary fairy tale from its origins in the oral folk tales to contemporary rewritings. Introduces diverse folk tales, literary fairy tales, critical essays, and films in order to come to a greater understanding of the complex cultural significance of folk and fairy tales.

FLM 307 - Film Literacies: Communicating Culture through Film (3 Credits)

Prerequisite: None

Introduces the discipline of film studies. Analyzes a nation's culture and social history through its film. Assesses the impact that historical events, and social, cultural and political movements had on a nation's cinematic expression. Evaluates the work of individual directors and explores the ways that they translated their perceptions and experiences into film.

MUS 101 - Music Appreciation

Prerequisite: None

Introduces the study of music's fundamental elements, forms, styles, and genres. Analyzes the historical development of music -- its social impacts and influences on various cultural aspects. Considers how musicians use art to portray, criticize, and transform their societies. Requires the recognition of selected works, styles, and musical forms through perceptive, active listening.

Individual and Society

Students are required to complete one course (three credits) in Individual and Society. This course will require you to do at least three of the following:

- Apply concepts and methods of a discipline or field to exploring the relationship between individual and society
- Examine how an individual's place in society affects their experiences, values, or choices
- Articulate and assess ethical views and their underlying premises
- Articulate ethical uses of data and other information to respond to problems and questions
- Identify and analyze local/national/global trends or ideologies and their impact on individual/collective decision-making

ANTH 110 - Urban Life and Culture (3 Credits)

Prerequisite: None

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

ECO 201 - Microeconomics (3 Credits)

Prerequisite: None

An investigation of the microeconomy as seen through the eyes of the individual consumer and firm. Economic concepts, including profits, employment and resources via supply and demand, elasticity, utility, costs, and market structures are applied to significant contemporary economics problems.

PHIL 101 - Introduction to Philosophy (3 Credits)

Prerequisite: None

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

PHIL 110 - Critical Thinking (3 Credits)

Prerequisite: None

Focuses on the techniques of rational inference and analytical judgment. These include the study of informal logic (arguing cogently and recognizing common informal fallacies), formal patterns of reasoning (syllogistic and propositional logic), and some distinctive analytical methods used in scientific and professional disciplines. Provides students with the competencies that are requisite to successful career growth and life-long learning.

PHIL 201 - Bioethics for Health Professions (3 Credits)

Prerequisite: None

An exploration of complex contemporary ethical problems from healthcare, the environment, and bioethics. Issues include problems of human experimentation and informed consent, end of life issues, reproductive technology, genetic privacy, abortion, allocation of resources, and humans' relationship with their environment. Classical and contemporary ethical theories, moral theories, and the fundamentals of scientific integrity will be applied to make principled, defensible, moral judgments.

PHIL 301 - Computers, Ethics, Society and Human Values (3 Credits)

Prerequisite: None

Examines the impact of computers and information networks on society. Considers privacy and confidentiality, computer crime, harassment, identity, honesty, mechanization, secrecy, proprietary rights, and technological dependence. Evaluates issues related to information systems and communication networks.

SOC 101 - Introduction to Sociology (3 Credits)

Prerequisite: None

An introduction to the theoretical perspectives, concepts, methods, and core research areas in sociology. Active learning projects develop understanding of the discipline of sociology and demonstrate mastery of key concepts in the field.

SOC 216 - Social Problems (3 Credits)

Prerequisite: None

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

Scientific World

Students are required to complete one course (three credits) in Scientific World. This course will require you to do at least three of the following:

- Apply concepts and methods of a field or discipline to exploring the scientific world
- Demonstrate how problems can be analyzed and solved using tools of science, math, technology, or formal analysis
- Articulate and evaluate the empirical evidence that supports a scientific or formal theory
- Articulate and evaluate the impact of technologies and scientific discoveries on today's world

- Understand the scientific principles that underline science-related matters of policy or public concern

BIO 310 - Pathophysiology and Pharmacology (3 Credits)

Prerequisite: BIO 200

This course combines the study of human disease processes and treatments. The etiology and pathogenesis of diseases are discussed along with the application of diagnostic procedures and patient care. The pathology and underlying principles of the human systems are presented, along with characteristics of typical drugs, side effects, cautions, and interactions.

HIST 201 - The Ascent of Man: An Introduction to the History of Science (3 Credits)

Prerequisite: None

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

PHE 200 - Introduction to Public Health (3 Credits)

Prerequisite: None

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

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

Prerequisite: None

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

This course is based in part upon materials developed by the American Museum of Natural History that are used with permission by the School of Professional Studies for this course.

PSY 101 - General Psychology (3 Credits)

Prerequisite: None

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

SPS College Option Core

As a central part of the new curriculum, each senior CUNY college offers special courses relevant to its particular mission. SPS's College Option Core is the heart of our General Education curriculum, with courses designed to focus on digital literacy, writing, critical thinking, and quantitative reasoning.

COM 110 - Digital Information in the Contemporary World (3 Credits)

Prerequisite: None

Exploring new communication technologies and their impact on contemporary understandings of identity and community to discover what it means to inquire, to communicate, to collaborate, and to research online.

COM 210 - Writing at Work (3 Credits)

Prerequisite: ENG 101 or equivalent

An overview of professional workplace writing, including audience assessment, preparation for writing and research, design, editing, and collaborative writing. Models of effective writing and practice in preparing business correspondence, reports, instructions, proposals, presentations, and web content develop competence in creating documents routinely required of professionals in organizations. Relevant for a wide variety of professions.

PHIL 110 - Critical Thinking (3 Credits)

Prerequisite: None

Focuses on the techniques of rational inference and analytical judgment. These include the study of informal logic (arguing cogently and recognizing common informal fallacies), formal patterns of reasoning (syllogistic and propositional logic), and some distinctive analytical methods used in scientific and professional disciplines. Provides students with the competencies that are requisite to successful career growth and life-long learning.

PLA 300 - Portfolio Development for Prior Learning Assessment (3 Credits)

Prerequisite: ENG 101 or equivalent and permission of the Registrar

Guides students in the process of identifying and documenting learning from experience in a prior learning assessment portfolio, with the aim of petitioning for college level credit. Examination of the literature of adult learning and its application to prior learning and future learning goals. This course is graded pass/fail and is open only to students enrolled in undergraduate degree programs at the CUNY School of Professional Studies.

QUAN 201 - Quantitative Reasoning and Society (3 Credits)

Prerequisite: None

An interdisciplinary introduction to the ways in which data can be used to enhance thinking and decision-making capacities, including using simple statistical techniques, creating visual representations of quantitative data, deriving accurate conclusions from quantitative data, and using data effectively in analyses and arguments. Assignments build capacity to evaluate and write clearly about quantitative evidence using methods for analyzing and communicating about data that do not require complex mathematics.

Programs

Undergraduate Degree

Bachelor of Arts in Communication and Media

Academic Director: Carl James Grindley, B.F.A, M.A., Ph.D.

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

Email Contact: communications-media@sps.cuny.edu

The Program

The online BA in Communication and Media offers an interdisciplinary curriculum focused on critical issues related to communications, with special emphasis on new and traditional media. Students also examine how social and organizational cultures influence how people communicate.

Drawing on communication and media studies and the social sciences, courses develop students' abilities to:

Interpret and evaluate various forms of communication, with special emphasis on web-based content; Use communication strategies that are responsive to cultural and audience differences and the requirements of new media; and Understand the global reach of communication and media and how they serve as powerful links between and among the world's cultures.

Required research courses will enable students to interpret current research and to focus on a particular interest relevant to communication and media. General education courses complement this specialized study and emphasize critical thinking, quantitative reasoning, effective communication and the exploration of the foundations of knowledge and culture.

Program Requirements

120 credits are required for the online Bachelor's Degree in Communication and Media.

- General Education - 39 credits required
- Required Communication and Media Courses - 33 credits
- General Electives - 48 credits. General electives may come from Communication and Media courses, additional general education courses or courses from other degree programs.

Required Basic Level Courses

CM 203 - Communications and Media (3 Credits)

Prerequisite: None

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

CM 311 - Writing for New Electronic Media (3 Credits)

Prerequisite: None

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

RM 201 - Introduction to Research Methods (3 Credits)

Prerequisite: None

This course provides an introduction to research approaches characteristic of the social and behavioral sciences. These involve observations of behavior and other strategies that result in descriptive accounts, including field studies, content analysis, and surveys. Statistical methods for analyzing descriptive data, including measures of central tendency and variability and graphing will be included, along with questions about validity and research ethics. The course engages students in the planning, conducting, reporting and evaluation of research.

Required Perspective Courses

18 credits required from among the following courses:

CM 301 - Mass Media Ethics: Issues, Cases and Moral Reasoning (3 Credits)

Prerequisite: None

This course is designed to give students an understanding of what it means to act "ethically," the tools to identify and analyze ethical issues, and knowledge of the ethical norms of print and broadcast journalism, photojournalism, advertising and public relations. It will examine various ethical decision-making models, theories and problems through selected case studies both from the textbook, supplemental readings and current events. After completing this course, students should be able to apply ethical theories, values and principles to the mass media, while developing their own ethical foundations and identities.

CM 302 - Communication Theory and Web Design (3 Credits)

Prerequisite: None

This course examines the role of the designer in interpreting and presenting data as clear and meaningful visual communication for the web. Particular emphasis is placed on core theories and techniques including website aesthetics, information architecture, page layouts, and user research. Each will be discussed as well as practiced.

CM 304 - Global Culture and Diversity (3 Credits)

Prerequisite: Completion of at least one 200 level Communication and Media course

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

Note: For requirement purposes CM 304 is the equivalent to SOC 304.

CM 306 - Studies in Mass Communication (3 Credits)

Prerequisite: Completion of at least one 200 level Communication and Media course

This course examines the historical development of print, broadcast and digital media as well as major theories of communication. Topics will include political and social effects, propaganda and public opinion, and information versus entertainment.

CM 307 - Studies in Personality and Culture (3 Credits)

Prerequisite: Completion of at least one 200 level Communication and Media course

Culture is expressed through individual personalities, the product of both genetic unfolding and interaction with others in a specific cultural context. While a means of communication, language is also a way of organizing perception and understanding. In this course students will study the interaction between broad genotypes, individual personality, communication and culture.

CM 308 - Studies in Urbanization (3 Credits)

Prerequisite: Completion of at least one 200 level Communication and Media course

This course emphasizes the study of cities and societies from a variety of perspectives, and examines a broad range of theoretical and practical public policy issues, including race and gender, immigration patterns, economic growth and decay, and population distribution.

CM 309 - Studies in Communication and Cultural Change (3 Credits)

Prerequisite: Completion of at least one 200 level Communication and Media course

This course examines cultural change resulting from new technologies, scientific discoveries, demographic changes, political conflict, and changes in the environment. Special emphasis will be given to how effective communication can help to resolve (and miscommunication can escalate) conflicts and stresses arising from such change.

CM 200 - Introduction to Design (3 Credits)

Prerequisite: None

Design is a process of purposeful creation: A specific response to a specific event. This course is an introduction to the fundamentals of visual design and software skills. Throughout the semester we will explore the aesthetics and techniques of design and visual communication. Lectures, demonstrations and projects will allow students to build and manipulate both vector and bitmap graphics. Course projects will teach the logic and process of visual communication for print and online media, build fluency in design principles, and ready the student for the vibrant world in which design software is used.

CM 333 - Communication in Business and Industry (Corporate Communications) (3 Credits)

Prerequisite: None

This course is an overview of the various areas where media professionals must perform in a corporate or institutional

environment to promote a brand or product, to specific, varied publics. In many ways the skills and practices of traditional Public Relations apply to Corporate Communications, however the nuances of dealing with different publics that the corporate communicator need to interact with, require careful study and consideration.

The importance of learning and mastering the skills involved in branding, promoting and protecting a brand - whether it is a breakfast cereal, an athlete or a candidate for president - are increasingly important and valuable in the current state of every organization and industry.

ORGD 341 - Organizational Change and Leadership (3 Credits)

Prerequisite: None

This course is designed to provide students with a conceptual framework and fundamental practical skills needed to plan, design, implement, and manage effective change within organizations. Specific attention is given to processes for assessing organizational functioning from a systems perspective, evaluating drivers of change and change strategies, and taking or leading action. Discover how to initiate and implement change, create solutions, and empower and motivate others to take action.

Required Advanced Courses

Six credits required from among the following courses (at least three credits must be from one of the capstone courses, indicated with an asterisk):

CM 411 - Advanced Research Methods (3 Credits)

Prerequisite: Completion of at least 15 credits of level 300 CM courses

This course aims to enhance and extend the methodological competencies developed in the first research course, with an emphasis on development of advanced skills in research design and analysis and application of these competencies to complex research questions. Students will learn how to select appropriate strategies, coordinate project planning and lead a research team. Methods for the effective communication of research findings, including writing about the research process and graphic representation of data, will be emphasized. Two major research projects will be required, the second of which provides a foundation for the Senior Research Project.

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

CM 490 - Selected Topics in Communication and Culture (3 Credits)

Prerequisite: Completion of at least 15 credits of level 300 CM courses

A course offering qualified students the opportunity to study special topics within fields that may vary from semester to semester.

CM 491 - Independent Research (3 Credits)

Prerequisite: Completion of at least 15 credits of level 300 CM courses

Independent research or project under faculty guidance. Written contract and report required.

CM 499 - Senior Research Project (3 Credits)

Prerequisite: Completion of at least 15 credits of level 300 CM courses

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

Bachelor of Arts in Disability Studies

Academic Director: Mariette Bates, PhD

CUNY School of Professional Studies

119 West 31st Street, 2nd Floor

New York, NY 10001

Email Contact: disabilitystudies@sps.cuny.edu

The Program

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

Students in the online Bachelor's Degree in Disability Studies will:

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

Program Requirements

120 credits are required for the online Bachelor's Degree in Disability Studies.

- General Education - 39 credits required
- Required Disability Studies Courses - 33 credits
 - Level I - six credits
 - Level II - 12 credits
 - Concentration - nine credits
 - Disability Studies electives - nine credits. Credits may be in the chosen concentration or in another concentration.
- General Electives - 48 credits. General electives may be chosen from the Disability Studies courses or courses in other degree programs.

Level I: Introductory Courses

DSAB 200 - Disability and Society (3 Credits)

Prerequisite: None

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

DSAB 201 - Disability and Embodiment (3 Credits)

Prerequisite: None

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

Level II: Core Courses

DSAB 207 - Law, Policy and Disability (3 Credits)

Prerequisite: None

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

DSAB 208 - Disability in History (3 Credits)

Prerequisite: None

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

DSAB 209 - Disability Narratives (3 Credits)

Prerequisite: None

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

RM 201 - Introduction to Research Methods (3 Credits)

Prerequisite: None

This course provides an introduction to research approaches characteristic of the social and behavioral sciences. These involve observations of behavior and other strategies that result in descriptive accounts, including field studies, content analysis, and surveys. Statistical methods for analyzing descriptive data, including measures of central tendency and variability and graphing will be included, along with questions about validity and research ethics. The course engages students in the planning, conducting, reporting and evaluation of research.

Level II: Concentrations: Exploration and Application

Students select one of the following four concentrations:

Intellectual/Developmental Disabilities

Students must complete six credits in the following:

DSAB 311 - Elements of Person Centered Planning (3 Credits)

Prerequisite: None

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

DSAB 312 - Supporting Children and Adults with Intellectual Disabilities (3 Credits)

Prerequisite: None

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

Students must also complete three credits from the following courses:

DSAB 213 - Transition and Adulthood (3 Credits)

Prerequisite: None

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

DSAB 251 - Disability and Families (3 Credits)

Prerequisite: None

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

DSAB 214 - Traumatic Brain Injury: Causes and Systems of Care (3 Credits)

Prerequisite: None

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

DSAB 252 - Vocational Mentoring (3 Credits)

Prerequisite: None

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

DSAB 211 - Aging and Disability (3 Credits)

Prerequisite: None

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

DSAB 212 - Introduction to Residential Services (3 Credits)

Prerequisite: None

This course focuses on the theoretical and practical principles of treatment and services in residential settings for those who need constant and consistent supervision in their living arrangements. The role of activities, routine, structure, group and group dynamics will be studied along with legal and regulatory aspects involved in providing residential services. Students will explore strategies to maintain individualized services to those living in a group setting.

DSAB 342 - Representations of Disability in Film and Literature (3 Credits)

Prerequisite: None

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

NURS 314 - Case Management in Health and Human Services (3 Credits)

Prerequisite: None

Case management is a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet the client's health and human service needs. It is characterized by advocacy, communication, and resource management and promotes quality and cost-effective interventions and outcomes. In this course students will learn the essentials of case management and develop skills necessary to become an effective case manager.

Autism Spectrum Disorders

Students must complete six credits in the following:

DSAB 321 - Using Assessments for Intervention, Planning and Placement (3 Credits)

Prerequisite: None

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

DSAB 322 - Teaching Strategies and Behavioral Supports (3 Credits)

Prerequisite: None

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

Students must also complete three credits from the following courses:

DSAB 223 - Autism Spectrum Disorder in Young People (3 Credits)

Prerequisite: None

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

DSAB 225 - Speech and Communication Issues in Autism Spectrum Disorder (3 Credits)

Prerequisite: None

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

DSAB 224 - Inclusion: Principles in Practice (3 Credits)

Prerequisite: None

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

DSAB 252 - Vocational Mentoring (3 Credits)

Prerequisite: None

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

DSAB 222 - Autism Narratives (3 Credits)

Prerequisite: None

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

DSAB 221 - Asperger Syndrome Across the Life Cycle (3 Credits)

Prerequisite: None

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

DSAB 251 - Disability and Families (3 Credits)

Prerequisite: None

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

DSAB 358 - Selected Topics in Disability Studies (3 Credits)

Prerequisite: Departmental permission

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

DSAB 359 - Independent Study in Disability Studies (3 Credits)

Prerequisite: Departmental permission

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

DSAB 449 - Internship in Disability Studies (3 Credits)

Prerequisite: Departmental permission

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

NURS 314 - Case Management in Health and Human Services (3 Credits)

Prerequisite: None

Case management is a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet the client's health and human service needs. It is characterized by advocacy, communication, and resource management and promotes quality and cost-effective interventions and outcomes. In this course students will learn the essentials of case management and develop skills necessary to become an effective case manager.

Mental/Behavioral Health

Students must complete six credits in the following:

DSAB 331 - Introduction to Mental, Behavioral and Developmental Disorders (3 Credits)

Prerequisite: None

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

DSAB 332 - Introduction to Crisis-Intervention and Safety (3 Credits)

Prerequisite: None

This course will introduce students to the various types and prevalence of crisis situations that require professional intervention. Behaviors that include violence, suicide, homicide, self-injury, and sexual harassment are assessed. Specific considerations for those at high risk for a crisis situation are explored. This includes those who are experiencing bereavement, loss, depression, mental illness, substance abuse, a health crisis or life challenge. The maltreatment of minors, older adults, partners and the disabled are highlighted. Case studies and utilization of crisis-intervention techniques for specific situations are presented. Professional ethical standards for required interventions and their clinical application are reviewed.

Students must also complete three credits from the following courses:

DSAB 233 - Elements of Behavioral Health Counseling (3 Credits)

Prerequisite: None

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

DSAB 235 - Peer Wellness and Recovery (3 Credits)

Prerequisite: None

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

DSAB 232 - Dual Diagnosis (3 Credits)

Prerequisite: None

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

DSAB 252 - Vocational Mentoring (3 Credits)

Prerequisite: None

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

DSAB 251 - Disability and Families (3 Credits)

Prerequisite: None

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

DSAB 231 - Community Mental Health (3 Credits)

Prerequisite: None

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

approach will be included, as well as human and legal rights, social inclusion and the challenges of vulnerable populations with co-morbidity.

DSAB 234 - Mad People's History (3 Credits)

Prerequisite: None

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

DSAB 358 - Selected Topics in Disability Studies (3 Credits)

Prerequisite: Departmental permission

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

DSAB 359 - Independent Study in Disability Studies (3 Credits)

Prerequisite: Departmental permission

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

NURS 314 - Case Management in Health and Human Services (3 Credits)

Prerequisite: None

Case management is a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet the client's health and human service needs. It is characterized by advocacy, communication, and resource management and promotes quality and cost-effective interventions and outcomes. In this course students will learn the essentials of case management and develop skills necessary to become an effective case manager.

Disability Studies

Students must complete six credits in the following:

DSAB 341 - Disability, Evolution, Eugenics and Genomics (3 Credits)

Prerequisite: None

This course traces the history of Eugenics from the 1860's to the present. Students will be introduced to the mid-19th-century science of improving the human race by the encouragement of marriage and childbearing by those considered to have "desirable" traits and the segregation, sterilization or killing of those regarded as "unfit." The work of Charles Darwin will be studied, leading

to the work of Darwin's half-cousin Sir Francis Galton, who took Darwin's theory in a new direction and coined the term Eugenics. Eugenic beliefs and practices, as expanded by others, chiefly in Britain and the United States, came to murderous fruition in Nazi Germany. After World War II, most thinkers regarded Eugenics as a "pseudo-science," and disability rights advocates saw any hint of Eugenics as fraught with dangers for persons with disabilities. Recently, advances in Genomics and the Human Genome Project appear to hold the promise of "designer babies" and a world free of many diseases and disabilities. As disability scholars, we must therefore explore the question: Could this mean a world free of persons with disabilities?

DSAB 342 - Representations of Disability in Film and Literature (3 Credits)

Prerequisite: None

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

Students must also complete three credits in the following courses:

DSAB 244 - Diversity and Disability (3 Credits)

Prerequisite: None

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

DSAB 245 - Universal Design and Assistive Technology (3 Credits)

Prerequisite: None

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

DSAB 251 - Disability and Families (3 Credits)

Prerequisite: None

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

DSAB 246 - War, Veterans, and Disability (3 Credits)

Prerequisite: None

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

DSAB 242 - Disability and Mass Media (3 Credits)

Prerequisite: None

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

DSAB 243 - Disability, Music and The Arts (3 Credits)

Prerequisite: None

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

DSAB 241 - Disability and Comparative Religion (3 Credits)

Prerequisite: None

The ancient connection between faith and disability remains complex as well as conflicted and contradictory. On one hand, many traditions consider persons with disability as possessors of special insights or other seemingly magical powers; other traditions, or indeed sometimes the same traditions, consider disabled persons signs of the deity's vengeance, anger or disappointment for actual or supposed sins, either with respect to a particular family or an entire community. Differently formed infants have until recently been considered "monsters," and have been subject to infanticide. This course will examine issues such as these in the three major monotheistic faiths, as well as in the faiths of the ancient world. The test of this examination will come in the form of ethical reflection and review, particularly in the contexts of bioethics and end-of-life issues.

DSAB 358 - Selected Topics in Disability Studies (3 Credits)

Prerequisite: Departmental permission

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

DSAB 359 - Independent Study in Disability Studies (3 Credits)

Prerequisite: Departmental permission

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

Level IV. Integration

Students must complete three credits in the following courses:

DSAB 499 - Capstone: Senior Research Project (3 Credits)

Prerequisite: Departmental Permission

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

DSAB 449 - Internship in Disability Studies (3 Credits)

Prerequisite: Departmental permission

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

Bachelor of Arts in Human Relations

Academic Director: Bonnie D. Oglensky, PhD

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

Email Contact: humanrelations@sps.cuny.edu

The Program

The first degree of its kind at CUNY, the CUNY SPS BA in Human Relations (HRL) is designed to prepare students to meet the demands of the increasingly global, multicultural, and service-oriented workplace.

Human Relations is an applied, innovative, interdisciplinary field of study that examines human behavior, interactions, and relationships within the workplace and society. Drawing on the fields of psychology, sociology, communication, business, and the humanities, students examine the organizational forms, practices, and policies that can foster or hinder the development of productive relationships and organizational success. Students develop the necessary knowledge and skills to make these relationships and their workplaces more effective.

The degree focuses on the application of theoretical concepts to students' work and civic lives. The degree addresses the learning needs of adult students, promotes diversity and multicultural understanding, as well as improves written and oral communication skills.

Coursework for the HRL degree takes place in-person at the CUNY School of Professional Studies (CUNY SPS) at 119 West 31st Street in Manhattan. Students may also opt to take online courses.

Students who complete the HRL degree will be able to:

- Apply a broad range of human relations concepts, to growing service-sector, people-oriented occupations;
- Utilize key human relations, sociological, and psychological concepts to foster collaboration, motivation, and employee engagement;
- Develop relevant strategies for conflict prevention, negotiation, and resolution in workplace settings;
- Identify and communicate ethical and legal issues at stake in individual and collective decision-making;
- Analyze and evaluate workplace problems, and construct and communicate well-researched and relevant solutions;
- Communicate effectively across all levels of organizations;
- Apply leadership principles to workplace settings; and,
- Career and Academic Advancement Prospects.

Program Requirements

Completion of the B.A. in Human Relations requires a total of 120 credits, distributed as follows:

- 39 General Education Pathways Credits
- 45 Major Credits
 - 27 credits (9 courses) from Human Relations courses, including a culminating capstone course
 - 18 credits (6 courses) from additional required courses
- 36 Credits (12 courses) of Free Electives
 - To fulfill their electives requirement, students will have the option to choose from among any courses offered through CUNY SPS Undergraduate programs.

Required Courses

Required Human Relations Courses

HRL 200 - Foundations of Human Relations (3 Credits)

Prerequisite: None

This course introduces students to the foundational concepts and theories upon which the interdisciplinary field of human relations is based. Students examine the importance of human relations concepts to their personal and professional development. The topics and concepts include communication, problem solving, conflict management, diversity, cultural awareness, and stress management with a particular focus on workplace application. Case studies and class discussions draw attention throughout to the role of leadership in human relations, as well as skills of a successful leader.

HRL 210 - Interpersonal and Group Communication (3 Credits)

Prerequisite: None

Communication theory and human relations concepts frame students' exploration of interpersonal and group dynamics that characterize effective communication in families, the workplace, community organizations, and social settings. Within these theoretical and contextual frames, key communication topics and competencies are addressed: listening, verbal and non-verbal expression, questioning, self-disclosure, assertiveness, persuading, emotion, concreteness, confrontation, and perception of self

and others. These topics are considered with an emphasis on observation, analysis and practice of effective communication and relationship development strategies in a variety of individual and group situations. Students will also conduct a study of their communication styles and habits with the aim of improving and understanding the impact of different styles and habits on workplace relationships.

HRL 250 - Adult Learning and Development in the Workplace (3 Credits)

Prerequisite: None

This course examines adult learning and development as ongoing processes in the workplace and in daily life, as well as in formal settings. Through exploration of key theories of adult learning and development, students will gain awareness of how they learn best, as well as an appreciation of the diverse ways in which others in the class learn. They will apply these insights to critically examine ways in which the cognitive, affective, and social dimensions of learning can produce more effective workplace environments.

HRL 270 - Human Relations Issues in Management (3 Credits)

Prerequisite: None

This course addresses management from the perspective of strategic relationships between managers and employees. From this human relations lens, students explore issues considered to have a broad-based effect on individuals, groups, and organizations. The issues include recruitment, selection, the effect of technology on workplace dynamics, motivation, worker alienation, coaching, recognition, discipline, intergenerational collaboration, and evaluation. Oral, written, and interpersonal communication approaches frame each content area. Case studies and student work experience provide the platform for addressing current and emerging human relations issues in management.

HRL 300 - Power and Inequality in the Workplace (3 Credits)

Prerequisite: None

Students examine the literature describing the ways in which inequality is created, maintained, and challenged in American society, and analyze how systems of inequality are connected to power and opportunity. Students apply the course material to real-life experiences with a focus on workplace issues and interactions. Emphasis is on the question, who is left out? Students reflect upon and analyze their personal experiences with power and inequality, and connect with theoretical constructs that promote social change.

HRL 320 - Research Methods in the Workplace (3 Credits)

Pre/Co Requisites: None

Undertaking applied workplace-based research presents a unique set of challenges and possibilities to advance employee and organizational goals. This course provides an overview of and detailed guidelines for using social science and organizational research methods to investigate a range of human relations issues in the workplace as a basis to formulate evidence-based recommendations to address them. Students will gain hands-on experience developing and using qualitative and quantitative research tools including: observations, interviews, surveys, focus groups, action and evaluation research and documentation review. Emphasis will be on helping students a) sharpen analytical thinking skills to astutely diagnose and frame researchable problems in the workplace, b) plan steps to investigate workplace problems by identifying and working through obstacles and challenges to carrying out an empirical research project, c) select tools, inquiry focus, and craft pertinent questions to yield useful information to address workplace issues, d) collect, compile, analyze, and interpret data, and e) make effective and audience appropriate presentations of research findings to promote human relations and organizational success.

HRL 350 - Ethical and Legal Dimensions of Human Relations (3 Credits)

Prerequisite: None

This course focuses on legal rules and ethical principles, and considerations and constraints that impact the American workplace on organizational, group, and individual levels. Students consider the practical applications of these rules and constraints to real-world situations. Readings and activities emphasize analytical problem solving and ethical decision making in the workplace, as well as the ability to communicate ideas and decisions to others. General ethical principles will be applied each week to a different area of individual and organizational behavior.

HRL 380 - Conflict in Human Relations (3 Credits)

Prerequisite: None

Students study conflict prevention, management, and resolution within the framework of individual needs and goals, organizational demands and objectives, social structures, and changing social dynamics. Students examine sources of conflict and processes of conflict escalation and de-escalation, negotiation, and mediation; and practice effective communication skills to support collaborative problem solving in face-to-face and online contexts. The class will examine a range of approaches by which to apply these concepts to relevant workplace settings.

HRL 499 - Human Relations Capstone (3 Credits)

Prerequisite: Permission of the Director

All students will complete a capstone project under the direction of a faculty mentor. This senior project will build upon work done in previous courses, allowing students to apply methods of scholarly and/or action research to issues related to Human Relations and work settings. Projects may be completed in small research groups or individually.

Additional Required Courses

COM 210 - Writing at Work (3 Credits)

Prerequisite: ENG 101 or equivalent

An overview of professional workplace writing, including audience assessment, preparation for writing and research, design, editing, and collaborative writing. Models of effective writing and practice in preparing business correspondence, reports, instructions, proposals, presentations, and web content develop competence in creating documents routinely required of professionals in organizations. Relevant for a wide variety of professions.

ORGD 341 - Organizational Change and Leadership (3 Credits)

Prerequisite: None

This course is designed to provide students with a conceptual framework and fundamental practical skills needed to plan, design, implement, and manage effective change within organizations. Specific attention is given to processes for assessing organizational functioning from a systems perspective, evaluating drivers of change and change strategies, and taking or leading action. Discover how to initiate and implement change, create solutions, and empower and motivate others to take action.

PSY 101 - General Psychology (3 Credits)

Prerequisite: None

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

PSY 340 - Contemporary Issues in Adulthood and Aging (3 Credits)

Prerequisite: PSY 101

Study of current theories and research on physical, intellectual and social-emotional growth and change across the adult years will be the central focus of this course. Key roles of family and friendship, work and retirement, as well as broader social, economic and legal factors are examined, along with race, culture, class, and gender differences. Implications of research findings for optimizing adaptation to normal development change and crises are considered.

QUAN 201 - Quantitative Reasoning and Society (3 Credits)

Prerequisite: None

An interdisciplinary introduction to the ways in which data can be used to enhance thinking and decision-making capacities, including using simple statistical techniques, creating visual representations of quantitative data, deriving accurate conclusions from quantitative data, and using data effectively in analyses and arguments. Assignments build capacity to evaluate and write clearly about quantitative evidence using methods for analyzing and communicating about data that do not require complex mathematics.

SOC 216 - Social Problems (3 Credits)

Prerequisite: None

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

OR

SOC 250 - Transformations of Work in America (3 Credits)

Prerequisite: None

Using historical and social science perspectives, this course provides an overview of and analyzes changes in the nature, organization, structure, and meaning of work in the U.S. since the dawn of the industrial revolution. What people do at work - using what materials, who works and who doesn't, why people work, where they do it, and for how long are fundamental questions that provide a framework for exploring the transformations. Topics covered include: the impact of technology on work; social attitudes and differentiation of participation in the workforce based on gender, race, class, age, sexual orientation, ability, and religion; work-related rights and obligations, human relations and organizational culture in the workplace; the globalization of work; location and design of the workplace, and shifts in conceptual and practical understandings of job, occupation, profession, and career.

Elective Courses

HRL 340 - Special Topics in Human Relations (3 Credits)

Prerequisite: Varies

This course provides students with the opportunity to study new and/or other topics in Human Relations not covered in existing courses. Topics may vary from term to term and reflect the interests of faculty and students. Course description may be obtained by going to the college website and/or e-mailing the instructor before registration. Students may take this course more than once for credit but may not repeat topics.

HRL 440 - Independent Study in Human Relations (3 Credits)

Prerequisite: Permission of the Director

This course allows students to focus on an independent project or research conducted under faculty guidance about a topic of interest. Students are expected to take an active role in specifying readings and outcomes and are required to sign a contract acknowledging course learning objectives and expectations.

HRL 450 - Human Relations Internship (3 Credits)

Prerequisite: Permission of the Director

This option consists of an off-campus Human Relations internship supervised by a faculty member. The venue must be approved by the faculty member and/or program and must be the focus of no less than 150 hours of student work. Weekly discussions of each student's internship will be conducted. This course requires students to write a paper based on their internship.

Bachelor of Arts in Psychology

Academic Director: Carla Marquez-Lewis, PhD

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The Program

The online BA in Psychology investigates why people behave the way they do. Throughout the program, students gain insight into motivation, learning, social behavior, and development across the lifespan. Students learn how to conduct research, design surveys, interpret behavioral situations, and communicate effectively.

The online BA in Psychology provides a strong foundation in the four areas that underlie most work in Psychology:

Developmental Psychology, Socio-Cultural Approaches, Learning and Cognition, and Biological Bases of Behavior, as well as hands-on experience in commonly used behavioral methods of psychologists. Students will select one of three tracks for their advanced coursework: Organizational Psychology, Psychological Development, or Psychopathology. All students complete a Senior Project, an in-depth exploration of a topic of particular interest and career relevance. Career planning is integrated and emphasized throughout the program.

Consistent with the American Psychological Association's educational goals, the online Bachelor's Degree in Psychology is designed to enable students to:

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

Students will also develop competencies in information and technological literacy, communication skills, sociocultural and international awareness, personal development, and career planning and development.

General education courses complement this specialized study and emphasize critical thinking, quantitative reasoning, effective communication and the exploration of the foundations of knowledge and culture.

Program Requirements

120 credits are required for the online Bachelor's Degree in Psychology.

- General Education - 39 credits required
- Psychology Courses - 36 credits
 - Required Courses - 27 credits
 - Concentration Courses - 9 credits
- General Electives - 48 credits. General electives may be chosen from the Psychology courses or courses in other degree programs.

Note: A minimum grade of a C is required in all courses in the Psychology major and minor, as well as prerequisite courses. A student may not progress to the next course in the sequence without having a C in the prerequisite course.

Required Courses

PSY 101 - General Psychology (3 Credits)

Prerequisite: None

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

PSY 210 - Biological Bases of Behavior (3 Credits)

Prerequisite: PSY 101

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

PSY 220 - Developmental Psychology (3 Credits)

Prerequisite: PSY 101

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

PSY 230 - Learning and Cognition (3 Credits)

Prerequisite: PSY 101

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

PSY 240 - Socio-Cultural Approaches (3 Credits)

Prerequisite: PSY 101

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

PSY 301 - Statistical Methods (3 Credits)

Prerequisite: PSY 101, RM 201 and completion of general education math requirements.

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

PSY 302 - Advanced Research Methods: Testing Hypotheses (3 Credits)

Prerequisite: PSY 101 and RM 201

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

PSY 499 - Senior Project (3 Credits)

Prerequisite: Completion of all required courses at Levels 2 and 3, and permission of Senior Project mentor.

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

RM 201 - Introduction to Research Methods (3 Credits)

Prerequisite: None

This course provides an introduction to research approaches characteristic of the social and behavioral sciences. These involve observations of behavior and other strategies that result in descriptive accounts, including field studies, content analysis, and surveys. Statistical methods for analyzing descriptive data, including measures of central tendency and variability and graphing will be included, along with questions about validity and research ethics. The course engages students in the planning, conducting, reporting and evaluation of research.

Elective Courses

PSY 313 - Investigative Psychology and Offender Profiling (3 Credits)

Prerequisite: PSY 101

This course deals with Investigative Psychology, which aims to highlight how we may apply general areas of psychology to the specific applied focus of criminal investigations. A key focus will be on offender profiling, and the main psychological principles upon which offender profiling is based will be outlined, with a specific focus on the three key areas of Investigative Psychology: information gathering, behavioral analysis, and analysis, and decision making applied to the real world context. The course will further build on this by focusing on methodological questions relating to classifying crime scene behaviors, linking behavioral types to offender characteristics, and linking serial offences, and look at profiling in the practical context of the investigative and legal system.

PSY 370 - Special Topics in Psychology (3 Credits)

Prerequisite: Permission of the instructor.

A course offering qualified students the opportunity to study special topics within fields that may vary from semester to semester.

PSY 380 - Independent Study in Psychology (3 Credits)

Prerequisite: Permission of the instructor.

Independent research or project conducted under faculty guidance. Written contract and report required.

Tracks

Students select one of the following three tracks:

Organizational Psychology

Students who select the Organizational Psychology track must complete six credits in the following:

PSY 315 - The Psychology of Work (3 Credits)

Prerequisite: PSY 101

This course will focus on the application of psychological concepts to the workplace, including recruitment, selection and retention of employees, job design, work motivation, job engagement and satisfaction, testing and performance review, management and leadership strategies, mediation and conflict resolution, and communication. Impact of the physical and social features of the work environment will be examined.

ORGD 341 - Organizational Change and Leadership (3 Credits)

Prerequisite: None

This course is designed to provide students with a conceptual framework and fundamental practical skills needed to plan, design, implement, and manage effective change within organizations. Specific attention is given to processes for assessing organizational functioning from a systems perspective, evaluating drivers of change and change strategies, and taking or leading action. Discover how to initiate and implement change, create solutions, and empower and motivate others to take action.

Students must also complete one of the following courses:

NURS 314 - Case Management in Health and Human Services (3 Credits)

Prerequisite: None

Case management is a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet the client's health and human service needs. It is characterized by advocacy, communication, and resource management and promotes quality and cost-effective interventions and outcomes. In this course students will learn the essentials of case management and develop skills necessary to become an effective case manager.

PSY 320 - Interviewing (3 Credits)

Prerequisite: PSY 101

This course will consider uses of interviewing in research, clinical assessment, and work settings, with attention to factors such as: preparing for an interview, constructing interview questions, communication styles, setting objectives, establishing rapport, active listening, managing difficult behaviors, analyses of verbal cues and non-verbal behavior, and using interview information in decision-making. Video and audio samples of interviews will be presented for analysis.

PSY 340 - Contemporary Issues in Adulthood and Aging (3 Credits)

Prerequisite: PSY 101

Study of current theories and research on physical, intellectual and social-emotional growth and change across the adult years will be the central focus of this course. Key roles of family and friendship, work and retirement, as well as broader social, economic and legal factors are examined, along with race, culture, class, and gender differences. Implications of research findings for optimizing adaptation to normal development change and crises are considered.

PSY 348 - Small Group Processes (3 Credits)

Prerequisite: PSY 101

This course will examine the key role of small groups in the workplace and in a variety of social contexts, both from the perspective of psychological theory and research and experientially. Students will participate in, chronicle, reflect upon, and

analyze their experiences as part of a small group. In addition, they will critique case studies from different theoretical and research-based perspectives. Topics will include: leader-member relations, group development, communication, conflict, decision-making, and self-managed teams.

PSY 360 - Abnormal Psychology (3 Credits)

Prerequisite: PSY 101

Analysis of the characteristics of various psychological disorders, along with their origins and diagnoses, including anxiety disorders, dissociative and personal disorders, mood disorders and schizophrenia will be the focus of this course. Different theoretical perspectives on psychological disorders and their implications for treatment will be compared.

PSY 390 - Psychological Tests and Measurement (3 Credits)

Prerequisite: PSY 101

This course will introduce theoretical and practical approaches to the assessment of individuals, including intelligence testing and other assessments of cognitive functioning, achievement and aptitude testing, and personality testing. Factors that influence test-taking, the interpretation of test scores, and other variables will be examined, with special attention to the influence of cultural and gender differences and ethical issues associated with psychological tests and measurement.

Psychological Development

Students who select the Psychological Development track must complete six credits in the following:

PSY 308 - Social and Emotional Development in Childhood (3 Credits)

Prerequisite: PSY 101

Inquiry will focus on social and emotional development from birth to age twelve, with theories and research findings as tools for analysis. Topics include: temperament, attachment, identity, achievement, gender roles, moral development, and conformity, along with the roles of family relationships, peers, play and schools.

PSY 340 - Contemporary Issues in Adulthood and Aging (3 Credits)

Prerequisite: PSY 101

Study of current theories and research on physical, intellectual and social-emotional growth and change across the adult years will be the central focus of this course. Key roles of family and friendship, work and retirement, as well as broader social, economic and legal factors are examined, along with race, culture, class, and gender differences. Implications of research findings for optimizing adaptation to normal development change and crises are considered.

Students must also complete one of the following courses:

NURS 314 - Case Management in Health and Human Services (3 Credits)

Prerequisite: None

Case management is a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet the client's health and human service needs. It is characterized by advocacy, communication, and resource management and promotes quality and cost-effective interventions and outcomes. In this course students will learn the essentials of case management and develop skills necessary to become an effective case manager.

PSY 317 - Family Psychology (3 Credits)

Prerequisite: PSY 101

This course will explore variations in family structure and functioning from a systems perspective. Specific relationships within families, including cross-generational ties, will be analyzed from a cross-cultural viewpoint. Strategies for optimizing family functioning and for intervening with families will be included, with case studies as key resources.

PSY 320 - Interviewing (3 Credits)

Prerequisite: PSY 101

This course will consider uses of interviewing in research, clinical assessment, and work settings, with attention to factors such as: preparing for an interview, constructing interview questions, communication styles, setting objectives, establishing rapport, active listening, managing difficult behaviors, analyses of verbal cues and non-verbal behavior, and using interview information in decision-making. Video and audio samples of interviews will be presented for analysis.

PSY 327 - Clinical Methods: Theories and Process (3 Credits)

Prerequisite: PSY 101

This course will survey the theoretical and practical issues involved in helping people with behavioral and emotional problems, and will study of interventions used in response to specific diagnostic psychological disorders. Psychodynamic, cognitive, person-centered and behavioral approaches, including theoretical foundations as well as diagnostic and therapeutic strategies will be compared. The importance of culture, ethnicity, and gender in the psychotherapeutic process will be studied, both from the perspectives of client and therapist.

PSY 337 - Risk and Resilience in Development (3 Credits)

Prerequisite: PSY 101

This course will analyze patterns of human development that contribute to psychological difficulties and, in contrast, to optimal psychological functioning. Research studies of the biological, emotional, cognitive, social, and institutional factors that influence developmental progress across the lifespan are analyzed. Case studies illustrate factors that serve protective or preventative functions, effective coping mechanisms and successful intervention strategies.

PSY 360 - Abnormal Psychology (3 Credits)

Prerequisite: PSY 101

Analysis of the characteristics of various psychological disorders, along with their origins and diagnoses, including anxiety disorders, dissociative and personal disorders, mood disorders and schizophrenia will be the focus of this course. Different theoretical perspectives on psychological disorders and their implications for treatment will be compared.

PSY 390 - Psychological Tests and Measurement (3 Credits)

Prerequisite: PSY 101

This course will introduce theoretical and practical approaches to the assessment of individuals, including intelligence testing and other assessments of cognitive functioning, achievement and aptitude testing, and personality testing. Factors that influence test-taking, the interpretation of test scores, and other variables will be examined, with special attention to the influence of cultural and gender differences and ethical issues associated with psychological tests and measurement.

Psychopathology

Students who select the Psychopathology track must complete six credits in the following:

PSY 327 - Clinical Methods: Theories and Process (3 Credits)

Prerequisite: PSY 101

This course will survey the theoretical and practical issues involved in helping people with behavioral and emotional problems, and will study of interventions used in response to specific diagnostic psychological disorders. Psychodynamic, cognitive, person-centered and behavioral approaches, including theoretical foundations as well as diagnostic and therapeutic strategies will be compared. The importance of culture, ethnicity, and gender in the psychotherapeutic process will be studied, both from the perspectives of client and therapist.

PSY 360 - Abnormal Psychology (3 Credits)

Prerequisite: PSY 101

Analysis of the characteristics of various psychological disorders, along with their origins and diagnoses, including anxiety disorders, dissociative and personal disorders, mood disorders and schizophrenia will be the focus of this course. Different theoretical perspectives on psychological disorders and their implications for treatment will be compared.

Students must also complete one of the following courses:

NURS 314 - Case Management in Health and Human Services (3 Credits)

Prerequisite: None

Case management is a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet the client's health and human service needs. It is characterized by advocacy, communication, and resource management and promotes quality and cost-effective interventions and outcomes. In this course students will learn the essentials of case management and develop skills necessary to become an effective case manager.

PSY 317 - Family Psychology (3 Credits)

Prerequisite: PSY 101

This course will explore variations in family structure and functioning from a systems perspective. Specific relationships within families, including cross-generational ties, will be analyzed from a cross-cultural viewpoint. Strategies for optimizing family functioning and for intervening with families will be included, with case studies as key resources.

PSY 320 - Interviewing (3 Credits)

Prerequisite: PSY 101

This course will consider uses of interviewing in research, clinical assessment, and work settings, with attention to factors such as: preparing for an interview, constructing interview questions, communication styles, setting objectives, establishing rapport, active listening, managing difficult behaviors, analyses of verbal cues and non-verbal behavior, and using interview information in decision-making. Video and audio samples of interviews will be presented for analysis.

PSY 337 - Risk and Resilience in Development (3 Credits)

Prerequisite: PSY 101

This course will analyze patterns of human development that contribute to psychological difficulties and, in contrast, to optimal psychological functioning. Research studies of the biological, emotional, cognitive, social, and institutional factors that influence developmental progress across the lifespan are analyzed. Case studies illustrate factors that serve protective or preventative functions, effective coping mechanisms and successful intervention strategies.

PSY 340 - Contemporary Issues in Adulthood and Aging (3 Credits)

Prerequisite: PSY 101

Study of current theories and research on physical, intellectual and social-emotional growth and change across the adult years will be the central focus of this course. Key roles of family and friendship, work and retirement, as well as broader social, economic and legal factors are examined, along with race, culture, class, and gender differences. Implications of research findings for optimizing adaptation to normal development change and crises are considered.

PSY 348 - Small Group Processes (3 Credits)

Prerequisite: PSY 101

This course will examine the key role of small groups in the workplace and in a variety of social contexts, both from the perspective of psychological theory and research and experientially. Students will participate in, chronicle, reflect upon, and analyze their experiences as part of a small group. In addition, they will critique case studies from different theoretical and research-based perspectives. Topics will include: leader-member relations, group development, communication, conflict, decision-making, and self-managed teams.

PSY 390 - Psychological Tests and Measurement (3 Credits)

Prerequisite: PSY 101

This course will introduce theoretical and practical approaches to the assessment of individuals, including intelligence testing and other assessments of cognitive functioning, achievement and aptitude testing, and personality testing. Factors that influence test-taking, the interpretation of test scores, and other variables will be examined, with special attention to the influence of cultural and gender differences and ethical issues associated with psychological tests and measurement.

Bachelor of Arts in Sociology

Academic Director: Barbara Walters, PhD
CUNY School of Professional Studies

101 West 31st Street, 7th Floor
New York, NY 10001
Email Contact: sociology@sps.cuny.edu

The Program

The online Bachelor's Degree in Sociology (B.A.) teaches students how people connect to other individuals in networks, teams, and organizations. Students gain insights into stereotyped groups such as race, class, and gender, as well as how to distinguish these from voluntary membership in social clubs, political associations, and professions. Learning how to frame issues as problems to be solved, how to conduct social research, how to communicate effectively and how to apply learning to new complex settings puts students on course for influential leadership positions in diverse organizational, community, cultural, and job settings.

Based on models and recommendations from the American Sociological Association, students completing the online Bachelor's Degree in Sociology will:

- Harness sociological terms, concepts, and principles;
- Evaluate and apply sociological theories to frame issues and problems;
- Explain social structures, social movements, and social change; and,
- Apply research methods and strategies to provide data for decision making.

General education courses complement this specialized study and emphasize critical thinking, qualitative reasoning, effective communication and the exploration of the foundations of knowledge and culture.

Program Requirements

120 credits are required for the online Bachelor's Degree in Sociology.

- General Education - 39 credits required
- Sociology Courses - 33 credits
 - Required Courses - 18 credits
 - Sociology Electives - 15 credits (six of which must come from upper division elective courses)
- General Electives - 48 credits. General electives may be chosen from the Sociology courses or courses in other degree programs.

Required Courses

Students must complete 15 credits from the following core sociology courses:

RM 201 - Introduction to Research Methods (3 Credits)

Prerequisite: None

This course provides an introduction to research approaches characteristic of the social and behavioral sciences. These involve observations of behavior and other strategies that result in descriptive accounts, including field studies, content analysis, and surveys. Statistical methods for analyzing descriptive data, including measures of central tendency and variability and graphing will be included, along with questions about validity and research ethics. The course engages students in the planning, conducting, reporting and evaluation of research.

SOC 101 - Introduction to Sociology (3 Credits)

Prerequisite: None

An introduction to the theoretical perspectives, concepts, methods, and core research areas in sociology. Active learning projects develop understanding of the discipline of sociology and demonstrate mastery of key concepts in the field.

SOC 302 - Social Statistics (3 Credits)

Prerequisite: RM 201

This course aims to enhance and develop competences acquired in introduction to research methods courses by focusing specifically on social statistics: the descriptive, inferential, bivariate, and multivariate statistical concepts and techniques used to address sociological research questions through social science data analysis. Students learn how to locate, generate, interpret, and report on quantitative data results produced by standard statistical computer programs, databases, and tools.

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

SOC 310 - Foundations of Sociological Theory (3 Credits)

Prerequisite: SOC 101

This course examines the historical development and transformation of critical social thought and sociological theories from classical European to the contemporary global world. Students will focus on problems in sociological theory with special emphasis on contemporary approaches and the general processes of theory construction.

SOC 499 - Senior Capstone (3 Credits)

Prerequisite: SOC 302 and Department Permission

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

SOC 497 - Sociology Internship (3 Credits)

Prerequisite: Advanced status and permission of the Academic Director

The Internship will be taken under the supervision of an instructor in coordination with a supervisor at the Internship site. The student will develop a proposal and rationale for the Internship, which must be approved in advance by the Academic Director and Internship instructor. The instructor and the student will develop a set of guidelines for the course, including the scope of reading, writing and work task assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students may submit Internship proposals for capstone ePortfolio projects or for advanced sociology elective credits.

Students must also complete 3 credits from among the following courses:

SOC 490 - Ethnography (3 Credits)

Prerequisite: SOC 101, PSY 101 or equivalent

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

SOC 491 - Comparative Methods (3 Credits)

Prerequisite: SOC 101, PSY 101 or equivalent

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

Inequality

SOC 203 - Race, Class and Gender (3 Credits)

Prerequisite: None

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

SOC 208 - Urban Sociology (3 Credits)

Prerequisite: None

The course emphasizes the study of cities and societies from a variety of perspectives, and examines a broad range of theoretical and practical public policy issues, including race and gender, immigration patterns, economic growth and decay, urban politics and elections and population distribution.

SOC 216 - Social Problems (3 Credits)

Prerequisite: None

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

SOC 304 - Global Culture and Diversity (3 Credits)

Prerequisite: None

The contemporary world features astonishing cultural diversity, easily accessed through communication networks and international trade. How do recent technological developments in communication and media affect culture throughout the globe? Do we live in an age in which 'global culture' dominates local cultures? This course examines these and other questions utilizing classical and contemporary theories and research pertaining to economic disparity, cultural diversity and sustainable development in modernizing post-colonial

Note: For requirement purposes SOC 304 is the equivalent to CM 304.

SOC 313 - Stratification (3 Credits)

Prerequisite: None

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

SOC 320 - Sociology of the Body (3 Credits)

Prerequisite: None

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

SOC 380 - Independent Study (3 Credits)

Prerequisite: RM 201 and SOC 310, plus permission of the Academic Director are required.

The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

SOC 418 - Social Movements and Collective Behavior (3 Credits)

Prerequisite: None

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

SOC 470 - Special Topics in Sociology (3 Credits)

Prerequisite: A minimum of 60 undergraduate credits plus an introduction to research methods in the social and behavioral sciences.

This course provides students with the opportunity to study new and/or other specialized topics in Sociology not covered in existing courses. Topics may vary from term to term to reflect the interests of faculty and students. Course descriptions for a given semester in which the course is offered may be obtained by going to the college website and/or e-mailing the instructor before registration. Students may take this course more than once for credit but may not repeat topics.

Institutions

ORGD 341 - Organizational Change and Leadership (3 Credits)

Prerequisite: None

This course is designed to provide students with a conceptual framework and fundamental practical skills needed to plan, design, implement, and manage effective change within organizations. Specific attention is given to processes for assessing organizational functioning from a systems perspective, evaluating drivers of change and change strategies, and taking or leading action. Discover how to initiate and implement change, create solutions, and empower and motivate others to take action.

SOC 206 - Sociology of the Family (3 Credits)

Prerequisite: None

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

SOC 207 - Introduction to Criminal Justice (3 Credits)

Prerequisite: None

This introductory course offers an overview of the history and trends of crime and justice within the United States. An examination of the different types of crime and the consequences will be discussed. Students will be introduced to the administration of police; court and correctional agencies; and the decision-making points from the initial investigation or arrest by police to the eventual release of the offender and his/her reentry into society. The role of the police, the prosecuting attorney, the defense attorney, judge, probation, corrections and parole will be examined individually and collectively.

SOC 226 - Sociology of Religion (3 Credits)

Prerequisite: None

This course provides an introduction to the study of religion from a sociological viewpoint: basic definitions and concepts in the sociology of religion; methods of studying religious beliefs and practices; group processes, organizational forms and religious leadership; secularization, church-state issues, and contemporary fundamentalism; religiosity and conversion; and religious beliefs/practices as these interact with socio-economic status, ethnicity, gender, and sexuality.

SOC 250 - Transformations of Work in America (3 Credits)

Prerequisite: None

Using historical and social science perspectives, this course provides an overview of and analyzes changes in the nature, organization, structure, and meaning of work in the U.S. since the dawn of the industrial revolution. What people do at work - using what materials, who works and who doesn't, why people work, where they do it, and for how long are fundamental questions that provide a framework for exploring the transformations. Topics covered include: the impact of technology on work; social attitudes and differentiation of participation in the workforce based on gender, race, class, age, sexual orientation, ability, and religion; work-related rights and obligations, human relations and organizational culture in the workplace; the globalization of work; location and design of the workplace, and shifts in conceptual and practical understandings of job, occupation, profession, and career.

SOC 319 - Self and Social Interaction (3 Credits)

Prerequisite: None

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

SOC 405 - Sociology of Culture (3 Credits)

Prerequisite: None

This course provides an overview of sociological approaches to the production, distribution, consumption, interpretation and preservation of culture and cultural artifacts. Students will analyze how patterns of cultural consumption define social groups, how these consumption patterns both reflect and shape social status and power and how these relate to the sustainability of a cultural heritage. Students will develop an understanding of how sociological approaches to culture differ from those of other disciplines, notably the humanities.

SOC 406 - Sociology of Education (3 Credits)

Prerequisite: None

The course will provide an overview of the American Educational system as an institution. Students will learn and apply sociological theories of education, evaluate research on education, understand the role of education in social reproduction as well as social dynamics and change, and develop awareness of how education affects their own lives.

SOC 407 - Sociology of Health and Medicine (3 Credits)

Prerequisite: None

This course examines current issues in health, healing, and medicine from a sociological perspective. Students will use the sociological imagination to develop a deeper understanding of patterned relationships among social, cultural, political, organizational and economic contexts and individual health/illness definitions and outcomes. Course assignments will engage

students in empirical analysis and critical thinking about connections between demographic characteristics such as race, ethnicity, education and income, and health-related outcomes such as stress, health education, health maintenance, and chronic diseases. Student projects will evaluate the impact of social policies and/or of technologies on environmental factors, health education and health care delivery within broader institutional systems.

SOC 408 - Political-Legal Sociology (3 Credits)

Prerequisite: None

This course provides an introduction and overview to international human rights organizations, laws, and practices. Students will develop an understanding of national and international human rights standards, constitutionalism, the nature of human rights violations, and human rights advocacy within the framework of national and international legal systems designed to protect human rights. Students will develop analytic skills and a knowledge base with which to assess human rights violations and to implement as well as evaluate various strategies for addressing them.

SOC 419 - The Digital Revolution and the Information Society (3 Credits)

Prerequisite: None

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

Bachelor of Arts in Urban and Community Studies

Academic Director: Michael Javen Fortner, PhD

CUNY School of Professional Studies

Joseph S. Murphy Institute for Worker Education

25 West 43rd Street

New York, NY 10036

Email Contact: June Cumberbatch, june.cumberbatch@cuny.edu

The Program

The BA in Urban and Community Studies is designed for students with interests in urban, social, economic, and political issues, especially as they relate to diverse working-class communities. The program explores the dynamics of urban life, public policy and administration, the structure of urban government and agencies, the delivery of social services, and community and labor organization.

The field of urban and community studies draws on sociology, economics, political science, and anthropology to analyze our global economy and culture. Students in the program have opportunities for experiential and applied learning, including fieldwork and workplace based projects in New York City. They study with nationally known faculty from CUNY as well as with expert practitioners in the fields of public and health care administration, municipal politics, workforce development, labor, and community organizing. Additionally, students develop their special interests within the field by selecting one of three areas of concentration: Urban Studies, Community Studies, or Labor Studies.

The program is offered through CUNY SPS's Joseph S. Murphy Institute for Worker Education and Labor Studies.

Note: Contingent upon the availability of General Education classes during a given semester, students may need to enroll in online courses to fulfill General Education curriculum requirements.

Program Requirements

120 credits are required for the B.A. in Urban and Community Studies.

- General Education - 39 credits
- Urban and Community Studies Courses - 36 credits
 - Core requirements - 20 credits
 - Concentration - 16 credits
- General Electives - 45 credits. General electives may be chosen from the Urban and Community Studies courses or courses in other degree programs.

Note: Courses are four (4) credits except where indicated.

Required Courses

URB 310 - Introduction to U.S. Social and Economic Policy (4 Credits)

Prerequisite: None

This course will introduce students to basic economic concepts and political theories that have influenced the development of U.S. social and economic policy. Students will explore the ways national policy and political practice have historically affected the policies and practices of urban government, the structures of urban institutions, and the allocation of resources to urban communities. Students will evaluate how national and local policies address problems created by unequal distribution of income and wealth. In this context, students will discuss such topics as education, housing, health care, employment and labor relations, criminal justice, social welfare, and the environment. Students will also consider the ways globalization has altered the local as well as national economy and the ways in which it has affected social structures and social policies.

URB 320 - Urban Populations and Communities (4 Credits)

Prerequisite: None

Nearly half the world's population lives in cities. This course will introduce students to the history of urbanization and the development of urban communities and enclaves. Students will examine the various economic, social, and political factors that stimulate global immigration and internal migrations, including the shift from an industrial to a service economy that marks contemporary cities such as New York. Using New York as an example, students will explore multiple meanings of community- what defines and constitutes a community; what is the impact of race, class, ethnicity, gender, and sexuality; how do communities participate in the social and political life of the city? In addressing these questions, students will examine conflicts and contradictions between the concept of assimilation and the maintenance of social and cultural identity. Students will consider the ways in which structural inequalities affect employment, the development of public policy, and the delivery of public services. They will identify the various public and non-profit institutions that advocate for working-class communities and under-served populations, including worker centers, unions, and other non-profit organizations.

LABR 302 - Contemporary Labor Issues (4 Credits)

Prerequisite: None

This course examines the social, economic, political, and organizational issues confronting the U.S. labor movement today. As an

ever-changing economy and political climate impact workers and the labor movement, unions face challenges that require changes in the visionary, structural, functional, and strategic aspects of their organizations. Students in this course consider how the external environment-globalization, shifts in the economy, employer resistance, political and legal obstacles-has shaped the current state of the union movement in general and affected union density, economic power, and political influence in particular.

URB 351 - Research Methods for Urban and Community Studies (4 Credits)

Prerequisite: URB 310

This course provides students with the tools necessary to conduct research on issues related to urban and community studies. It will introduce students to the fundamental concepts of qualitative and quantitative research methods, inductive and deductive reasoning, causality, and generalizability. Students will learn how to formulate a research question and construct a research design and will learn basic statistics. The course includes an introduction to various research methods, including in-depth case studies, historical research, and surveys. Course materials will provide a research perspective on race, gender, class and sexuality. Students will develop skills necessary to pursue research projects in their major as well as to enter careers that require basic research skills.

URB 499 - Urban and Community Studies Capstone (4 Credits)

Prerequisite: Permission of the Academic Director

In the Capstone course, students sum up and synthesize the body of knowledge they have acquired in courses leading to completion of the B.A. in Urban and Community Studies. Working with the instructor, students will develop an interdisciplinary or multi-disciplinary project that demonstrates an understanding of subjects and literature covered in the major. The project may take various forms, including group or individual research and presentations. Each student in a Capstone project will be required to submit an analytic research paper, including a bibliography. As part of each project, students will present 10-minute summaries of their final papers at an end-of-semester forum open to JSMI students and faculty.

Concentration Courses

Students select one of the following three concentrations:

Urban Studies

Students who select the Urban Studies track must complete two courses in the following:

URB 340 - Contemporary Urban Problems (4 Credits)

Prerequisite: None

Urban centers like New York City are very complex and diverse, increasingly affected by globalization, and always in a state of flux. While this description conveys the vitality and energy of cities, it also points to a host of challenges faced by city dwellers and communities as well as civic institutions, service providers, and local government. This course explores the major challenges faced by U.S. cities in light of population shifts, widening disparities in income and wealth, restructuring of work, persistent unemployment, and diminishing resources for low-income and working-class populations. Though the majority of this course will focus primarily on urban issues in the US, the course will highlight a comparative selection of urban problems in developing nations.

PADM 211 - Government, Politics and the Policy-Making Process (4 Credits)

Prerequisite: None

This course will explore the policy-making process in a range of public institutions and will introduce students to the approaches, methods, tools and techniques of decision making. The role of conventional political institutions, as well as alternatives to conventional politics will be studied. In the process, students will identify official, as well as unofficial, political actors, including those in the executive, legislative and judiciary branches of government; social and political activists; the media; and the public. Finally, the course will examine several models of the policy-making process.

Students must also complete two courses from the following:

LABR 305 - Labor Relations in Transportation (3 Credits)

Prerequisite: None

In this course, students will learn the fundamental concepts of labor relations in the field of public transportation and will analyze practices in the field. Topics in the course include the contractual, statutory and legal implications of labor relations in transportation. These issues will be examined and analyzed through lecture and discussion, case studies and simulations, and the participation of guest speakers. Collective bargaining agreements will be analyzed, with particular attention to grievance processes involving contractual and disciplinary issues. Workplace legislation involving safety and health, family medical leave, the Americans with Disabilities Act, and Equal Employment Opportunities (EEO) will also be discussed. Topics will be developed in a historical context. Students will examine the 1966, 1980, and 2005 NYC transit strikes and analyze the roles played by management and labor during those disputes. Students will have opportunities to study comparative labor relations in transit, including examples from San Francisco's Bay Area Rapid Transit (BART) and the Washington, D.C. Metro.

HCA 300 - Urban Health Services and Institutions (4 Credits)

Prerequisite: None

This course will use New York City as the context within which to examine a variety of urban health services and institutions, reviewing their historical development, financing mechanisms and regulatory and legislative oversight. Service provision in private and public institutions will be compared and contrasted, and the impact of services examined within a wide range of health contexts, including HIV/AIDS services, mental health, disabilities services, reproductive services, elder care, child health, and more. The course will also analyze how class, race/ethnicity, gender and sexuality affect provision of and access to services. Policies that influence the delivery of services and the functioning of institutions, such as the development of managed care, will be critically analyzed.

PADM 201 - Public Administration (4 Credits)

Prerequisite: None

This course will examine the growth, structure, role, and methods of local and federal bureaucracies and their impact on American government and society. It will introduce students to the subject of bureaucracy in American government and will survey the major areas of study in Public Administration, including the context of public administration, the meaning of federalism and intergovernmental relations. In addition the course will address organizational theory and behavior, decision-making, leadership, policy implementation, budgeting, personnel management, performance management, legal and regulatory constraints, ethics and accountability. Students will become knowledgeable about the roles and functions of public agencies and will acquire a grasp of current issues and controversies concerning public bureaucracies and public policy.

PADM 202 - Public Management and the Delivery of Public Services (4 Credits)

Prerequisite: None

This course introduces students to the subjects of public management and the delivery of public services. It combines theoretical and practical approaches, allowing students employed in public service organizations to apply their own experiences in analyzing the operations of public-service agencies and evaluating how these bureaucracies meet the needs of diverse urban populations. Students identify the range of human services required by city dwellers and examine the social agencies and institutions that deliver those services. In doing so, they seek to understand what public managers do and how they do it. They analyze the structure and operation of local bureaucracies; evaluate fundamental theories and styles of leadership and decision-making; and explore strategies for making organizational change. They also examine the influence of public-sector unions in determining the nature and structure of public management and the delivery of public services. In the latter half of the course, students examine concepts and theories of social welfare and the development of social welfare policy in the U.S. Topics include: the role of government and government regulation, the role of social-service professionals, and the privatization of public services. Students will identify challenges in service delivery; discuss legal and ethical questions confronting service providers; and identify the professional and technical skills required to function effectively as service providers.

PADM 221 - Public Issues and Public Policy (4 Credits)

Prerequisite: None

This course will provide an overview of the major problems facing American cities and will examine the federal, state and local policies that address urban poverty and inequality. Students will explore a range of economic and social policies, including: taxation; minimum wage; social security; immigration; education; the environment; crime; social welfare; discrimination; and civil rights. Students will also examine the political and intellectual debates over policy initiatives to regulate social and private life. Finally, students will discuss pluralist and elitist perspectives on public policy and policy debate. Readings will include diverse points of view and will often emphasize developments in New York City.

POL 201 - Politics and Government of New York City (3 Credits)

Prerequisite: None

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

SOC 313 - Stratification (3 Credits)

Prerequisite: None

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

NYTWU 210 - Operations Management in Public Transportation (3 Credits)

Prerequisite: None

This course focuses on engineering systems and public administration theories, concepts and tools used in both daily transit operations as well as long term operations planning. Starting with a brief review of urban mass transit's history, the course compares transit modes in terms of vehicle and control system technologies, right-of-way requirements, capacity and demand,

and workforce utilization. The course examines transit's relationship to urban development as mediated by topography, geography, demography and other local characteristics. It also places transit operations into broader policy and fiscal context.

NYTWU 200 - Computer Applications and Data in Public Transportation (3 Credits)

Prerequisite: None

This course provides students with an understanding of the uses of information technology in transit planning, policy development, and administration of services. It combines theory, concepts and practice by promoting student competence in applying office software applications to transit problems. It explains how and why digitization of data matters for the effective and efficient operation of transit systems, and how such "civic" data is enabling new expectations and behaviors among the general public.

NYTWU 220 - Financial Planning, Policy and Administration (3 credits)

Prerequisite: None

This course examines theories, concepts, processes and techniques of financial planning and administration, budget development, administration and fiscal control. The course focuses on both operations and capital finance. Theory and concepts are drawn from applied case material from transit systems, especially NYC Transit. Students will also examine finance and ethics within the public sector, especially in the context of procurement and contracting for services.

NYTWU 230 - Organizational Behavior in Public Transportation (3 Credits)

Prerequisite: None

The course prepares students as professionals and leaders in public transit organizations. It applies theories and practices of social psychology and public administration to organizational behavior and development. The course focuses on developing the concepts and skills needed when employees work both individually and collaboratively in modern bureaucracies. Subject matter includes: planning and administration of organizational development, skills and steps necessary; exercising leadership for progressive organizational development, examples and components of effective leadership; problem solving in government organizations, differences in milieu in nonprofit structures; managing and motivating others in unionized settings, restrictions and opportunities for managers in dealing with organized labor; managing conflict, how to approach cultural differences and differences of opinion and how to build consensus.

URB 339 - Urban and Community Studies Field Work (4 Credits)

Prerequisite: Permission of the Academic Director

This course augments traditional classroom-based learning with experiential learning through an internship or field project at a public agency, city government office, community organization or public-sector union. The field work is guided and supervised by a mentor. Students and the course instructor will meet in a weekly class in order to reflect analytically on the field experience and to discuss related readings.

URB 341 - Metropolitan Transportation and Urban Development (3 Credits)

Prerequisite: None

This course focuses on the ways transportation, especially mass transit, has influenced urban development in the New York metropolitan area from the late 19th century to the present, with comparisons between New York and other world cities. Students will examine the operations of mass transit, its characteristic infrastructure, and its impacts on urban development. Themes recurring throughout the course include: the effects of demographic patterns and land use on both transportation demand and

transit system development; the ways improved technology has led to expanded development opportunities; comparisons of low density (automobile-oriented) and high density (transit-oriented) development patterns; intersections between politics, transportation and development; evolution in mass transit from private to public sector; ongoing conflict between pro- and anti-transit forces and its effects on urban and metropolitan development. The course is divided into six modules, each incorporating and historicizing a set of related topics.

URB 399 - Urban and Community Studies Independent Studies (1 - 4 Credits)

Prerequisite: Permission of the Academic Director

The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The Instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

URB 451 - Urban and Community Studies Special Topics (4 Credits)

Prerequisite: None

This course will offer students the opportunity to study special topics within the scope of Urban and Community Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include study of particular urban populations or communities, urban worker centers, coalitional campaigns including labor, community, and political groups, or particular urban institutions.

Community Studies

Students who select the Community Studies track must complete two courses in the following:

URB 321 - Community Organizing and Community Organizations (4 Credits)

Prerequisite: None

This course will examine the historical development and contemporary practice of community organization. Students will examine why and how people in urban communities and neighborhoods have organized to protect their rights and their entitlements to public services; to acquire resources for development; and to improve their quality of life. Through readings, students will develop a historical and theoretical perspective on community organization and explore the range of issues around which communities organize. They will gain familiarity with various models and strategies of community organizations in New York City and will acquire practical knowledge and skills for effective grassroots organizing. They will also examine the effectiveness of coalitions and alliances, including relationships between community organizations, public agencies, and labor unions. Weekly sessions will periodically include guest speakers; site visits will be scheduled, allowing students to learn first-hand about specific strategies or issues. Following each guest presentation or site visit, students will submit brief reflection papers relating experiential learning to theoretical concepts encountered in class readings.

URB 322 - Social Movements (4 Credits)

Prerequisite: None

This introductory course explores the role of social movements in the U.S. as they relate to urban and community issues and

organizations. The course will include an examination of social movement literature. Through readings and class discussion, students will analyze the interactions among civil rights, labor, women's, student, and global justice movements. The course will also examine working-class movements that deal with such issues as welfare and tenant rights.

Students must also complete two courses from the following:

GEOG 301 - International Migration (3 Credits)

Prerequisite: None

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

LPOL 301 - Work, Culture, and Politics in New York City (4 Credits)

Prerequisite: None

This course explores the work, culture and politics of New York City, examining where New Yorkers live and work, how communities develop, and questioning whether or not the cultural and political institutions of New York adequately serve the city's diverse population. Major topics covered include the history of New York, New York's key industries, trends in immigration, economic development, public policy, public and private space, high culture, popular culture, urban social identity, community organizations, and labor's contributions to building the city's institutions.

SOC 203 - Race, Class and Gender (3 Credits)

Prerequisite: None

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

SOC 207 - Introduction to Criminal Justice (3 Credits)

Prerequisite: None

This introductory course offers an overview of the history and trends of crime and justice within the United States. An examination of the different types of crime and the consequences will be discussed. Students will be introduced to the administration of police; court and correctional agencies; and the decision-making points from the initial investigation or arrest by police to the eventual release of the offender and his/her reentry into society. The role of the police, the prosecuting attorney, the defense attorney, judge, probation, corrections and parole will be examined individually and collectively.

URB 323 - Community Development (4 Credits)

Prerequisite: None

Community development is a term used to describe strategies for improving the standard of living in low-income communities, often, but not always, in urban environments. The term is used widely and in varied contexts--sometimes applied to physical

infrastructure; sometimes to quality-of-life issues. In this course, topics covered under the rubric of community development include: housing and infrastructure, economic activity, education, commercial outlets, access to healthy food, and public safety. The course will examine the way the term "community development" has been defined and used historically in the U.S. It will address the role of government and policy in community development, including the role of Community Development Corporations. Students will explore concepts of community development, focusing on current theories and empirical data to evaluate the effectiveness of different strategies for community development. They will seek to answer central questions, concerning community development: who sets goals; who has agency; how are diverse interests and needs balanced-or not balanced. Students will analyze case studies of specific community development projects. These case studies will provide the basis for a final research paper.

URB 324 - Introduction to Nonprofit Leadership (4 Credits)

Prerequisite: None

This course provides an introduction to the field of nonprofit management. The class will cover issues that arise for leaders of these kinds of organizations, including governance and boards, strategic planning, fundraising and philanthropy as well as grant-writing, administration, personnel management, and ethical questions. The class will focus on nonprofits broadly but investigate variations in the sector, from public-sector organizations to education, labor organizations, 501c(3) organizations, and others. The class will emphasize issues related to best practices needed for nonprofit leaders to successfully meet the mission of their organizations. Students will be required to engage in discussion and exercises that explore the relationship between theories and practices of nonprofit leadership and management.

URB 339 - Urban and Community Studies Field Work (4 Credits)

Prerequisite: Permission of the Academic Director

This course augments traditional classroom-based learning with experiential learning through an internship or field project at a public agency, city government office, community organization or public-sector union. The field work is guided and supervised by a mentor. Students and the course instructor will meet in a weekly class in order to reflect analytically on the field experience and to discuss related readings.

URB 399 - Urban and Community Studies Independent Studies (1 - 4 Credits)

Prerequisite: Permission of the Academic Director

The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The Instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

URB 451 - Urban and Community Studies Special Topics (4 Credits)

Prerequisite: None

This course will offer students the opportunity to study special topics within the scope of Urban and Community Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include study of particular urban populations or communities, urban worker centers, coalitional campaigns including labor, community, and political groups, or particular urban institutions.

Labor Studies

Students who select the Labor Studies track must complete two courses in the following:

LHIS 301 - U.S. Labor History (4 Credits)

Prerequisite: None

This course examines working class life and the evolution of the U.S. labor movement within the larger framework of U.S. history, with specific regard to class formation, industrial development, immigration and the major developments of the organized labor movement. Students in this course also explore the relationships of workers to unions, formal and informal economies, race and gender, technology, the American state; and cultural, political and social movements. Emphasis is placed on the issues that gave birth to the labor movement, the development of working class consciousness, and the milestones in the labor movement's progress during the last century.

LABR 201 - Introduction to Labor Studies (4 Credits)

Prerequisite: None

This course is designed to provide a broad, inter-disciplinary overview of labor studies, covering topics that are fundamental to the study of work, workers, and worker organizations. These include labor history as well as contemporary challenges facing the U.S. labor movement. Students in the course will examine the purposes and structure of unions, the political and economic landscape within which unions must operate, organizing strategies and the nature of employer resistance to unions, alternative forms of worker organization, and the impacts of globalization. Students will assess the legacy of labor as it relates to questions of gender, race, sexuality, and immigration and will look at proposals and strategies for building worker power and revitalizing the labor movement through coalitional organizing and cross-border alliances.

Students must also complete two courses from the following:

LABR 304 - Unions and Labor Relations (4 Credits)

Prerequisite: None

This course focuses on unions and their role in labor-management relations. Students will examine the purpose, structure and function and governance of unions in the United States. Emphasis will be placed on how unions function in the collective bargaining process and in contract administration. Topics will include: sources and uses of bargaining power, the negotiation process, the content and language of labor contracts, and the role and function of grievance procedures and labor arbitrations. The study of union and labor relations will be studied in the context of a capitalist economy, and throughout the course, comparisons will be made between the private and public sectors, between craft and industrial model unionism, and between US models of unions and those in other parts of the world.

LABR 320 - Collective Bargaining (4 Credits)

Prerequisite: None

This course is designed to give students an understanding of the practices and activities related to the negotiation of union contracts. It identifies key concepts, techniques, and bargaining issues, especially those that have emerged in recent years. Students will develop an understanding of the similarities and differences between public- and private-sector bargaining and how this has affected tactics and strategies employed by the parties involved. They will analyze fundamental and sometimes varying structures, scope, and legal dimensions of the bargaining process. They will also gain a historical perspective on public and

private employment and on the evolution of state and federal bargaining theory and practice found in both the private and public sectors.

LABR 334 - Public Sector Labor Law (4 Credits)

Prerequisite: None

This course will provide students with a fundamental understanding of the constitutional, statutory, and collective bargaining rights of public employees. The course begins with a study and analysis of the historical development of the legal status of public employees in the U.S. and in New York, specifically. In particular, the course will examine the development and role of the Public Employee's Fair Employment Act (the Taylor Law) and the New York City Collective Bargaining Law as they relate to public employees' rights to self organization, union representation, collective bargaining, mandatory subjects of bargaining and unfair labor practices.

LABR 339 - Understanding Labor and the Economy (4 Credits)

Prerequisite: None

This course provides students with a solid understanding of the structure and direction of the U.S. economy, within a context of globalization. Students learn basic economic principles and concepts through an examination and analysis of labor markets. They analyze and compare competing perspectives and differing explanations of the political economy of work and examine how unemployment rates, global trade, wage inequality, and the growth of the service sector affect worker's bargaining power.

LABR 330 - Issues in Labor Organizing (4 Credits)

Prerequisite: None

This course examines the development of theory and practice in labor organizing as it has emerged over the course of a century. It addresses organizing in both the public and private sector, through certification elections, recognition actions and alternative methods of organizing. Students discuss the determinants of successful organizing campaigns, including targeting, tactics, and styles of organizing. The subject of organizing is studied in a historical, social, and political context, allowing students to analyze the evolution of an organizing mission and the emergence of various strategic initiatives over time. Students review differing theories of organizing and analyze worker attitudes as well as employer strategies and tactics. In addition, students examine the body of law (National Labor Relations Act) that regulates labor organizing in the US and consider methods of organizing outside the parameters of existing labor law. Students also examine union infrastructures administrative practices that affect how campaigns are financed and staffed.

LSOC 301 - Sociology of Work (4 Credits)

Prerequisite: None

This course introduces students to the sociology and political economics of work, workers, and worker organizations. It begins with an exploration of the meaning of work, an examination of the organization and control of the labor process, and a survey of the changes in the composition of the labor force over the last century. It then explores some of the challenges facing workers at the beginning of the 21st century, including the emergence of new forms of employment; increased gender, ethnic, and racial diversity in the labor force; the impact of technology; developments in labor management; and the emergence of a global economy.

URB 339 - Urban and Community Studies Field Work (4 Credits)

Prerequisite: Permission of the Academic Director

This course augments traditional classroom-based learning with experiential learning through an internship or field project at a public agency, city government office, community organization or public-sector union. The field work is guided and supervised by a mentor. Students and the course instructor will meet in a weekly class in order to reflect analytically on the field experience and to discuss related readings.

URB 399 - Urban and Community Studies Independent Studies (1 - 4 Credits)

Prerequisite: Permission of the Academic Director

The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The Instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

URB 451 - Urban and Community Studies Special Topics (4 Credits)

Prerequisite: None

This course will offer students the opportunity to study special topics within the scope of Urban and Community Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include study of particular urban populations or communities, urban worker centers, coalitional campaigns including labor, community, and political groups, or particular urban institutions.

Bachelor of Science in Business

Academic Director: B. Loerinc Helft, PhD

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

Email Contact: Business@sps.cuny.edu

The Program

The online BS in Business offers a core business curriculum infused with the application of ethics and corporate social responsibility principles in a technologically savvy environment. Graduates of this program acquire the skills necessary to solve interesting and challenging issues involving the creation and exchange of goods and services, the management and development of personnel, and the efficient and socially responsible use of resources. Our goal is to produce highly versatile, receptive and knowledgeable graduates who have mastered the fundamentals of business and have a steady command of the world's dynamic economy.

Students of the online Bachelor's Degree in Business will:

- Master critical thinking skills via case studies and the capstone project;
- Develop a global perspective of business;
- Acquire ethical decision-making techniques;
- Work in diverse teams using clear and effective communication skills; and
- Learn to analyze numerical data, enhance decision-making ability and rationalize judgments.

In addition, general education courses complement this specialized study and emphasize critical thinking, quantitative reasoning, effective communication and the exploration of the foundations of knowledge and culture.

Program Requirements

120 credits are required for the online Bachelor's Degree in Business.

- General Education - 39 credits required
- Required Business Courses - 42 credits
- Business Electives - 18 credits
- General Electives - 21 credits. General electives may be taken from Business courses or from courses in other degree programs.

Note: A minimum grade of C is required in all courses in the Business major, both required courses and business electives, and all Business minors, as well as all prerequisite courses. Where there are prerequisites, a student may not progress to the next course in the sequence without having a C in the prerequisite course(s).

Required Courses

BUS 210 - Business Math (3 Credits)

Prerequisite: Completion of general education math requirements

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

BUS 301 - Managerial Economics (3 Credits)

Prerequisite: ECO 202 and BUS 210

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

BUS 305 - Accounting Fundamentals (3 Credits)

Prerequisite: Any 200-level math course

This course provides the fundamentals for the identification, measurement, and reporting of financial and economic events of enterprises and businesses. The accounting concepts and standards studied will be used in conjunction with accounting software, and focuses on such topics as assets, liabilities, the accounting cycle, inventory, internal controls, accounting receivables, cash flow statements, financial statements and corporate accounting.

BUS 310 - Foundations of Business Statistics (3 Credits)

Prerequisite: CIS 101 and BUS 210

This course introduces students to the principles and methods of statistics, particularly the importance of using statistics in business decision-making. They will learn about presenting data and descriptive statistics including measures of location, dispersion, and skewness. They will also learn discrete and continuous probability distributions, including the binomial and normal distributions. Sampling, hypothesis testing, significance tests, correlation, and simple regression are covered, with an emphasis on business applications. The importance of ethics in research will be stressed throughout. Computer-based statistical analysis tools are used extensively.

BUS 315 - Principles of Marketing (3 Credits)

Prerequisite: None

This survey course explores the various environments in which contemporary marketers operate, including the online digital world of e-marketing, and the problems and practices related to the planning of marketing strategies in the exchange process. Students learn how successful marketers focus on domestic and global market opportunities while being sensitive to cultural differences, including ethical and socially responsible decision-making, while focusing on issues of quality and technological change.

BUS 320 - Principles of Management (3 Credits)

Prerequisite: None

The purpose of the course is to develop an understanding of the four functions of management (planning, organizing, leading, and controlling) in today's rapidly-changing global environment. The course will emphasize the importance of effective and socially responsible management for all types of organizations. At the end of the course, students will understand the contribution of management process and the role of the manager at all levels of the organization.

BUS 325 - Principles of Management Information Systems (3 Credits)

Prerequisite: None

This course introduces the student to the use of management information systems as a business resource for achieving competitive advantage. Topics covered include: the major information technology (IT) applications used in business; the central role of databases and data warehouses; the importance of IT in the growth of e-commerce; the role of decision support systems and artificial intelligence; the IT infrastructure; the impact of outsourcing; information security. Case studies will be analyzed and discussed.

BUS 330 - Business Law I (3 Credits)

Prerequisite: None

This is a first course in law and its relationship to business and the American legal system. It will provide students with an introduction to substantive and procedural laws governing the relationships between persons and business organizations. Topics include: Anglo-American Jurisprudence; U.S. federal and state court systems; Constitutional Law; Litigation and Alternative Dispute Resolution Procedures; Business Crimes and Torts; Commercial and Sales Contract Formation; and Real and Personal Property, including Copyrights, Patents and Trademarks.

BUS 333 - Corporate Finance (3 Credits)

Prerequisite: CIS 101 and BUS 210 and BUS 305

This course offers students a strong working knowledge of how managers of corporations raise, allocate and protect capital for

the purpose of creating shareholder value within the constraints of the general market for capital and the specific market for the firm's capital. The course covers corporate financial management in the context of competitive markets, the current tax and regulatory regime, and prevailing social limits and absolute social constraints. Students learn how value can be measured and how value creation is monitored by both managers and investors. Each topic is explored through in-depth case-study analysis.

BUS 335 - Operations Management (3 Credits)

Prerequisite: CIS 101 or IS 200 and BUS 310 or MATH 215 or other approved statistics course

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

BUS 410 - Research Methods for Business Decision-Making (3 Credits)

Prerequisite: BUS 310 or MATH 215 or other approved statistics course

It has become increasingly vital for organizations to effectively gather, analyze, visualize and interpret multiple types of data in order to gain competitive advantage. This course will emphasize a managerial approach to turning data from disparate sources into actionable information and insights that support, improve, and shape business decisions, using a variety of methods and tools. The importance of ethics in business research will be emphasized throughout.

CIS 101 - Computer Fundamentals and Applications (3 Credits)

Prerequisite: None

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

ECO 202 - Macroeconomics (3 Credits)

Prerequisite: None

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

Students must complete one of the following capstone courses:

BUS 440 - Internship (3 Credits)

Prerequisite: Upper Junior Status

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

BUS 460 - Virtual Enterprise (3 Credits)

Prerequisite: BUS 340 and Senior Status

This course uses the Virtual Enterprise pedagogy to simulate the lifecycle of a startup business. They take the product or service generated by their company to market in a global economy, building on prior knowledge gained in developing a business plan and managing a business. The focus of this course is on the creative aspects of starting a business - including concept development, testing the viability of a business model via a business canvas and stoking the interests of a consumer base. Students in any discipline who have an idea for a business and who have met the prerequisites are welcome to enroll.

BUS 470 - Strategic Management (3 Credits)

Prerequisite: Senior Status

Strategic Management is an interdisciplinary seminar concentrating on the problems that confront the chief administrative officers of an enterprise. The course stresses the overall company point of view in dealing with the myriad problems faced by the firm's top management team in a volatile external environment. As a capstone, the course integrates prior coursework including management, marketing, research, finance/accounting, and business ethics into course content and assignments. Much of the learning and activity in this course takes place within groups.

BUS 480 - Thesis (3 Credits)

Prerequisite: BUS 410 and Senior Status

In this option, the student will be required to write a scholarly paper suitable for publication on a research topic in business. Research for the thesis will be supervised by a faculty member. Weekly discussions of each student's paper will be conducted online. Credit is not earned until the thesis is accepted.

Elective Courses

BUS 200 - Introduction to Business (3 Credits)

Prerequisite: None

The purpose of this survey course is to develop a fundamental understanding of the role of business in society, providing valuable exposure to the major functional areas of business: the global business arena, management, finance, accounting, and marketing.

Note that this course is intended for non-business majors, as the first course in any business minor (for non-business majors), for students whose major is undecided but who have not yet taken business courses, or to give business elective transfer credit for a similar course taken elsewhere prior to study at the CUNY School of Professional Studies.

BUS 306 - Managerial Accounting (3 Credits)

Prerequisite: BUS 305

Organizations use accounting information for planning and controlling operations. Students develop a framework for measuring managerial performance through an analytical treatment of cost behavior under dynamic conditions by employing tools such as job and process costing and forecasting, operational budgeting and forecasting, activity-based costing, variable costing, cost estimation, cost-volume-profit analysis, balance sheets, cash flow, standard costing, differential costing, capital planning and projections, and variance analysis.

BUS 321 - Human Resource Management (3 Credits)

Prerequisite: None

Human Resources Management (HRM) bridges policies that impact human behavior with those that drive business strategy to make the most of an organization's human capital. HRM includes the functions of recruitment and selection, employment law, training, career development, labor relations, equal employment opportunity (EEO), affirmative action, performance management, health and safety, compensation, and benefits management. Through exposure to a broad range of topics, students are prepared to deal with a variety of issues that may be encountered in careers such as that of an HR manager or team leader. An overview of HR Information Systems is included.

BUS 331 - Global Business (3 Credits)

Prerequisite: BUS 315 or BUS 325

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

BUS 332 - Electronic Commerce (3 Credits)

Prerequisite: BUS 315 or BUS 325

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

BUS 334 - Great Ideas in Business (3 Credits)

Prerequisite: BUS 320 and Upper Junior Status

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

BUS 336 - Special Topics in Business (3 Credits)

Prerequisite: Varies, depending on topic. At minimum, Upper Junior Status.

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

BUS 338 - International Trade (3 Credits)

Prerequisite: BUS 301

This course examines the factors that have led to enormous economic interdependence amongst the nations of the world. Students will obtain the tools necessary to understand the principles and policies underlying the complexities of international trade. The course provides the theoretical foundations for trade in a global economy, including: established models essential to understanding international trade; gains from trade; comparative advantages; trade policy; market trends in the flow of imports

and exports; national income accounting and balance of payments. Students come away with a deep appreciation for the interconnection amongst all the forces involved, and are prepared to analyze case studies and current events.

BUS 339 - Sustainability and Green Business (3 Credits)

Prerequisite: BUS 315 and BUS 320

Environmental and social challenges are increasingly contributing to the complexity of the business environment, driving companies not only to improve their social and environmental impact, but also to make sustainability an essential part of their business strategy. The course provides students with an introduction to these issues and exposes them to the practices and tools used by corporations to maximize the business value of sustainability. The course uses up-to-date examples and business cases to get a better understanding of the rapidly changing business environment.

BUS 340 - Small Business Management and Entrepreneurship (3 Credits)

Prerequisite: CIS 101

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

BUS 345 - Strategic Electronic Marketing (3 Credits)

Prerequisite: BUS 315

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

BUS 346 - Investments (3 Credits)

Prerequisite: BUS 301 or BUS 305

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

BUS 348 - Real Estate Finance (3 Credits)

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

This course covers various aspects of the world of real estate finance, including the capitalization (debt and equity) of real property. Topics covered include: legal terms/instruments involved in underwriting/ investment/ lending; an overview of how the real estate capital markets work; key real estate finance terms; real estate and bond math - calculating mortgage payments, time value of money, NPV, and IRR; the role of government in the financing of commercial and residential real estate; sources of

private and public capital, including an introduction to REITs, CMOs, and CMBS; and real estate finance decision-making, including generating income property cash flows, creating an opinion of value, measuring investment returns and understanding the risks/rewards of leverage.

BUS 350 - Business Law II (3 Credits)

Prerequisite: BUS 330

This course will provide students with an opportunity to further develop and apply legal concepts mastered in BUS 330 Business Law I to a variety of important areas of advanced substantive and procedural law governing the relationships between persons and business organizations. Topics of study will include: (1) the law of Negotiable Instruments under Article 3 of the Uniform Commercial Code and Banking Transactions; (2) Employer - Employee and Principal - Agent Relationships; (3) Business Entity Formation, including Sole Proprietorships, Partnerships, Corporations and Franchising; (4) Wills, Intestacy and Estates; (5) Bailments; (6) Consumer Rights and Debtor-Creditor Relationships; and (7) Insurance Law. Students will also explore how the legal principles in each area are being applied, successfully or not, to the novel issues presented in the online world of the Internet and e-Business.

BUS 415 - Essentials of Market Research (3 Credits)

Prerequisite: BUS 315 and BUS 310 or MATH 215 or other approved statistics course

This course will provide students with the knowledge necessary to understand how businesses use marketing data and information, and the research tools and techniques to solve marketing problems and identify marketing opportunities. Students will learn about the marketing research process, secondary data in Customer Relationship Management (CRM), qualitative and quantitative research, research designs, sampling, scale measurement, questionnaire design, and data analysis techniques.

ECO 201 - Microeconomics (3 Credits)

Prerequisite: None

An investigation of the microeconomy as seen through the eyes of the individual consumer and firm. Economic concepts, including profits, employment and resources via supply and demand, elasticity, utility, costs, and market structures are applied to significant contemporary economics problems.

ORGD 341 - Organizational Change and Leadership (3 Credits)

Prerequisite: None

This course is designed to provide students with a conceptual framework and fundamental practical skills needed to plan, design, implement, and manage effective change within organizations. Specific attention is given to processes for assessing organizational functioning from a systems perspective, evaluating drivers of change and change strategies, and taking or leading action. Discover how to initiate and implement change, create solutions, and empower and motivate others to take action.

PROM 210 - Project Management (3 Credits)

Prerequisite: CIS 101 or IS 200

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

traditional task lists and timelines, students must generate project charters, change notices, progress reports, and project closing documents.

Bachelor of Science in Health Information Management

Academic Director: Ellen Karl, MBA, RHIA, CHDA, FAHIMA

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

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The Program

The field of Health Information Management is growing rapidly. Over the last few years the federal government has invested billions of dollars in the field to promote the design and development of a robust health information infrastructure. As a result of private institutions following suit, the Bureau of Labor Statistics projects a 16% growth in related health information jobs.

The online BS in Health Information Management prepares students to develop, implement, and manage health information and data systems for quality care, reimbursement, research, planning, and evaluation. Students will develop and demonstrate competency in the five primary knowledge domains:

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

Learning objectives largely encompass the following five areas:

- **Health Data Management**
 - Health Data Structure, Content, and Standards
 - Healthcare Information Requirements and Standards
 - Clinical Classification Systems
 - Reimbursement Methodologies
- **Health Statistics, Biomedical Research, and Quality Management**
 - Healthcare Statistics and Research
 - Quality Management and Performance Improvement
- **Health Services Organization and Delivery**
 - Healthcare Delivery Systems
 - Healthcare Privacy, Confidentiality, Legal, and Ethical Issues
- **Information Technology & Systems**
 - Information and Communication Technologies
 - Data, Information, and File Structures
 - Data Storage and Retrieval
 - Data Security
 - Healthcare Information Systems
- **Organization and Management**
 - Human Resources Management
 - Organization and Management
 - Strategic Planning and Organizational Development
 - Project and Operations Management

Accreditation

The HIM bachelor's degree program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM - <http://www.cahiim.org/>).

The Registered Health Information Administrator (RHIA) exam pass rate for the CUNY SPS HIM program for the period of October 1, 2014 to December 31, 2014 was 100%.

Program Requirements

120 credits are required for the online Bachelor's Degree in Health Information Management.

- General Education - 39 credits required.
- Health Information Management Requirements
 - 66 credits from required courses
 - Professional Experience:
 - HIM 351 - Professional Practice Experience 1 (3 Credits) is a three hour traditional semester course using the AHIMA Virtual Lab. A field placement for this course is not required.
 - HIM 451 - Professional Practice Experience 2 (3 Credits) requires a fieldwork experience of 80 hours in an HIM professional environment. This experience can be performed in students' local area of residence. Students will also use the AHIMA Virtual Lab in this course.
 - 9 credits from Health Information Management electives
- General electives - six remaining credits may come from electives, either from the Health Information Management curriculum, or from courses in other degree programs.

Note: A minimum grade of a C is required in all courses in the Health Information Management major. A student may not progress to the next course in the sequence without having a C in the prerequisite course.

Required Courses

BIO 200 - Human Biology (3 Credits)

Prerequisite: None

A one semester course in anatomy and physiology. Describes the organization of the human body. Provides and defines the terminology used to describe the location and function of anatomical structures. Outlines the basic chemical concepts essential for understanding physiological processes. Topics include: homeostasis, cells, the skeletal system, the muscular system, the circulatory system, the respiratory system, the digestive system, the reproductive system and the endocrine system.

BIO 310 - Pathophysiology and Pharmacology (3 Credits)

Prerequisite: BIO 200

This course combines the study of human disease processes and treatments. The etiology and pathogenesis of diseases are discussed along with the application of diagnostic procedures and patient care. The pathology and underlying principles of the human systems are presented, along with characteristics of typical drugs, side effects, cautions, and interactions.

CIS 101 - Computer Fundamentals and Applications (3 Credits)

Prerequisite: None

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

HIM 200 - Medical Terminology (3 Credits)

Prerequisite: None

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

HIM 202 - Introduction to Health Information Management (3 Credits)

Prerequisite: None

This course introduces students to the health information management field. The course takes an evolutionary view of health information practices. Topics include the systems utilized for HIM departmental functions, the content and types of health records, and the retention and storage of health information. Professional ethics are also introduced in the course.

HIM 205 - Healthcare Delivery Systems (3 Credits)

Prerequisite: None

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

HIM 250 - Health Statistics and Research (3 Credits)

Prerequisite: HIM 202, MATH 215 and CIS 101

This course addresses the computation of routine health care institutional statistics; the United States vital statistics system; presentation and interpretation of health care data. Also included is medical research design and methodologies as well as research on human subjects.

HIM 300 - Survey of Clinical Classification Systems (3 Credits)

Prerequisite: BIO 310 and HIM 202

This course covers the historical development of classification systems for documenting diagnoses and procedures. It focuses on the application of current and future coding systems as well as coding clinical guidelines for diseases and procedures. Both inpatient and outpatient systems will be reviewed. Areas of emphasis include the purpose of coding, accurate application of

coding principles, methods to assure data quality, and the impact of coding on prospective payment systems and Diagnosis Related Group (DRG) assignments. Compliance and ethics are stressed in each lesson.

HIM 331 - Legal and Ethical Aspects of Healthcare (3 Credits)

Prerequisite: HIM 202

The course covers legal principles and terminology, in general, as well as health records as legal documents, administration of the law, legal aspects of healthcare facilities, medical staff organization, privacy, and security.

HIM 332 - Quality Management and Performance Improvement (3 Credits)

Prerequisite: HIM 205, HIM 250

The course surveys the evolution of quality management in healthcare focusing on managing critical resources and risk. Additional topics include quality control methods as well as the importance of utilizing case management and critical path analysis. Students will discuss the importance of and methods for measuring outcomes (e.g., patient surveys, data sets). Performance improvement methods, research guidelines, data presentation, and corresponding regulations are introduced.

HIM 350 - Health Information Management Applications (3 Credits)

Prerequisite: HIM 202 , HIM 205, CIS 101

This course will cover common software applications used by Health Information professionals in the field. Also covered is system selection and implementation, data quality, and storage and retrieval. Students will receive introductory lessons in database management and the electronic health record (EHR).

HIM 351 - Professional Practice Experience 1 (3 Credits)

Prerequisite: HIM 250, HIM 331 , HIM 332

This first professional practice experience utilizes the American Health Information Management Association's Virtual Laboratory. Students will be exposed to a variety of health information management (HIM) applications such as Master Patient Index (MPI) and Encoder. HIM tasks include abstracting, chart tracking, document imaging, deficiency analysis, release of information, patient registration, transcription, speech recognition, and natural language processing. Students will develop reports in line with industry standards.

HIM 360 - Privacy and Security of Health Information (3 Credits)

Prerequisite: HIM 331, HIM 350

This course will outline the terms and concepts related to the privacy and security of health information. Students will be introduced to topics such as threat identification, data security mechanisms, and business continuity. They will further explore the requirements of the Health Insurance Portability and Accountability Act (HIPAA), privacy and security rules as well as other laws and organizations that regulate health information practice.

HIM 362 - Healthcare Data Analysis (3 Credits)

Prerequisite: HIM 250 , IS 361

Healthcare data analysis is a growing area in the field of Health Information Management. With the adoption of electronic health records, more data has become available and with that comes the need to analyze this data. This course will bring together the

intersection of healthcare data and computational thinking. It will include acquisition, management, manipulation, and analysis of data using statistical formulae and computer programs.

HIM 365 - Management in Health Care (3 Credits)

Prerequisite: HIM 205 ,ENG 102 OR COM 210

This course introduces the principles of managing people and other organizational resources. Students will learn how to plan, organize, lead, and evaluate human resources. Topics include: management and leadership, motivations, team building, communication, productivity, performance appraisal, recruitment, job development and training.

HIM 370 - Organizational Development and Planning in Health Care (3 Credits)

Prerequisite: HIM 332

This course introduces strategic planning and organizational development. The interplay of strategic leadership, management, and planning will be discussed. Other topics include organizational assessment and benchmarking, change management, and leading enterprise-level projects. The course also covers accounting principles, budget processes, cost benefit analysis, and healthcare finance.

HIM 380 - Reimbursement Methodologies (3 Credits)

Prerequisite: HIM 300, HIM 365 or approval of Program Director

This course focuses on payment systems, including those for inpatient and ambulatory care settings, as well as those for psychiatric, hospice, and home health services. Topics include reimbursement and case mix management, revenue cycles, coding compliance requirements, charge-master maintenance, auditing processes, types of insurances, payment systems (e.g., prospective), and various Diagnosis Related Groups.

HIM 451 - Professional Practice Experience 2 (3 Credits)

Pre or corequisite: HIM 380 , HIM 465 , IS 361

This course is a culmination of the skills developed from all previous coursework. The students will be provided opportunities for observations, participation, and practical application of administrative and management skills.

HIM 465 - Electronic Health Records (3 Credits)

Prerequisite: HIM 300, HIM 360

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

IS 361 - Database Architecture and Programming (3 Credits)

Prerequisite: None

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

MATH 215 - Introduction to Statistics (3 Credits)

Prerequisite: None

Introduces the basic principles of statistics and probability, with an emphasis on understanding the underlying concepts, real-world applications, and the underlying story that the numbers tell. Uses Microsoft Excel's statistical functions to analyze data. Provides an introduction to probability, descriptive statistics, hypothesis testing, and inferential statistics.

PROM 210 - Project Management (3 Credits)

Prerequisite: CIS 101 or IS 200

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

Elective Courses

BUS 200 - Introduction to Business (3 Credits)

Prerequisite: None

The purpose of this survey course is to develop a fundamental understanding of the role of business in society, providing valuable exposure to the major functional areas of business: the global business arena, management, finance, accounting, and marketing.

Note that this course is intended for non-business majors, as the first course in any business minor (for non-business majors), for students whose major is undecided but who have not yet taken business courses, or to give business elective transfer credit for a similar course taken elsewhere prior to study at the CUNY School of Professional Studies.

BUS 305 - Accounting Fundamentals (3 Credits)

Prerequisite: Any 200-level math course

This course provides the fundamentals for the identification, measurement, and reporting of financial and economic events of enterprises and businesses. The accounting concepts and standards studied will be used in conjunction with accounting software, and focuses on such topics as assets, liabilities, the accounting cycle, inventory, internal controls, accounting receivables, cash flow statements, financial statements and corporate accounting.

HIM 340 - Diagnosis Coding using the International Classification of Diseases (3 Credits)

Prerequisite: HIM 202 and HIM 300

This course is designed to provide more in depth study of diagnosis coding using the International Classification of Diseases (ICD) classification system.

HIM 341 - Procedural Coding (3 Credits)

Prerequisite: HIM 202 and HIM 300

This course is designed to provide more in depth study of procedural coding using the International Classification of Diseases (ICD) classification system and the Current Procedural Terminology (CPT) system.

HIM 391 - Independent Study (1-3 Credits)

Prerequisite: Permission of the instructor

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

HIM 436 - Advanced Topics in Health Information Management (3 Credits)

Prerequisite: Permission of the instructor

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

HIM 440 - Advanced Coding (3 Credits)

Prerequisite: HIM 340 and HIM 341

This course provides intermediate and advanced study of International Classification of Diseases (ICD) classification systems, the Current Procedure Terminology (CPT) system, and HCPCS Level II classification systems. Students will demonstrate mastery of coding conventions, coding principles, and official inpatient and outpatient guidelines using case studies.

HIM 455 - Health Information Management Applications in Non-traditional Settings (3 Credits)

Prerequisite: HIM 205, HIM 300, HIM 360

Students are introduced to the management of health information in non-acute hospital settings. Non-traditional provider sites include ambulatory care, mental health, home health, skilled nursing, emergency medical services, and veterinary care. The course also covers reimbursement, coding, licensing, and accreditation issues in these facilities.

IS 200 - Foundations of Information Systems (3 Credits)

Prerequisite: None

Information systems (IS) are an integral part of all business and organizational activities. This course introduces students to contemporary information systems, demonstrates how these systems are used throughout global organizations, and motivates students to think critically about these systems, in order to develop a holistic perspective on technology and its applications. The

focus is on the key components of information systems-people, software, hardware, data, and communication technologies-and how these components can be integrated and managed to create competitive advantage. Students gain an understanding of how information is used in organizations and how information systems enable an organization to improve the delivery of its goods or services with regard to quality, speed, or agility. Also provided is an introduction to systems and development concepts, technology acquisition, and new and emerging application software. Students gain hands-on experience with stock and trade technologies, such as spreadsheets and databases. Several case studies are analyzed to learn how IS systems are used in various domains.

PHE 200 - Introduction to Public Health (3 Credits)

Prerequisite: None

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

PHIL 201 - Bioethics for Health Professions (3 Credits)

Prerequisite: None

An exploration of complex contemporary ethical problems from healthcare, the environment, and bioethics. Issues include problems of human experimentation and informed consent, end of life issues, reproductive technology, genetic privacy, abortion, allocation of resources, and humans' relationship with their environment. Classical and contemporary ethical theories, moral theories, and the fundamentals of scientific integrity will be applied to make principled, defensible, moral judgments.

RM 201 - Introduction to Research Methods (3 Credits)

Prerequisite: None

This course provides an introduction to research approaches characteristic of the social and behavioral sciences. These involve observations of behavior and other strategies that result in descriptive accounts, including field studies, content analysis, and surveys. Statistical methods for analyzing descriptive data, including measures of central tendency and variability and graphing will be included, along with questions about validity and research ethics. The course engages students in the planning, conducting, reporting and evaluation of research.

SPAN 110 - Spanish for Health Professions (3 Credits)

Prerequisite: None

Intended for students who have no background in the Spanish language, this course facilitates effective communication between patients and their healthcare providers (nurses, doctors, medical staff), through emphasis on basic, practical language needed to communicate with Spanish-speaking patients and their families in various settings. Building basic language fluency at the same time as medical terminology with cultural competency woven throughout, students will learn to gather and share basic information like greetings, goodbyes, patient intake, discussion of symptoms, location of pain and injuries, body parts, numbers, time, doses, and units of measure. Focus is on learning and becoming comfortable with basic medical Spanish phrases and medical Spanish vocabulary.

Bachelor of Science in Information Systems

Academic Director: Arthur O'Connor, PhD

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

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The Program

The BS in Information Systems online degree program enables students to acquire the skills and credentials needed to enter or advance in the fields of application software programming, cybersecurity, database management and infrastructure and support.

The curriculum is composed of foundational core courses, and two tracks (management and technical), of which students will select one.

- Through the Foundational Core students will acquire the knowledge and gain experience with information systems, infrastructure and support, computer and network security, networks and data communications, enterprise architecture, systems analysis and design, e-commerce, information technology governance, business process design and project management.
- The General track focuses on business case development, requirements gathering, implementation and financial management of information systems, accounting, marketing, HR and supply chain management.
- The Technical track focuses on software application development, database programming and systems security.

A minimum grade of a C is required in all courses in the Information Systems major, as well as all prerequisite courses. Where there are prerequisites, a student may not progress to the next course in the sequence without having a C in the prerequisite course(s).

Important Note:

Students in the BS in Information Systems prior to the fall 2017 term will have the option to stay with the curriculum as structured upon matriculation into the program. Click here to view the curriculum prior to fall 2017. To determine which path is right for you, please contact your advisor.

Program Requirements

120 credits are required for the online Bachelor's Degree in Information Systems.

- General Education - 39 credits required.
- 48 credits in the Major, as follows:
 - 33 credits of IS foundation core requirements
 - 15 credits from the track of the student's choosing
- 33 credits from electives from the Information Systems curriculum or courses in other degree program.

Required Courses

IS 200 - Foundations of Information Systems (3 Credits)

Prerequisite: None

Information systems (IS) are an integral part of all business and organizational activities. This course introduces students to contemporary information systems, demonstrates how these systems are used throughout global organizations, and motivates students to think critically about these systems, in order to develop a holistic perspective on technology and its applications. The focus is on the key components of information systems-people, software, hardware, data, and communication technologies-and how these components can be integrated and managed to create competitive advantage. Students gain an understanding of how information is used in organizations and how information systems enable an organization to improve the delivery of its goods or services with regard to quality, speed, or agility. Also provided is an introduction to systems and development concepts, technology acquisition, and new and emerging application software. Students gain hands-on experience with stock and trade technologies, such as spreadsheets and databases. Several case studies are analyzed to learn how IS systems are used in various domains.

IS 205 - IT Infrastructure and Support (3 Credits)

Prerequisite: None

Computer system downtime raises the costs of doing business and lowers productivity. For technology vendors, good customer support is a driver of sales. This introductory course builds on the foundational skills needed by computer desktop support personnel. A particular emphasis is placed on helping the student to build the technical skills required to take the CompTIA A+ certification exams, which include the ability to install, build, upgrade, repair, configure, optimize, and maintain computer and mobile systems. The course also prepares students to support popular software applications. Designed for individuals with minimal technical understanding of computer hardware, software, networks, processes, and portable devices, students learn these essentials for helpdesk management. Simulations are used to provide hands-on experience.

IS 250 - Computer Network Security (3 Credits)

Prerequisite: IS 200 (or BUS 325 and CIS 101)

In an increasingly networked world, computer security, which consists of the practices and policies intended to prevent and monitor unauthorized access, misuse, modification, or denial of a computer or network, is more critical than ever. This introductory course provides a general overview of various computer and network security topics and concepts, including standards and protocols, cryptography, network- and infrastructure-level security, authentication and remote access considerations, securing wireless networks, identifying tools for security management and threat abatement, the role of change management, user security awareness, business continuity planning, privacy rights, and security, legal issues and challenges, and computer forensics. Students explore fundamental concepts associated with security planning and design, security risk analysis and mitigation, and security operational considerations. Particular emphasis is placed on understanding methods and techniques for risk assessment and risk mitigation.

IS 260 - Networks and Business Data Communication (3 Credits)

Prerequisite: IS 200 (or BUS 325 and CIS 101)

Networks allow for the exchange of data between individual computing devices. Students are introduced to the underlying technology upon which information systems are built and become familiar with the fundamental concepts of networking and telecommunications and how these technologies can be used to enhance business performance. Particular emphasis is placed on convergence technologies, such as multimedia communications and Voice-Over-Internet Protocol, and the role of networks in the facilitation of these real-time applications. The technologies behind wireless and broadband networks are discussed. Additional topics include voice and data network design, monitoring tools and various network features (e.g., quality of service). Case studies are used to expose students to real-world scenarios.

IS 300 - Enterprise Architectures and Applications (3 Credits)

Prerequisite: IS 200 (or BUS 325 and CIS 101)

Enterprise architecture exists at the intersection of technology and business strategy and consists of the vision, principles, and standards that guide the purchase and deployment of technology within an enterprise. Students explore the design, selection, implementation, and management of enterprise-wide IT solutions. Frameworks and strategies for infrastructure management, system administration, data/information architecture, content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, IT investment analysis, and total cost of ownership calculation are discussed. Students examine multiple types of IS functions, such as messaging and collaboration systems, business intelligence and analytics systems, customer relationship management (CRM) systems, enterprise resource planning (ERP) systems, and content management (CM) systems. Cloud computing, a widely used architecture to deploy enterprise applications as a service over the Internet, is also included. Case studies are employed to expose students to real-world scenarios.

IS 320 - Systems Analysis and Design (3 Credits)

Prerequisite: IS 200 (or BUS 325 and CIS 101)

The science of systems analysis and design requires IS professional to map and exploit the processes, methods, techniques, and tools that organizations use to conduct business. This course covers a systematic methodology for analyzing a business problem or opportunity, determining what role, if any, computer-based technologies can play in addressing the business need, articulating business requirements for the technology solution, specifying alternative approaches to acquiring the technology capabilities needed to address the business requirements-in particular, in-house development, development from third-party providers, or purchased commercial off-the-shelf (COTS) packages-and specifying the requirements for the information systems solution. Students gain hands-on experience with systems analysis and design methodologies and tools by analyzing the functionality and design of existing systems with regard to a specific business need, and developing requirements and a project plan for a new system.

IS 326 - E-Commerce for Information Systems (3 Credits)

Prerequisite: IS 200 (or BUS 325 and CIS 101)

The Internet and an assortment of information technologies have led to the development and continuing evolution of electronic commerce (e-commerce), which has revolutionized the way people, organizations, and governments interact with each other. This course approaches the study of e-commerce strategies, operations, workflows, and technologies from a value-creating perspective. Through lectures, case studies, and hands-on projects, students develop an understanding of the special characteristics that identify the similarities and differences between e-commerce and other forms of commerce, such as hybridized models. Students develop a conceptual foundation to help them identify and evaluate new trends, innovative business opportunities, and the potential impacts to various industries, as well as the fundamental technological structures required for implementation. In addition, students learn to assess the potential limitations, issues, and risks associated with various e-commerce initiatives. For IS majors, students must produce an e-commerce solution, either using off-the-shelf tools or by coding a complete solution.

IS 350 - IS Strategy, Management, and Acquisition (3 Credits)

Prerequisite: IS 300

One distinction between a good company and a great company is how well its information systems (IS) enable organizational capabilities. From a senior management perspective, we explore the acquisition, development, and implementation of plans and policies to achieve efficient and effective information systems. Students learn the fundamental concepts associated with high-level IS infrastructure and the systems that support the operational, administrative, and strategic needs of an organization. Through the use of case studies, students begin to develop an intellectual framework to critically assess IS infrastructures and emerging technologies, and how these enabling technologies might affect organizational strategy. The ideas developed and cultivated are intended to provide an enduring perspective that can help students make sense of an increasingly globalized and technology-intensive business environment.

IS 374 - Business Process Design and Workflow Analysis (3 Credits)

Prerequisite: IS 200 (or BUS 325 and CIS 101)

The analysis and design of business processes is critical to improving quality and efficiencies. Moreover, identifying process and workflow are the first steps to sourcing or building software systems. This course provides an introduction to business process design and workflow analysis, as both a management discipline and as a set of enabling technologies. Students learn the key concepts, terms, methodologies, techniques, and technologies in business process design. Hands-on experience with process modeling tools and technologies used to support workflow analysis is provided. Students learn the practices and technologies that are making "process thinking" a new approach to solving business problems and continuously improving organizational competitiveness and performance. A semester-long project using open source process design tools is developed and presented at the end of the course. Case studies are used to expose students to real-world scenarios. (e.g., McDonald Brothers case study).

IS 499 - IS Capstone (3 Credits)

Prerequisite: Senior status and permission from the program's academic director.

Synthesizing complex information and applying that information in the context of a real-world scenario is a high-level ability that employers increasingly demand. In this course, students integrate the skills developed in previous classes into a comprehensive body of knowledge to provide tangible evidence of their competence. The Capstone has two components: 1.) submission of a portfolio that consists of work completed during the program presented in a holistic manner, and 2.) development of a final IS project with emphasis on one or two areas of the profession, and grounded in a particular real-world context. For the project, a problem is identified, then analyzed, designed, and implemented with a professional-quality information system that contributes to a solution. In addition, students must be able to articulate the value of and practical challenges associated with the IS solution. Students may work either independently or in a group (no larger than three, with the permission of the instructor), selecting a subject that is in line with the student's career aspirations, and ideally builds on ideas and work that began in other classes. The work developed in the Capstone is presented to faculty and students, and the larger information systems community.

PROM 210 - Project Management (3 Credits)

Prerequisite: CIS 101 or IS 200

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

Elective Courses

Free Electives: 33 Electives credits from the IS courses or courses in other degrees.

Tracks

Students select one of the following tracks:

Management Track

BUS 305 - Accounting Fundamentals (3 Credits)

Prerequisite: Any 200-level math course

This course provides the fundamentals for the identification, measurement, and reporting of financial and economic events of enterprises and businesses. The accounting concepts and standards studied will be used in conjunction with accounting software, and focuses on such topics as assets, liabilities, the accounting cycle, inventory, internal controls, accounting receivables, cash flow statements, financial statements and corporate accounting.

BUS 306 - Managerial Accounting (3 Credits)

Prerequisite: BUS 305

Organizations use accounting information for planning and controlling operations. Students develop a framework for measuring managerial performance through an analytical treatment of cost behavior under dynamic conditions by employing tools such as job and process costing and forecasting, operational budgeting and forecasting, activity-based costing, variable costing, cost estimation, cost-volume-profit analysis, balance sheets, cash flow, standard costing, differential costing, capital planning and projections, and variance analysis.

BUS 315 - Principles of Marketing (3 Credits)

Prerequisite: None

This survey course explores the various environments in which contemporary marketers operate, including the online digital world of e-marketing, and the problems and practices related to the planning of marketing strategies in the exchange process. Students learn how successful marketers focus on domestic and global market opportunities while being sensitive to cultural differences, including ethical and socially responsible decision-making, while focusing on issues of quality and technological change.

BUS 321 - Human Resource Management (3 Credits)

Prerequisite: None

Human Resources Management (HRM) bridges policies that impact human behavior with those that drive business strategy to make the most of an organization's human capital. HRM includes the functions of recruitment and selection, employment law, training, career development, labor relations, equal employment opportunity (EEO), affirmative action, performance management, health and safety, compensation, and benefits management. Through exposure to a broad range of topics, students are prepared to deal with a variety of issues that may be encountered in careers such as that of an HR manager or team leader. An overview of HR Information Systems is included.

IS 330 - Logistics and Supply Chain Management (3 Credits)

Prerequisite: None

Logistics-processes within a single firm or organization-and supply chain management (SCM)-processes and exchanges across multiple organizations are essential elements of any lean business. The course discusses the efficient and effective planning and control of product/service design and generation; raw and finished goods inventories; layout and location of offices, warehouses, and factories; distribution channels and systems; labor standards and scheduling; intermediate and long-term decision making; and fulfillment of critical customer expectations. Topics include logistics/SCM strategy and tactics; process selection; design and analysis; location selection; scheduling and sequencing; lean operating systems; quality control; facility and work design; performance measurement; simulation, queuing, and supply chain models; project, inventory, and capacity planning; and related professional software packages.

Technical Track

IS 210 - Software Application Programming I (3 Credits)

Prerequisite: None

The ability to write software programs is a critical skill in the IS field. Students are introduced to the fundamental concepts and terms of computer science that are necessary to program software, with an emphasis on problem-solving and algorithm development. Concepts such as data types, control structures, modular organization, and object-oriented programming, using practical examples that highlight the design, implementation, and testing phases of programming, are explained. Important topics such as program documentation, input/output considerations, and information assurance are stressed. Students build several well-documented and well-designed integratable code modules to present in class.

IS 211 - Software Application Programming 2 (3 Credits)

Prerequisite: IS 210

This second course in programming further develops the skills gained in Software Application Programming 1 by incorporating object-oriented programming calls into functional and procedural code. Design is discussed in depth, and students are introduced to Graphical User Interface (GUI) applications and arrays. Additional programming topics include file input/output, inheritance, polymorphism, text processing, and wrapper classes. For the final project, students will create and present a working and deployed application that adheres to coding best practices and includes complete documentation.

IS 361 - Database Architecture and Programming (3 Credits)

Prerequisite: None

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

IS 362 - Data Acquisition and Management (Undergraduate) (3 Credits)

Prerequisite: IS 210 and IS 361

In a world where more and more data of increasing complexity and scope is being collected by organizations of all types, the ability to organize and manage this data is the first step toward extracting value from it. Students are introduced to key topics and techniques associated with database management, including the difference between data and information from a data-centric point of view; managing data with and without databases; computer and data security; data cleansing, fusing, and processing techniques; combining data from different sources/integration; storage techniques, including very large data sets; and database privacy and security issues. Hands-on experience is critical throughout. Students are required to build several databases by importing, cleaning, manipulating, storing, and securing complex datasets that contain multiple types of data. An emphasis on applying critical thinking and creativity to the design of efficient and effective management solutions is necessary.

IS 380 - Geographic Information Systems (3 Credits)

Prerequisite: IS 200 (or BUS 325 and CIS 101)

Modern Geographic Information Systems (GIS) have found their way into many aspects of everyday life, nested as they are on smartphones and PDAs and installed in automobiles. GIS applications are broad, from operations and logistics to marketing and

sales. In our personal lives, GIS is. These technologies allow users, from individuals to organizations, to visualize, question, analyze, and interpret the world and its underlying geographical processes. Students learn about the hardware, software, and processes incorporated into GIS. Various methods for interpreting and analyzing spatial data, including cartography, remote sensing, spatial statistics, and survey research are included. Case studies are used to expose students to real-world scenarios. Students also gain hands-on experience using open-source GIS platforms.

Bachelor of Science in Nursing

Academic Director: Margaret Reilly, DNS, APRN, CNE

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

Email Contact: Nursing@sps.cuny.edu

The Program

The online BS in Nursing (R.N. to B.S. in Nursing) program provides registered nurses with the academic credential necessary to help them advance in the field. Through the flexibility of online study, students of this program build on prior knowledge gained at the associate's degree level, and explore pressing issues related to today's changing global healthcare environment. The program is designed to assist students in developing intellectual curiosity and a spirit of inquiry essential to professional development.

Dedicated CUNY faculty and expert practitioners draw on the Essentials of Baccalaureate Education for Professional Nursing Practice by the American Association of Colleges of Nursing to help students develop and demonstrate competency in:

- Health assessment
- Leadership and management
- Nursing research
- Care of culturally diverse populations
- Global Health and policy issues

By building on prior learning, the curriculum prepares associate's degree and diploma nurses for the increasingly complex and varied roles that they will be expected to assume. These include:

- Providing a safe environment for the delivery of care;
- Practicing nursing through a humanitarian, altruistic and philanthropic lens;
- Communicating effectively;
- Making sound clinical judgment;
- Working with an interdisciplinary team, including clients, families and other stakeholders; and,
- Effectively managing patient care to ensure best possible healthcare outcomes.

Admission Criteria

In addition to the admission criteria for undergraduate degree programs, applicants to the online Bachelor's Degree in Nursing program must meet the following criteria:

- Associate's degree in nursing from the City University of New York or from a non-CUNY regional or nationally accredited credit-granting institution with an overall GPA of 3.0 or higher on a 4.0 scale.

- Nurses who hold a nursing diploma from a non-credit granting institution may also apply. Diploma applicants will be awarded 36 credits for their nursing education, if they have passed the NCLEX-RN and have an NYS RN license to practice, and will be required to complete 84 credits of coursework to be awarded the BS in Nursing degree.
- Current licensure in New York State as a Registered Professional Nurse, or eligibility to sit for the National Council Licensure Examination - RN (NCLEX-RN) - in New York State. Students who do not currently hold an RN license may apply to the program in the last semester of their pre-licensure program in anticipation of licensure. Unlicensed students who meet the eligibility criteria will be admitted on a case by case basis and will be required to obtain their RN license before beginning their second term in the program.

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

Program Requirements

120 credits are required for the online Bachelor's Degree program in Nursing, broken down as follows:

General Education

30 credits General Education required (12 credits common core, 18 credits flexible core). Some of these will be transfer credits from students' associate's degree programs.

AAS Nursing Credits

A minimum of 30 nursing credits transferred in from the students' associates or diploma degrees. In most cases students will transfer in 45 or more credits.

BS Requirements

- 9 credits non-nursing courses
- 30 credits nursing courses (includes 6 credits from the SPS College Option Core)
 - Clinical Practice Experiences - among the 27 credits in nursing courses there are two courses that require a clinical component:
 - NURS 303 - requires 1 clinical credit or 45 hours. Clinical arrangements will be coordinated locally by the academic director.
 - NURS 499 - Nursing Capstone Course (clinical) requires 2 clinical credits or 90 hours that are factored into a capstone project. Clinical experiences can be developed locally with an approved preceptor of your choice.

Electives

The number of credits students will be required to take will be dependent on the credits transferred from their associate's degree programs.

Notes:

1. **The program of study must be completed within five (5) calendar years after admission, or students will need to re-apply to the program.**
2. **A minimum grade of a C is required in all courses in the Nursing major. A student may not progress to the next course in the sequence without having a C in the prerequisite course.**

Required Courses

BIO 310 - Pathophysiology and Pharmacology (3 Credits)

Prerequisite: BIO 200

This course combines the study of human disease processes and treatments. The etiology and pathogenesis of diseases are discussed along with the application of diagnostic procedures and patient care. The pathology and underlying principles of the human systems are presented, along with characteristics of typical drugs, side effects, cautions, and interactions.

CHEM 101 - General Chemistry (3 Credits)

Prerequisite: None

General Chemistry is designed to provide students with a solid foundation in the principles of chemistry. The course covers the following topics: Scientific Notation and the Metric System, Atomic Structure, The Periodic Table, Bonding, Phases of Matter, The Mole, Solutions, and Acid and Bases. The focus is on critical thinking in the application of basic chemistry principles. The course will include a lab component.

MATH 215 - Introduction to Statistics (3 Credits)

Prerequisite: None

Introduces the basic principles of statistics and probability, with an emphasis on understanding the underlying concepts, real-world applications, and the underlying story that the numbers tell. Uses Microsoft Excel's statistical functions to analyze data. Provides an introduction to probability, descriptive statistics, hypothesis testing, and inferential statistics.

NURS 300 - Transition to Professional Nursing (3 Credits)

Prerequisite: None

This course introduces students to the structure of the discipline of nursing, selected theoretical and conceptual models and their application to nursing practice, research, and education as a foundation for socialization/re-socialization into the professional nursing practice. With the current emphasis on quality health care and evidence-based-nursing practice, it is every nurse's responsibility to ensure that one's practice is competent, safe, meets legal/ethical standards; and is evidence-based. This course focuses on the transition from AAS nursing student to Baccalaureate registered professional nurse.

NURS 301 - Health Assessment and Promotion in Nursing Practice within Culturally Diverse Populations (3 Credits)

Pre- or Co-requisite: NURS 300

This course is designed to assist the professional nurse to further develop interviewing skills and physical assessment skills which will be used in working with patient populations, including multicultural groups. Students will interview and assess individuals and analyze assessment data which they will then compare and contrast to normal findings to determine specific health care needs. Emphasis will be placed on patients' cultural considerations and access to care in their community.

Note: This course includes a \$160 Materials Fee to cover the cost of health assessment testing with standardized patients at the New York SIM center.

NURS 302 - Health Teaching in Diverse Cultures (3 Credits)

Prerequisite: Pre or Co-Requisite NURS 300

This course is designed to explore the role of the professional nurse as an educator for a population with a specific health problem within a community. Education theory, evidence-based teaching strategies, and the use of appropriate interventions for culturally diverse or at risk populations will be discussed. A teaching plan will be developed using a patient population of the student's choice.

NURS 303 - Caring for Patients, Including Diverse Populations, in their Communities (4 Credits)

Prerequisite: NURS 301; Pre- or Corequisite: NURS 302

This course develops the role of the professional nurse in the community setting. Major focus will be the need to collaborate with other health team members within the community to build healthy communities. The challenges of emerging health issues as well as access to care for vulnerable populations and advocacy for the patient in this setting will also be discussed.

NURS 313 - Nursing Informatics (3 Credits)

Prerequisite: None

This course combines knowledge and skills from nursing science, computer science, and information science in the practice of nursing. Major topics focus on informatics concepts and communications that are most critical to therapeutic nursing interventions. The course assignments will familiarize students with both the theoretical concepts and the practical application of the scholarship of nursing informatics in health care management and/or health services delivery. Students will analyze an actual nursing information system and consider how to ensure privacy of patient information.

NURS 350 - Principles of Nursing Research (3 Credits)

Prerequisite: MATH 215

This course focuses on the development of skills needed to analyze and critique nursing research literature. The course is designed to develop an appreciation of research as the foundation for evidence-based practice. It provides students with a conceptual basis to both interpret and evaluate research for evidence-based practice. Methodologies are used that facilitate the analysis of research relevant to the student's area of clinical interest and expertise.

NURS 461 - Global Health and Policy Issues: A Nursing Perspective (3 Credits)

Prerequisite: NURS 303

This course will enhance students' knowledge of the ongoing changes in health care and policy development including discussion and analysis of issues related to health care around the world. Discussion will be related to health care access, disparities, and human rights. The course will look at ways of promoting access, especially for the most vulnerable individuals and groups in society. Global nursing outreach organizations will also be explored.

NURS 499 - Leadership and Management in Healthcare Capstone Course (clinical) (5 Credits)

Prerequisite: NURS 303 and NURS 350

This course explores principles of organizations, leadership and management related to Nursing. Skills necessary to facilitate group dynamics and personnel management are addressed, and quality control models are examined. Emphasis is on the coordination of care for patients and health care personnel. Students will have the opportunity to learn a variety of management methodologies. Discussion will focus on current issues and their potential impact on nursing practice. The 90-hour capstone project provides the students an opportunity to reflect and synthesize Baccalaureate of Science in nursing practice, interdisciplinary collaboration, and development of a quality improvement proposal.

Elective Courses

NURS 312 - Introduction to Palliative Care (3 Credits)

Prerequisite: None

This course introduces concepts and principles of palliative care for patients who are experiencing life threatening or chronic illness. A holistic approach incorporating social, emotional, spiritual physical and cultural dimensions will be considered to direct patient and family- centered care. Assessment and management of patient and family needs will be explored in a variety of palliative care settings, including acute care, community, long-term care and hospice. The needs of underserved and vulnerable populations will be highlighted. National trends, quality indicators, policy and reimbursement affecting healthcare are viewed from the context of palliative care delivery. In addition, a focus on legal and ethical issues related to palliative care and end-of-life care will be addressed.

NURS 314 - Case Management in Health and Human Services (3 Credits)

Prerequisite: None

Case management is a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet the client's health and human service needs. It is characterized by advocacy, communication, and resource management and promotes quality and cost-effective interventions and outcomes. In this course students will learn the essentials of case management and develop skills necessary to become an effective case manager.

NURS 331 - Health Issues in Aging, Longevity and Chronic Healthcare (3 Credits)

Prerequisite: None

This course focuses on content specific to the dynamics of aging, theories of aging and nursing interventions for health promotion and improvement of quality of life for older adults. Social, emotional, spiritual and physical aspects of aging will be explored.

NURS 399 - Guided Independent Study (1-3 Credits)

Prerequisite: NURS 301

Under the guidance of a nursing faculty member, students will explore a nursing problem or a question or topic of interest. Students are expected to submit a proposal for approval, including:

1. problem/question identification;
2. delineation of goals to be achieved;
3. description of methodology; and
4. completion of a final product (such as a term paper, project, or audiovisual production).

NURS 451 - Leadership and Management in Healthcare (3 Credits)

Prerequisite: NURS 302

This course explores principles of organizations, leadership and management related to nursing. Skills necessary to facilitate group dynamics and personnel management are addressed, and quality control models are examined. Emphasis is on the coordination of care for patients and health care personnel. Students will have the opportunity to learn a variety of management methodologies. Discussion will focus on current issues and their potential impact on nursing practice.

Nursing - Dual RN to BS/MS in Nursing Education

Academic Director: Margaret Reilly, DNS, APRN, CNE

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

Email Contact: Nursing@sps.cuny.edu

The Program

The dual RN to BS/MS in Nursing Education program provides registered nurses the opportunity to complete all of the requirements for both the BS in Nursing and MS in Nursing Education in a shortened amount of time. To accomplish this, several BS level courses will be satisfied through the more advanced M.S. coursework, which includes all essential content, but with an expanded approach.

The BS/MS in Nursing Education prepares nurse educators who understand and are able to convey the complexity of delivering quality healthcare, the increasing knowledge required for nursing practice, and the importance of evidenced-based nursing practice. Student learn to:

- Manage accreditation, national, and state standards
- Adapt education strategies for diverse learners
- Develop curricula focused on changing healthcare systems
- Prepare students and graduates of entry-level nursing education programs and nursing staff in clinical facilities to function in expected RN roles

The program will culminate with a practicum, which will include a clinical placement that will be either in an undergraduate (generic and/or RN-BS) nursing education program or with a Nurse Educator in a clinical facility- dependent on the student's preference.

Progression and Retention

All students will maintain a 3.0 overall GPA per semester and at graduation. To ensure this criteria is met, a minimum grade of "B" is required in all courses Nursing major courses. Students earning less than a "B" grade in a Nursing course may repeat the course one time and must attain a grade of "B" or better. A second earned grade of less than "B" in any Nursing Program Course will result in dismissal from the program.

Accreditation - This program is accredited by the NYSED

Admission Criteria

- Hold an Associate in nursing degree from an accredited college or university, accredited nursing program;
- Hold an unencumbered nursing license and a current registration. Current unencumbered RN licensure and registration will be verified at the time of admission by the college Admissions Office and again prior to the start of clinical practicums.
- Demonstrate the potential to successfully pursue graduate study through an admission essay highlighting education and career achievements. Essay to include specific examples of problem solving while working in the practice setting, leadership experience at the bedside or in other settings, and professional and community awards.
- Submit three letters of recommendation, one from a Master's or doctoral prepared faculty, one from a nurse leader who was an immediate supervisor and/or clinical instructor, and one from a community leader;
- Description of an evidence-based practice project that was completed in nursing school or in the practice setting; and,
- Submit a resume.

Program Requirements

150 Credits are required for the online Dual B.S/M.S in Nursing, broken down as follows:

- General Education: 30 credits required (12 credits common core, 18 credits flexible core). *Some of these will be transfer credits from students' associate's degree programs.*
- A.A.S. in Nursing: **A minimum of 30 nursing credits transferred in from the students' associates or diploma degrees. In most cases students will transfer in 45 or more Nursing credits.**
- Nursing Core Coursework:
 - 30 credits undergraduate
 - 27 credits graduate
- Nursing Area Coursework: 15 credits
- Electives
 - Undergraduate: 15 credits of free electives
 - Graduate: 3 credits. To satisfy the elective, students may take a course in a specialization area other than the one they are enrolled in, or they may select, in consultation with an academic advisor, a course from another program offered by CUNY SPS (e.g., MA in Disability Studies or the MA in Psychology).

Core Nursing Coursework

Undergraduate Level Courses

BIO 310 - Pathophysiology and Pharmacology (3 Credits)

Prerequisite: BIO 200

This course combines the study of human disease processes and treatments. The etiology and pathogenesis of diseases are discussed along with the application of diagnostic procedures and patient care. The pathology and underlying principles of the human systems are presented, along with characteristics of typical drugs, side effects, cautions, and interactions.

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Prerequisite: Pre or Co-Requisite NURS 300

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NURS 303 - Caring for Patients, Including Diverse Populations, in their Communities (4 Credits)

Prerequisite: NURS 301; Pre- or Corequisite: NURS 302

This course develops the role of the professional nurse in the community setting. Major focus will be the need to collaborate with other health team members within the community to build healthy communities. The challenges of emerging health issues as well as access to care for vulnerable populations and advocacy for the patient in this setting will also be discussed.

NURS 461 - Global Health and Policy Issues: A Nursing Perspective (3 Credits)

Prerequisite: NURS 303

This course will enhance students' knowledge of the ongoing changes in health care and policy development including discussion and analysis of issues related to health care around the world. Discussion will be related to health care access, disparities, and human rights. The course will look at ways of promoting access, especially for the most vulnerable individuals and groups in society. Global nursing outreach organizations will also be explored.

NURS 499 - Leadership and Management in Healthcare Capstone Course (clinical) (5 Credits)

Prerequisite: NURS 303 and NURS 350

This course explores principles of organizations, leadership and management related to Nursing. Skills necessary to facilitate group dynamics and personnel management are addressed, and quality control models are examined. Emphasis is on the coordination of care for patients and health care personnel. Students will have the opportunity to learn a variety of management methodologies. Discussion will focus on current issues and their potential impact on nursing practice. The 90-hour capstone project provides the students an opportunity to reflect and synthesize Baccalaureate of Science in nursing practice, interdisciplinary collaboration, and development of a quality improvement proposal.

Graduate Level Courses

NURS 600 - Policy and Ethics in Nursing (3 Credits)

Prerequisite: None

This course explores nursing and public policy formation in relation to healthcare systems organization, financing, regulation, ethics, and delivery of services within a global society. Political structures and social forces that shape advanced practice nursing and healthcare delivery will be examined. The need to understand healthcare policies that frame healthcare financing, practice regulation, access, safety, quality, and efficacy will be emphasized. Ethics related to the use of social media, technology, and diverse cultures and lifestyles as well as the advocacy role of nurses in critical decision-making will be discussed.

NURS 601 - Nursing Theory and Role Development (3 Credits)

Prerequisite: None

This course provides the student with the opportunity to examine the nature of scientific explanation and inquiry including historical evolution of knowledge in nursing science and deductive and inductive approaches to theory development. The emphasis is on the critical evaluation of extant theories, concepts and models including testability and utility. Focus is on the present state of theory development and role development in nursing with exploration of future directions.

NURS 602 - Healthcare Finance and Management (3 Credits)

Prerequisite: None

This course provides an introduction to basic financial and accounting concepts relating to healthcare management. Planning, budgeting, analyzing financial statements and balance sheets will be discussed from the perspective of the impact on patient populations, units, and organizations within the nurse manager's role. Additionally, compliance with regulatory standards and third party reimbursement issues and the impact of the SCOTUS decision and the Affordable Care Act will be addressed.

NURS 611 - Advanced Practice Health Assessment (3 Credits)

Prerequisite: An undergraduate health assessment course

This course builds upon basic health assessment skills and provides the learner with the theoretical and clinical reasoning basis for assessment and diagnostic reasoning in advanced nursing practice across the lifespan. Emphasis is on the acquisition and analysis of relevant data for development of a comprehensive and holistic assessment. Concepts, theories and research on human development, anticipatory guidance, prevention and early detection of risk factors and disease are emphasized. Critical thinking, diagnostic reasoning and communication skills are developed through practice with case guided vignettes and simulated practice experiences. Assessment of functional and mental health status will be addressed. An overview of population care management, inclusive of socioeconomic and cultural determinants of health outcomes as well as examination of evidenced based strategies within the context of advanced practice will be provided.

NURS 612 - Advanced Practice Pathophysiology (3 Credits)

Prerequisite: An undergraduate Pathophysiology course

This course focuses on alterations of various physiological systems and pathophysiology of frequently encountered primary care conditions across the life span and special populations. In-depth case analysis of risk factors, pathophysiological changes, and associated clusters of signs and symptoms will be explored. Pathophysiological theories and evidence-based research as a basis for advanced practice nursing is integral in this course.

NURS 613 - Advanced Practice Pharmacology (3 Credits)

Prerequisite: None

This course focuses on the role of advanced practice nurses in applying pharmacotherapeutics to the management of health and illness in populations at risk for morbidity and mortality. Students acquire advanced knowledge as a foundation for prescribing and monitoring pharmaceutical and alternative therapeutic agents. Emphasis is placed on synthesis of pharmacokinetic and pharmacodynamic principles for the prevention and treatment of acute and chronic illnesses. Evidence-based outcomes, consensus guidelines, and research studies are critiqued.

NURS 615 - Advanced Nursing Informatics (3 Credits)

Prerequisites: None

This course provides an overview of nursing informatics for the advanced practice nurse. Focus is on current trends and issues in using, designing, and managing data within healthcare systems and/or academic settings. Emphasis is on the use of information systems/technology to evaluate programs of care, outcomes of care, and care systems to inform quality improvement. Selection and evaluation of information systems and related ethical, regulatory, and legal issues will be explored.

NURS 626 - Advanced Nursing Research (3 Credits)

Prerequisite: PSY 625

This course focuses on the conduct of nursing research with an emphasis on the connection to evidence-based practice, quality improvement, and the use of aggregate data. Students will be engaged in evaluating the pros and cons of the different research approaches and in exploring various data-collection methods available in the field. Students will become skilled consumers and critics of empirical nursing research across a wide range of methodologies and substantive fields; develop research questions and relevant research designs; and gain experience in the collection and analysis of data.

PSY 625 - Advanced Statistics (3 Credits)

Prerequisite(s): None

This course is designed to prepare students to conduct advanced statistical analyses in the social sciences. Students will become familiar with the major ideas of probability and statistics, including procedures related to hypothesis testing. Topics include, among others, descriptive statistics, normal distribution, *t*-tests, correlation and regression, probability distribution and linear regression. At the end of the course students are expected to master both the conceptual as well as practical approaches to statistics. Students will apply and practice their knowledge of statistics through assignments that require use of statistical software.

Nursing Education Courses

NURS 610 - Nursing Curriculum and Program Planning (3 Credits)

Prerequisite: NURS 601

This course is an exploration of the theories and procedures of educational program and course development applied to nursing education. The course includes philosophical values, educational concepts, and theories of learning used to link nursing education to standards of nursing practice. This course will guide students to develop curriculum plans congruent with healthcare needs and accreditation standards. Additionally, curriculum development of continuing education programs, projects, capstones, etc. which are becoming more and more integral in the education and molding of a nurse educator will be explored.

NURS 620 - Pedagogical Strategies and Best Practices in Nursing Education (3 Credits)

Prerequisite: NURS 601

This course presents various teaching strategies associated with critical thinking in classroom and clinical settings. Students will plan, develop, implement, and evaluate active classroom, simulated and/or clinical instruction. A focus on engaging diverse learners will be included. Innovative pedagogy, e.g., simulation, virtual worlds, flipped classrooms, and distance education variations, will be explored.

NURS 630 - Measurement and Evaluation in Nursing Education (3 Credits)

Prerequisite: PSY 625

This course provides an analysis of theories of measurement and evaluation as they relate to nursing education in schools of nursing and healthcare agencies. Measurement and evaluation techniques appropriate for classroom and clinical nursing are studied; their strengths and limitations are assessed. Total program evaluation relevant for accreditation and ethical, legal and social issues are analyzed.

NURS 639 - Nursing Education Practicum (6 Credits)

Prerequisites: NURS 620

This course will provide each student with a practicum experience in a Nursing education program. Students will participate in direct teaching as well as participating in curriculum and faculty meetings; meeting accreditation standards; evaluating curriculum design; and student advisement. Course work will focus on the expected faculty roles of teaching, research, and scholarship. This course will include a 135 hour total practicum experience in addition to the course work as well as a required thesis/ scholarly project that demonstrates that the student has synthesized skills that positively influences nursing education,

patient outcomes, or contributes to nursing research. The purpose of the practicum is to foster the integration of nursing education theory courses and the role of a nurse educator. The student is partnered with a skilled nurse educator; collaboratively develops goals for the experience; and assumes the NLN role competencies for nursing education.

Electives

- Graduate or Undergraduate Free Electives- 15 Credits
- Graduate Level Nursing Elective- 3 Credits

Nursing - Dual RN to BS/MS in Nursing Organizational Leadership

Academic Director: Margaret Reilly, DNS, APRN, CNE

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

Email Contact: Nursing@sps.cuny.edu

The Program

The dual RN to BS/MS in Nursing Organizational Leadership program provides registered nurses the opportunity to complete all of the requirements for both the BS in Nursing and MS in Nursing Organizational Leadership in a shortened amount of time. To accomplish this, several BS level courses will be satisfied through the more advanced MS coursework, which includes all essential content, but with an expanded approach.

The BS/MS in Nursing Organizational Leadership program prepares graduate to become effective team members, and assume positions of leadership that will contribute to the health, education, and social structure of communities. Students learn to:

- Initiate and maintain effective working relationships
- Lead change to improve patient outcomes.
- Promote evidenced-based nursing research and practice.
- Build and lead collaborative interprofessional healthcare teams.
- Manage organizations providing care coordination

The program will culminate with a practicum, which will include a clinical placement in a hospital, long term care or community facility.

Progression and Retention

All students will maintain a 3.0 overall GPA per semester and at graduation. To ensure this criteria is met, a minimum grade of "B" is required in all courses Nursing major courses. Students earning less than a "B" grade in a Nursing course may repeat the course one time and must attain a grade of "B" or better. A second earned grade of less than "B" in any Nursing Program Course will result in dismissal from the program.

Accreditation - This program is accredited by the NYSED

Admission Criteria

- Hold an Associate in nursing degree from an accredited college or university, accredited nursing program;
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- Submit three letters of recommendation, one from a Master's or doctoral prepared faculty, one from a nurse leader who was an immediate supervisor and/or clinical instructor, and one from a community leader;
- Description of an evidence-based practice project that was completed in nursing school or in the practice setting; and,
- Submit a resume.

Program Requirements

150 Credits are required for the online Dual B.S/M.S in Nursing, broken down as follows:

- General Education: 30 credits required (12 credits common core, 18 credits flexible core). *Some of these will be transfer credits from students' associate's degree programs.*
- A.A.S. in Nursing: **A minimum of 30 nursing credits transferred in from the students' associates or diploma degrees. In most cases students will transfer in 45 or more Nursing credits.**
- Nursing Core Coursework:
 - 30 credits undergraduate
 - 27 credits graduate
- Nursing Area Coursework: 15 credits
- Electives
 - Undergraduate: 15 credits of free electives
 - Graduate: 3 credits. To satisfy the elective, students may take a course in a specialization area other than the one they are enrolled in, or they may select, in consultation with an academic advisor, a course from another program offered by CUNY SPS (e.g., MA in Disability Studies or the MA in Psychology).

Core Nursing Coursework

Undergraduate Level Courses

BIO 310 - Pathophysiology and Pharmacology (3 Credits)

Prerequisite: BIO 200

This course combines the study of human disease processes and treatments. The etiology and pathogenesis of diseases are discussed along with the application of diagnostic procedures and patient care. The pathology and underlying principles of the human systems are presented, along with characteristics of typical drugs, side effects, cautions, and interactions.

CHEM 101 - General Chemistry (3 Credits)

Prerequisite: None

General Chemistry is designed to provide students with a solid foundation in the principles of chemistry. The course covers the following topics: Scientific Notation and the Metric System, Atomic Structure, The Periodic Table, Bonding, Phases of Matter,

The Mole, Solutions, and Acid and Bases. The focus is on critical thinking in the application of basic chemistry principles. The course will include a lab component.

MATH 215 - Introduction to Statistics (3 Credits)

Prerequisite: None

Introduces the basic principles of statistics and probability, with an emphasis on understanding the underlying concepts, real-world applications, and the underlying story that the numbers tell. Uses Microsoft Excel's statistical functions to analyze data. Provides an introduction to probability, descriptive statistics, hypothesis testing, and inferential statistics.

NURS 300 - Transition to Professional Nursing (3 Credits)

Prerequisite: None

This course introduces students to the structure of the discipline of nursing, selected theoretical and conceptual models and their application to nursing practice, research, and education as a foundation for socialization/re-socialization into the professional nursing practice. With the current emphasis on quality health care and evidence-based-nursing practice, it is every nurse's responsibility to ensure that one's practice is competent, safe, meets legal/ethical standards; and is evidence-based. This course focuses on the transition from AAS nursing student to Baccalaureate registered professional nurse.

NURS 301 - Health Assessment and Promotion in Nursing Practice within Culturally Diverse Populations (3 Credits)

Pre- or Co-requisite: NURS 300

This course is designed to assist the professional nurse to further develop interviewing skills and physical assessment skills which will be used in working with patient populations, including multicultural groups. Students will interview and assess individuals and analyze assessment data which they will then compare and contrast to normal findings to determine specific health care needs. Emphasis will be placed on patients' cultural considerations and access to care in their community.

Note: This course includes a \$160 Materials Fee to cover the cost of health assessment testing with standardized patients at the New York SIM center.

NURS 302 - Health Teaching in Diverse Cultures (3 Credits)

Prerequisite: Pre or Co-Requisite NURS 300

This course is designed to explore the role of the professional nurse as an educator for a population with a specific health problem within a community. Education theory, evidence-based teaching strategies, and the use of appropriate interventions for culturally diverse or at risk populations will be discussed. A teaching plan will be developed using a patient population of the student's choice.

NURS 303 - Caring for Patients, Including Diverse Populations, in their Communities (4 Credits)

Prerequisite: NURS 301; Pre- or Corequisite: NURS 302

This course develops the role of the professional nurse in the community setting. Major focus will be the need to collaborate with other health team members within the community to build healthy communities. The challenges of emerging health issues as well as access to care for vulnerable populations and advocacy for the patient in this setting will also be discussed.

NURS 461 - Global Health and Policy Issues: A Nursing Perspective (3 Credits)

Prerequisite: NURS 303

This course will enhance students' knowledge of the ongoing changes in health care and policy development including discussion and analysis of issues related to health care around the world. Discussion will be related to health care access, disparities, and human rights. The course will look at ways of promoting access, especially for the most vulnerable individuals and groups in society. Global nursing outreach organizations will also be explored.

NURS 499 - Leadership and Management in Healthcare Capstone Course (clinical) (5 Credits)

Prerequisite: NURS 303 and NURS 350

This course explores principles of organizations, leadership and management related to Nursing. Skills necessary to facilitate group dynamics and personnel management are addressed, and quality control models are examined. Emphasis is on the coordination of care for patients and health care personnel. Students will have the opportunity to learn a variety of management methodologies. Discussion will focus on current issues and their potential impact on nursing practice. The 90-hour capstone project provides the students an opportunity to reflect and synthesize Baccalaureate of Science in nursing practice, interdisciplinary collaboration, and development of a quality improvement proposal.

Graduate Level Courses

NURS 600 - Policy and Ethics in Nursing (3 Credits)

Prerequisite: None

This course explores nursing and public policy formation in relation to healthcare systems organization, financing, regulation, ethics, and delivery of services within a global society. Political structures and social forces that shape advanced practice nursing and healthcare delivery will be examined. The need to understand healthcare policies that frame healthcare financing, practice regulation, access, safety, quality, and efficacy will be emphasized. Ethics related to the use of social media, technology, and diverse cultures and lifestyles as well as the advocacy role of nurses in critical decision-making will be discussed.

NURS 601 - Nursing Theory and Role Development (3 Credits)

Prerequisite: None

This course provides the student with the opportunity to examine the nature of scientific explanation and inquiry including historical evolution of knowledge in nursing science and deductive and inductive approaches to theory development. The emphasis is on the critical evaluation of extant theories, concepts and models including testability and utility. Focus is on the present state of theory development and role development in nursing with exploration of future directions.

NURS 602 - Healthcare Finance and Management (3 Credits)

Prerequisite: None

This course provides an introduction to basic financial and accounting concepts relating to healthcare management. Planning, budgeting, analyzing financial statements and balance sheets will be discussed from the perspective of the impact on patient populations, units, and organizations within the nurse manager's role. Additionally, compliance with regulatory standards and third party reimbursement issues and the impact of the SCOTUS decision and the Affordable Care Act will be addressed.

NURS 611 - Advanced Practice Health Assessment (3 Credits)

Prerequisite: An undergraduate health assessment course

This course builds upon basic health assessment skills and provides the learner with the theoretical and clinical reasoning basis for assessment and diagnostic reasoning in advanced nursing practice across the lifespan. Emphasis is on the acquisition and analysis of relevant data for development of a comprehensive and holistic assessment. Concepts, theories and research on human development, anticipatory guidance, prevention and early detection of risk factors and disease are emphasized. Critical thinking, diagnostic reasoning and communication skills are developed through practice with case guided vignettes and simulated practice experiences. Assessment of functional and mental health status will be addressed. An overview of population care management, inclusive of socioeconomic and cultural determinants of health outcomes as well as examination of evidenced based strategies within the context of advanced practice will be provided.

NURS 612 - Advanced Practice Pathophysiology (3 Credits)

Prerequisite: An undergraduate Pathophysiology course

This course focuses on alterations of various physiological systems and pathophysiology of frequently encountered primary care conditions across the life span and special populations. In-depth case analysis of risk factors, pathophysiological changes, and associated clusters of signs and symptoms will be explored. Pathophysiological theories and evidence-based research as a basis for advanced practice nursing is integral in this course.

NURS 613 - Advanced Practice Pharmacology (3 Credits)

Prerequisite: None

This course focuses on the role of advanced practice nurses in applying pharmacotherapeutics to the management of health and illness in populations at risk for morbidity and mortality. Students acquire advanced knowledge as a foundation for prescribing and monitoring pharmaceutical and alternative therapeutic agents. Emphasis is placed on synthesis of pharmacokinetic and pharmacodynamic principles for the prevention and treatment of acute and chronic illnesses. Evidence-based outcomes, consensus guidelines, and research studies are critiqued.

NURS 615 - Advanced Nursing Informatics (3 Credits)

Prerequisites: None

This course provides an overview of nursing informatics for the advanced practice nurse. Focus is on current trends and issues in using, designing, and managing data within healthcare systems and/or academic settings. Emphasis is on the use of information systems/technology to evaluate programs of care, outcomes of care, and care systems to inform quality improvement. Selection and evaluation of information systems and related ethical, regulatory, and legal issues will be explored.

NURS 626 - Advanced Nursing Research (3 Credits)

Prerequisite: PSY 625

This course focuses on the conduct of nursing research with an emphasis on the connection to evidence-based practice, quality improvement, and the use of aggregate data. Students will be engaged in evaluating the pros and cons of the different research approaches and in exploring various data-collection methods available in the field. Students will become skilled consumers and critics of empirical nursing research across a wide range of methodologies and substantive fields; develop research questions and relevant research designs; and gain experience in the collection and analysis of data.

PSY 625 - Advanced Statistics (3 Credits)

Prerequisite(s): None

This course is designed to prepare students to conduct advanced statistical analyses in the social sciences. Students will become familiar with the major ideas of probability and statistics, including procedures related to hypothesis testing. Topics include, among others, descriptive statistics, normal distribution, *t*-tests, correlation and regression, probability distribution and linear regression. At the end of the course students are expected to master both the conceptual as well as practical approaches to statistics. Students will apply and practice their knowledge of statistics through assignments that require use of statistical software.

Electives

- Graduate or Undergraduate Free Electives- 15 Credits
- Graduate Level Nursing Elective- 3 Credits

Nursing Organizational Leadership Courses

NURS 621 - Leading and Managing Health Care Disparities and Underserved Populations (3 Credits)

Prerequisite: NURS 611

This course examines theories of health care disparities and the impact on health care. A variety of theoretical models will be examined for their value in understanding health behavior change. Their relevance for changing particular behaviors in various ethnic populations will be challenged. New theories related to diversity of racial and ethnic communities and selected nursing theories that attempt to understand the inequities in healthcare practice and health status will be explored. Students will be expected to conduct population assessments and propose healthcare models that will facilitate access, quality, and cost-efficient care to the underserved populations that can diminish the preponderance of healthcare disparities. Strategies to identify and collaborate with key community leaders and stakeholders, including private, government and NGOs to facilitate the delivery of care to these underserved populations will be analyzed. This course will also introduce the redesign of healthcare providers' roles and responsibilities recommended in the Future of Nursing report.

NURS 622 - Nursing Quality and Safety Strategic Planning (3 Credits)

Prerequisite: None

This course will introduce students to the role of nursing leaders in the planned process of developing an organization to ensure the optimal level of performance as measured by effectiveness, productivity, health, quality and safety. Quality and safety are central concepts in this course and are considered from both the operational and strategic planning perspective. A nursing unit operating budget is examined in detail. Additional topics covered include zero based budgeting, cost estimation and forecasting,

break-even analysis, performance budgeting, flexible budget variance analysis and capital budgeting. Healthcare examples and applications are used throughout all parts of the organization. Strategic planning for healthcare organizations is emphasized.

NURS 623 - Transformational Nursing Leadership in Community, Regulatory, and Healthcare Organizations (3 Credits)

Prerequisite: None

In this course, students discuss the basis for effective leadership in nursing and in the US healthcare environment, strategic planning, operational management, national healthcare regulatory agencies and the challenges healthcare leaders face now and in the future. This course explores the application of behavioral sciences to human resource management in healthcare. Theories and approaches to leadership will be compared along with the impact of these theories and roles on the organization. Key elements to becoming an effective transformational leader will be explored. The emphasis of this course is on examining, conducting, and evaluating competency-based and culturally competent nursing administrative practices in the management of human resources. Based on criteria from ANA Scope and Standards for Nurse Administrators, Code of Ethics, and national healthcare agency accreditation, the student uses relevant theoretical and evidence-based research to address issues related to the restructuring of the healthcare environment, hiring, employment, labor relations, employee assistance, and problems of harassment, discrimination, workplace violence, nursing staff turnover, and advocating for the well-being of nurses in multicultural and diverse healthcare settings.

NURS 649 - Nursing Organizational Leadership Transforming Healthcare Practicum (6 Credits)

Prerequisite: NURS 623

This course is focused on advanced organizational leadership. Students prepare for leadership roles within healthcare systems, health related business organizations, community based organizations, and healthcare regulatory agencies. The course provides for a synthesis of advanced business skills, knowledge of healthcare, and highly developed communication skills to evaluate organizational dynamics, and performance. The Action Research Model, risk taking, strategic leadership, creativity, and systems theory provide the context for the educational exercises/course project. Each student will have a practicum experience in a community-based, healthcare organization, or healthcare regulatory agency setting. Students will determine patient needs; collaborate with inter-professionals to secure services; identify quality and safety issues; and evaluate plan effectiveness. This course will include a 135 hour total practicum experience in addition to the course work as well as a required thesis/ scholarly project that demonstrates that the student has synthesized skills that positively influences nursing practice, patient care, or contributes to nursing science. The purpose of the practicum is to focus on human resource management, and organization and systems theories. The student is partnered with an executive nursing organization leader; collaboratively develops goals for the experience; and assumes the AONE Nurse Executive competencies.

Nursing - Dual/Joint with Queensborough Community College (AAS to BS)

Academic Director: Margaret Reilly
CUNY School of Professional Studies
101 West 31st Street, 7th Floor
New York, NY 10001
Email Contact: Nursing@sps.cuny.edu

The Program

This dual/joint degree program in nursing with Queensborough Community College (QCC) and the CUNY SPS enables qualified students enrolled in the QCC AAS in Nursing program to seamlessly transition to the BS in Nursing at CUNY SPS. Students in this dual/joint program are guided in the selection of courses by an advisor in order to efficiently progress through the general education and nursing program requirements.

Admission Criteria

To be eligible for the CUNY SPS-QCC Dual/Joint Program, applicants must:

- Be enrolled at Queensborough Community College;
- Have completed a Pre-clinical sequence at QCC with a minimum grade point average of 3.0, and;
- Have taken the National League for Nursing Pre-admission RN exam.

Application Deadlines

The application process for the QCC-SPS Dual/Joint Program is initiated at the Nursing Department at Queensborough Community College. For more information, contact Tina Bayer at tbayer@qcc.cuny.edu or 718-631-6080, or visit QCC's website www.qcc.cuny.edu

Program Requirements

120 credits are required for the online Bachelor's Degree program in Nursing, broken down as follows:

- General Education: 30 credits required (12 credits common core, 18 credits flexible core)
- A.A.S. in Nursing: 45 credits. To view the requirements for the A.A.S. portion of this dual/joint program, visit the Queensborough Community College website.
- BS in Nursing
 - 32 credits from the major
 - 13 credits electives

BIO 310 - Pathophysiology and Pharmacology (3 Credits)

Prerequisite: BIO 200

This course combines the study of human disease processes and treatments. The etiology and pathogenesis of diseases are discussed along with the application of diagnostic procedures and patient care. The pathology and underlying principles of the human systems are presented, along with characteristics of typical drugs, side effects, cautions, and interactions.

CHEM 101 - General Chemistry (3 Credits)

Prerequisite: None

General Chemistry is designed to provide students with a solid foundation in the principles of chemistry. The course covers the following topics: Scientific Notation and the Metric System, Atomic Structure, The Periodic Table, Bonding, Phases of Matter, The Mole, Solutions, and Acid and Bases. The focus is on critical thinking in the application of basic chemistry principles. The course will include a lab component.

MATH 215 - Introduction to Statistics (3 Credits)

Prerequisite: None

Introduces the basic principles of statistics and probability, with an emphasis on understanding the underlying concepts, real-world applications, and the underlying story that the numbers tell. Uses Microsoft Excel's statistical functions to analyze data. Provides an introduction to probability, descriptive statistics, hypothesis testing, and inferential statistics.

NURS 300 - Transition to Professional Nursing (3 Credits)

Prerequisite: None

This course introduces students to the structure of the discipline of nursing, selected theoretical and conceptual models and their application to nursing practice, research, and education as a foundation for socialization/re-socialization into the professional nursing practice. With the current emphasis on quality health care and evidence-based-nursing practice, it is every nurse's responsibility to ensure that one's practice is competent, safe, meets legal/ethical standards; and is evidence-based. This course focuses on the transition from AAS nursing student to Baccalaureate registered professional nurse.

NURS 301 - Health Assessment and Promotion in Nursing Practice within Culturally Diverse Populations (3 Credits)

Pre- or Co-requisite: NURS 300

This course is designed to assist the professional nurse to further develop interviewing skills and physical assessment skills which will be used in working with patient populations, including multicultural groups. Students will interview and assess individuals and analyze assessment data which they will then compare and contrast to normal findings to determine specific health care needs. Emphasis will be placed on patients' cultural considerations and access to care in their community.

Note: This course includes a \$160 Materials Fee to cover the cost of health assessment testing with standardized patients at the New York SIM center.

NURS 302 - Health Teaching in Diverse Cultures (3 Credits)

Prerequisite: Pre or Co-Requisite NURS 300

This course is designed to explore the role of the professional nurse as an educator for a population with a specific health problem within a community. Education theory, evidence-based teaching strategies, and the use of appropriate interventions for culturally diverse or at risk populations will be discussed. A teaching plan will be developed using a patient population of the student's choice.

NURS 313 - Nursing Informatics (3 Credits)

Prerequisite: None

This course combines knowledge and skills from nursing science, computer science, and information science in the practice of nursing. Major topics focus on informatics concepts and communications that are most critical to therapeutic nursing interventions. The course assignments will familiarize students with both the theoretical concepts and the practical application of the scholarship of nursing informatics in health care management and/or health services delivery. Students will analyze an actual nursing information system and consider how to ensure privacy of patient information.

NURS 350 - Principles of Nursing Research (3 Credits)

Prerequisite: MATH 215

This course focuses on the development of skills needed to analyze and critique nursing research literature. The course is

designed to develop an appreciation of research as the foundation for evidence-based practice. It provides students with a conceptual basis to both interpret and evaluate research for evidence-based practice. Methodologies are used that facilitate the analysis of research relevant to the student's area of clinical interest and expertise.

NURS 461 - Global Health and Policy Issues: A Nursing Perspective (3 Credits)

Prerequisite: NURS 303

This course will enhance students' knowledge of the ongoing changes in health care and policy development including discussion and analysis of issues related to health care around the world. Discussion will be related to health care access, disparities, and human rights. The course will look at ways of promoting access, especially for the most vulnerable individuals and groups in society. Global nursing outreach organizations will also be explored.

NURS 499 - Leadership and Management in Healthcare Capstone Course (clinical) (5 Credits)

Prerequisite: NURS 303 and NURS 350

This course explores principles of organizations, leadership and management related to Nursing. Skills necessary to facilitate group dynamics and personnel management are addressed, and quality control models are examined. Emphasis is on the coordination of care for patients and health care personnel. Students will have the opportunity to learn a variety of management methodologies. Discussion will focus on current issues and their potential impact on nursing practice. The 90-hour capstone project provides the students an opportunity to reflect and synthesize Baccalaureate of Science in nursing practice, interdisciplinary collaboration, and development of a quality improvement proposal.

Graduate Degree

Master of Arts in Applied Theatre

Academic Director: Christopher Vine

CUNY School of Professional Studies

101 West 31st Street, 6th Floor

New York, NY 10001

Email Contact: appliedtheatre@sps.cuny.edu

The Program

The Master's Degree in Applied Theatre (M.A.), the first program of its kind in the United States, is a sequential, ensemble-based program for students interested in the use of theatre to address social and educational issues in a wide range of settings. The program stresses the unity of theory and practice, and is linked to the professional applied theatre work of the renowned CUNY Creative Arts Team (<http://www.creativeartsteam.org/>).

Applied theatre is a specialized field that uses theatre as a medium for education and social development. It involves the use of theatre and drama in a wide variety of non-traditional contexts and venues - in teaching, the justice system, healthcare, the political arena, community development, museums, social service agencies, and business and industry.

The goal of the program is to educate scholar-practitioners to become future leaders in the field of applied theatre. Students explore key theories in the fields of theatre, education, youth development, and community building, and acquire the skills and strategies necessary for creating and implementing the work.

Admission Criteria

In addition to the admission criteria for graduate degree programs, a background in appropriate theatre studies will be an advantage but not necessarily essential. Theatre experience, formal or informal, is expected.

Program Requirements

36 credits are required to complete the Master's Degree in Applied Theatre.

Required Courses

Students must complete 30 credits in the following courses:

APTH 601 - Theatre and Learning: Theories Seminar (3 Credits)

Prerequisite: None

This course runs concurrently with the core courses in the first two semesters. Students will use readings from selected texts to place the central strands of the program's course work in an historical context and understand the key artistic, educational, and cultural theories that inform them. They will address important dimensions of the work such as learning theory, research methodology, community development and multiculturalism.

Essential content will include:

- History of Theatre Movements, Theories, Theorists and Directors that have informed the development of Applied Theatre practice
- Human Development
- Learning Theories and Theorists
- Theatre-in-Education, Drama-in-Education and Creative Dramatics
- Dramatherapy and Psychodrama

APTH 602 - Community, Culture and Diversity: Theories Seminar (3 Credits)

Prerequisite: APTH 601

This course runs concurrently with the core courses in the first two semesters. Students will use readings from selected texts to place the central strands of the program's course work in an historical context and understand the key artistic, educational, and cultural theories that inform them. They will address important dimensions of the work such as learning theory, research methodology, community development and multiculturalism.

Essential content will include:

- Definitions of Community & Artist/Community Relationships
- Principles of Youth and Community Development
- Race and Culture
- Issues of Diversity and Multiculturalism

- Research Methods and Ethics
- Assessment and Evaluation

APTH 603 - Playbuilding: The Process of Creating Group-Based Original Theatre (3 Credits)

Prerequisite: None

This course examines alternative structures for devising original theatre productions in various settings with different populations, in accordance with asset-based youth and community development principles. Students will apply their skills through a course project and enjoy an opportunity to create original theatre by working with a selected community/group.

APTH 604 - Teaching through Theatre: The Theory and Practice of Theatre-in-Education (3 Credits)

Prerequisite: None

This course is designed to prepare students to devise and perform appropriate theatre-in-education (TIE) interventions by analyzing case studies, conducting field research and developing the skills necessary to the actor-teacher. Students will gain an historical perspective, a theoretical over-view and a practical grounding in the working practices of the TIE team. They will reflect on what contributes to a successful educational theatre experience and examine the requirements for building effective partnerships between actor-teachers and educators. As a final in-class assignment, students will develop and present their own TIE projects to an invited audience of young people.

APTH 610 - The Group Theatre Session (3 Credits)

Prerequisite: None

This course establishes the fundamental building blocks for group theatre processes that can be used both with untrained participants and professional actors. Its principle focus is how to establish an ensemble and begin to develop individual and group skills prior to embarking on a group performance project. The course will culminate with students planning and implementing their own sessions in the classroom working with an invited outside group.

APTH 611 - The Co-intentional Director (3 Credits)

Prerequisite: None

This course will develop actor-centered, collaborative approaches to leading creative teams and directing play texts. Although applied theatre is dependent on teamwork, both as a value and a practical necessity, this does not negate the need for the expertise and vision of the artistic leader. This class will examine the role of the director through the lens of a Freirean-based transformational pedagogy.

APTH 612 - An Introduction to Drama Conventions (3 Credits)

Prerequisite: None

This course introduces students to the key conventions in the drama-in-education canon such as the use of the still-image and role-play. It explores a variety of strategies that can be employed to apply them effectively for a wide range of groups in many different settings, both in and beyond the boundaries of formal educational institutions. Students will experiment with ways in

which to sequence activities in order to structure effective learning experiences and will become critically acquainted with the pedagogical principles on which they are founded.

APTH 620 - Theatre of the Oppressed: An Introduction to the Work of Augusto Boal (3 Credits)

Prerequisite: None

This course provides students with an overview of the theories and methods of the Brazilian popular theatre director and activist, Augusto Boal. It also examines the important influences that have informed his work, including his experiences under military dictatorship and the liberatory pedagogy of Paulo Freire. As the final in-class assignment, students will research, devise and present a Theatre of the Oppressed forum theatre performance.

APTH 690 - The Project Thesis Part I (3 Credits)

Prerequisite: None

The Project Thesis (Parts I & II) is the culminating capstone experience of the program. The course will be offered in two parts spanning the final two semesters. Working in small 'companies', students will research, create and implement an original piece of applied theatre. The written thesis accompanying the practical work will require each student to document the process, its goals and outcomes from her or his own perspective, to contextualize it in relation to its historical and cultural antecedents and to evaluate the experience, including personal lessons learned.

Before beginning the practical work of the Project Thesis, students will be required to submit a Project Proposal including a Review of Literature. The proposal will appraise the theories and main strands of thought they have encountered in the program to date, with particular reference to those most relevant to their project. They will also be expected to identify deficiencies in their knowledge and broaden their reading accordingly.

APTH 691 - The Project Thesis Part II (3 Credits)

Prerequisite: None

The Project Thesis (Parts I & II) is the culminating capstone experience of the program. The course will be offered in two parts spanning the final two semesters. Working in small 'companies', students will research, create and implement an original piece of applied theatre. The written thesis accompanying the practical work will require each student to document the process, its goals and outcomes from her or his own perspective, to contextualize it in relation to its historical and cultural antecedents and to evaluate the experience, including personal lessons learned.

Before beginning the practical work of the Project Thesis, students will be required to submit a Project Proposal including a Review of Literature. The proposal will appraise the theories and main strands of thought they have encountered in the program to date, with particular reference to those most relevant to their project. They will also be expected to identify deficiencies in their knowledge and broaden their reading accordingly.

Elective Courses

Students must also complete 6 credits from among the following courses:

APTH 613 - Creating Meaning through Community Drama: Making Theatre Based on a Community's Own Stories (3 Credits)

Prerequisite: None

This course is designed to prepare students to devise and perform appropriate, theatre-based community interventions based on the community's own stories. They will gain a theoretical and practical grounding in the study of community theatre processes through which practitioners work in, with and for a specific community. They will intervene using theatre strategies, to interrogate particular interests, problems or issues that the community wishes to share.

APTH 625 - Community Acts: Performances, Rituals and Celebrations (3 Credits)

Prerequisite: None

This course offers students the opportunity to explore the theory and practice of community-based theatre, cultural community development and civic engagement through the arts, working in and with a specific community, facilitating creative acts by the community members themselves.

APTH 649 - Apprenticeship (3 Credits)

Prerequisite: Permission of Academic Director

Students will have an opportunity to spend one semester apprenticed to one of the Creative Arts Team's professional theatre outreach programs or to an appropriate program elsewhere. They will assess the work through a youth/community development lens, document and analyze their experience in journals and discuss experiences in special seminars with the Program Directors.

Apprenticeships will be available at CAT with: the Early Learning Through the Arts Program, the Elementary/Junior High Schools Program, High Schools, Parent Education, Youth Theatre and After School Programs; the Student Shakespeare Festival and a selection of Special Projects. Students will have the opportunity to observe and assist in the preparation and implementation of specific projects, working alongside professional actor-teachers or youth theatre directors, under the guidance of senior CAT Program Directors.

APTH 659 - Independent Study (3 Credits)

Prerequisite: Permission of the Academic Director

Independent study or project under faculty guidance. Written contract and report required.

APTH 669 - Topics in Applied Theatre (3 Credits)

Prerequisite: Permission of Academic Director

This course designation provides an option for offering special experiences with guest specialists of national and international renown, as and when opportunities arise. These experiences might include special master classes, seminars, conferences and special development projects at home or abroad. All projects will be developed by the faculty and approved by the Academic Director.

Master of Arts in Disability Studies

Academic Director: Mariette Bates, PhD

CUNY School of Professional Studies

119 West 31st Street, 2nd Floor

New York, NY 10001

Email Contact: disabilitystudies@sps.cuny.edu

The Program

The MA in Disability Studies, the first stand-alone program of its kind in the country, offers students a unique opportunity to examine disability from an interdisciplinary perspective, including the social sciences, humanities, science, social policy and the law. The program utilizes a 'person centered' approach to the study of disability, incorporating overlapping lenses through which students realize disability as a social construction as opposed to a deficit inherent in an individual.

The degree provides students with the intellectual and methodological tools to assume greater responsibility and leadership in the future as service providers, advocates, researchers, or policy makers. Students study with renowned faculty from CUNY as well as expert practitioners from public and private organizations.

Graduates of the Master's Degree in Disability Studies program are reflective, knowledgeable and flexible professionals, researchers, educators and advocates in their chosen disability-related field. Graduates think, write and speak critically about:

- Disability experience, both individual and social;
- Disability and the arts/creativity in disability culture;
- Improvement in quality of life and justice for people with disabilities;
- Field based applications to disability-related practice; and
- Research for ongoing learning and writing in disability studies.

Admission Criteria

In addition to the admission criteria for graduate degree programs, background as a human services professional, advocate, researcher or policy maker is an advantage, but not essential. Individuals with disabilities are encouraged to apply.

Curriculum

Students of the MA in Disability Studies are introduced to the social model of disability and are challenged to think critically about disability in relation to a variety of academic disciplines and society. Through intense coursework and fieldwork, students explore the phenomenon of disability in depth, gain new insights and skills, and become part of a growing community in this exciting field.

Program Requirements

30 credits are required to complete the Master's Degree in Disability Studies.

Required Courses

Students must complete 18 credits in the following courses:

DSAB 601 - Psychosocial, Cultural and Political Aspects of Disability (3 Credits)

Prerequisite: None

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

DSAB 602 - Embodiment and Disability (3 Credits)

Prerequisite: None

This course focuses on issues related to embodiment and the biological and medical aspects of disability. Students who complete the course will be knowledgeable about: the relationship between Disability Studies, medical sociology and the concept of the "lived body;" the difference between an understanding of the disabled body as a social construction and as a medical problem; the health care needs and experiences of people with disabilities; public policies related to the access of people with disabilities to quality health care; identification, prevalence, clinical manifestations, cognitive, behavioral and social implications and interventions associated with genetic causes of disabilities and acquired disabilities due to traumatic events; the relationship of Disability Studies and bioethics in areas such as prenatal testing, the genome project and assisted suicide; the value and possibilities of non-verbal communication and sign language to improve the quality of life of people with sensory disabilities; language development and educational options for children with cochlear implants; modes of communication with individuals with hearing impairments and other sensory disabilities; advances in our understanding of issues related to the sexual life of people with disabilities; the value of universal design and the physical accessibility of the built environment to people with disabilities and the broader community; and the potential for assistive technologies to improve the quality of life of persons with impairments and disabilities.

DSAB 605 - Disability and Diversity (3 Credits)

Prerequisite: None

This course focuses on disability as a category of diversity and identity in comparison with other categories of diversity and identity, such as race, class, gender and ethnicity, as well as on diversity within disability. It also critically examines different strategies that may be used to increase the freedom or liberty of people with disabilities. Disability as culture will be explored, as will systems of exclusion or disadvantage as they intersect with disability and other categories of diversity.

DSAB 611 - Research Methods (3 Credits)

Prerequisite: None

This course will provide an overview of research methods including participant observation, in-depth interviewing, the use of personal narratives and other personal documents, and participatory action research. Students will be introduced to data analysis in disability research. The course will feature theoretical approaches and practical techniques. The application of these research methodologies to people with disabilities will be illustrated. The book for the course will be the classic disability research text *Introduction to Qualitative Research Methods* by Stephen Taylor and Robert Bogdan; additional readings will be utilized as well to complement the text. Students who complete the course will be able to: discuss the ethics of studying people and the special protections required when studying vulnerable populations; describe situations where approval is needed from the Institutional Review Board and the steps to secure IRB approval; contrast and compare quantitative and qualitative research methodologies and describe research scenarios where each would be appropriate; discuss various methodologies utilized to conduct qualitative research and describe the attributes of each; describe his or her experience in practicing various qualitative research methods and what he or she learned; participate in participant observation and write field notes describing it; describe the benefits of reflexive journaling while conducting research and issues around the biases we bring to research; conduct interviews with individuals and code them for content; analyze the results of participant observation and interviews research; develop a structured questionnaire; describe issues related to writing about research; contrast and compare several qualitative research studies; describe an area of investigation and develop a research question which addresses it; conduct a literature review and identify gaps in research; formulate a research proposal and present it to peers.

DSAB 626 - Disability Law and Policy (3 Credits)

Prerequisite: None

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

DSAB 699 - Capstone Course (3 Credits)

Prerequisite: None

This course, which should be taken in the student's final semester, is an opportunity for the student to integrate and synthesize the body of knowledge acquired in courses leading to completion of the M.A. in Disability Studies. Students will work with the instructor to develop a multi-disciplinary capstone project that demonstrates the student's command of subject matter and literature covered in the courses. The capstone may take various forms, including an independent or group research project; an annotated literature review; or a media presentation. All capstones must include an extensive bibliography and a 20-25 page analytic essay. Classroom sessions will alternate with independent supervised research and project development.

Elective Courses

Students must also complete 12 credits from among the following courses:

DSAB 603 - Disability and the Family Life Cycle (3 Credits)

Prerequisite: None

This course focuses on disability viewed from the perspective of lifespan development and the family life cycle. Students who complete the course will be knowledgeable about: the relationship between Disability Studies, lifespan developmental psychology and the sociology of the family; the use of autobiographical narratives and personal accounts by people with disabilities to address critical issues across the life span; the experience of parents and siblings of a family member with a disability; the pervasiveness of Ableism in the American educational system and its deleterious impact on educational outcomes of children with disabilities; characteristics of successful inclusion efforts, and the relationship between inclusion and school reform; self-determination and family involvement in the transition from school to adult life for youth with disabilities; family life of adults with disabilities including marriage, parenting, caring for aging parents and the death of parents; the importance of social networks in the lives of people with disabilities; approaches to challenging behaviors including autism, and individuals dually diagnosed with intellectual disabilities and psychiatric disorders; use of applied behavioral analysis (ABA) in the treatment of challenging behaviors; the negative impact of stigma on individuals with mental illness and family members and on the delivery of quality mental health services in the community; behavioral and mental health changes associated with aging adults with intellectual disabilities; and using person-centered planning and self-advocacy to improve the quality of life of aging individuals with disabilities.

DSAB 620 - Disability History (3 Credits)

Prerequisite: None

This course focuses on some of the Western, pre-modern notions of disability, such as the sacred and the profane and the ugly and grotesque, inherited from classical antiquity and Christianity. The course also constructs a history of persons with disabilities in the U.S. by concentrating primarily on the modern era beginning with institutionalization in the Jacksonian and Civil War eras. The course reviews the history of persons with disabilities, highlighting the so-called hierarchy of disabilities. The course also

examines why social history, the history of everyday lives that is the dominant methodology among historians, has scarcely been applied to people with disabilities until the advent of Disability Studies.

DSAB 621 - Disability Studies and the Humanities (3 Credits)

Prerequisite: None

This course will provide an introduction to disability studies and the humanities. Over the last twenty years disability scholars have analyzed representations of people with disabilities as they appear in literature, myth, art, film, photography, music and theater. These fields reflect and shape the meaning and reality of disability. Poetic and other artistic modes of discourse can deepen our understanding of the lived experience of disability. However, these shared representations of disability are, for the most part, taken for granted. Yet they have a powerful effect on popular culture, influence the attitudes and behaviors of individuals and play a part in the formation of public policies related to disability. The course will provide in-depth analysis of: the image of the cripple in literature; women with disabilities in fiction and drama; the idiot figure in modern fiction and film; the roles and stereotypes of disabled figures in cinema; theorizing disability in music; the history of photography and psychiatry; images of madness in literature; people with disabilities as artists and performers; representations of people with disabilities in journalism, media and popular culture.

DSAB 622 - Disability in Mass Media (3 Credits)

Prerequisite: None

This course focuses on issues related to disability and mass media representation, including journalism, TV, film, advertising, photography, documentary, comic art and the Internet. Topics covered will include:

- The relationship between disability studies and media studies;
- The various models of media representation of disability;
- The impact of stigma in mass media imagery;
- Mediated bodies - the impact of cultural and media representations on the experiences of people with disabilities;
- Disability media, i.e. content created by and for people with disabilities;
- Content and textual analysis - researching the prevalence and meaning of mediated disability representation;
- News about disability rights in U.S. society, what is and isn't covered; and
- "Hidden" disabilities and how they do or don't get onto the media's radar.

DSAB 623 - Disability Studies and the Health Professions (3 Credits)

Prerequisite: None

This course will focus on health disparities experienced by people with disabilities. Many health professionals have the same misconceptions and fears about persons with disabilities that are found in the general public and physical barriers still exist in many, if not most, health delivery settings. The course will review the Declaration on Health Parity for Persons with Disabilities issued by the AAIDD. It will review the research on health disparities documented by the Baylor College of Medicine's Center for Research on Women with Disabilities and other sources. We will look at ongoing efforts to address these problems. Both the 2005 Surgeon General's *Call to Action to Improve the Health and Wellness of Persons with Disabilities* and the Institute of Medicine's 2007 report on the *Future of Disability in America*, stress the importance of strengthening the education of health professionals in this area. Indeed many health professionals still equate disability and illness. The strengths and weaknesses of the International Classification of Functioning, Disability and Health of the World Health Organization as a conceptual framework for disability will be discussed in detail. The relationship between disability studies and the emerging patient-centered approach will be highlighted. The role of disability studies in the education of health professionals will also be discussed including the integration of narrative medicine into the curriculum of medical schools and the practice of physicians. We will also look at the challenges faced by health professionals with disabilities.

DSAB 624 - Disability Services Administration (3 Credits)

Prerequisite: None

This course looks at the role that Disability Studies is playing in the formulation of public policies to insure the delivery of quality services and supports to people with disabilities. The course analyzes the costs of these services and the economics of the disability industry. It focuses also on organizational factors involved in the management of public and private agencies that deliver services to people with disabilities. The active participation of people with disabilities and family members in the design, delivery and evaluation of community-based services is emphasized.

DSAB 627 - Disability and Narrative (3 Credits)

Prerequisite: None

This course focuses on the individual, cultural, social and political meanings of disability as seen through the eyes of people with disabilities themselves. It does so by studying powerfully and elegantly written memoirs and narratives by authors with different disabilities or those that have been intimately involved with those with disabilities. The course is divided into two parts. First, it explores some conceptual issues to help place "life writing" in a Disability Studies context. For instance, how do people with disabilities identify themselves? How is their identity perceived by society? What is "normal?" What types of discrimination do people with disabilities face? And second, this course reviews a number of narratives, focusing on these specific questions.

DSAB 628 - Disability Studies in Education (3 Credits)

Prerequisite: None

This course provides an overview of dis/ability within education. We will foreground historical, social, cultural and interpretive understandings of dis/ability, contrasting them with the medical, scientific, and psychological understandings of dis/ability within the context of schooling practices. Using personal narratives, media representations, contemporary research, historical accounts, legal and policy issues, we will analyze competing claims of what dis/ability is. By analyzing multiple and interdisciplinary understandings of dis/ability from a wide variety of sources, we are able to deepen our understanding of dis/ability issues within education, and by extension, society. Students will: be introduced to, or extend their knowledge of a dis/ability studies perspective; explore various ways of understanding dis/ability (medical model, social model, charity model, civil rights model, etc.); explain the value of understanding school and classroom practices through a DSE lens; examine the history of schooling for students with and without dis/abilities; describe the differences between traditional special education and a DSE approach to understanding dis/ability; debate the validity and/or usefulness of dis/ability categories that have been constructed within the education field, such as "learning disabilities," and "emotional disturbance"; analyze complex issues involved in inclusive education; discuss negative social perceptions, ableism, stigma, and discrimination experienced by people with dis/abilities within an education context; explain discrepancies in educational opportunities when dis/ability intersects with race, class, and gender; evaluate the experience(s) of dis/ability for urban students; consider schools as work environments for educators with dis/abilities; discuss major longitudinal and outcome studies and examine factors related to successful transitions for students with dis/abilities; discuss ways to advocate for, and with, students with dis/abilities and their parents.

DSAB 629 - Students with Disabilities in Higher Education (3 Credits)

Prerequisite: None

According to HEATH, a national clearinghouse of data on the experiences of students with disabilities, students with disabilities are one of the fastest growing segments of the American college population. They contribute to the diversity of the campus and have used the higher education setting to ready themselves for independent living and competitive employment. In some cases, the college experience has also helped students forge a cross-disability collective identity as part of a distinctive disability culture. This course examines the experiences of students with disabilities in higher education and key issues related to their full and equal participation in all aspects of college life, including: the historical experiences of students with disabilities in U.S.

postsecondary education including demographic trends; key transition issues of students with disabilities from K-12 to postsecondary education; the legal and legislative context framing access and opportunity for college students with disabilities; understanding different disabilities and the reasonable accommodations they typically require in higher education settings; the deliberative and collaborative process through which reasonable accommodations are determined; implementing the principles of universal design in postsecondary curricula; the role of assistive technology in enhancing access; issues in the retention of college students with disabilities; challenges of college students with hidden disabilities; emerging populations of college students with disabilities; promoting the participation of students with disabilities in co-curricular and residential life; facilitating successful transitions to employment; faculty and staff development around postsecondary disability issues.

DSAB 630 - Aging and Disability: Multiple Perspectives and Emerging Issues (3 Credits)

Prerequisite: None

This course is intended to explore aging and disability from multiple theoretical and applied perspectives utilizing an interdisciplinary approach. Students will be encouraged to explore the dynamics of aging and disability from a person-centered, lifespan and systems perspective. Students who successfully complete this course will be able to apply the knowledge to enhance service delivery to a specialized population, assume leadership in the aging and disability fields and support advocacy efforts as professionals and citizens.

DSAB 639 - Fieldwork in Disability Studies (3 Credits)

Prerequisite: None

Disability Studies can play a valuable role in the education and daily practice of human services professionals. This course provides opportunities for students to embody the values and principles and test the knowledge and skills they have learned in the classroom in an applied setting. Their fieldwork activities will support the goals of inclusion, integration, and independence of people with disabilities consistent with the legal mandates contained in IDEA, the Rehabilitation Act and the ADA. Students will receive guidance from exemplary professionals at agencies that provide services to people with disabilities. Students who complete the course will: be knowledgeable about professional careers and educational opportunities in the disability field; participate in a person-centered planning process with an individual with a disability to identify their personal goals and strategies to achieve those goals; relate professionally and ethically to people with disabilities, families, other professionals and members of the community; demonstrate an awareness of the array of services, programs and agencies that support people with disabilities across the lifespan and across disability categories; develop critical observational, communication, interviewing and analytic skills to acquire specific and meaningful information related to people with disabilities; develop leadership skills in promoting policies and programs that integrate a Disability Studies approach into the provision of community-based services and supports.

DSAB 649 - Independent Study (3 Credits)

Prerequisite: None

Eligible students will have an opportunity to design and carry out an independent project under the guidance of a faculty member.

DSAB 651 - Special Topics Course (3 Credits)

Prerequisite: None

The following is an example of possible Special Topics courses:
The Recovery Model in the Treatment of People with Chronic Mental Illness.

Master of Arts in Labor Studies

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Joseph S. Murphy Institute for Worker Education
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New York, NY 10036
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The Program

The 30-credit MA in Labor Studies draws on the knowledge and methodologies of the social sciences- particularly from the fields of sociology, law, economics, and political science - to examine the issues facing workers in their workplaces and communities.

The program is designed to provide students with skills in critical thinking, research and analysis. Students also develop content knowledge in the areas of history, labor law, organizing, transnational labor issues, politics and public policy.

The program is offered through CUNY SPS's Joseph S. Murphy Institute for Worker Education and Labor Studies.

Admission Criteria

In addition to the admission criteria for graduate degree programs, a background in labor, related fields, and/or social science is an advantage but not essential.

Program Requirements

30 credits are required to complete the Master's Degree in Labor Studies.

Students must complete 21 required credits and 9 elective credits as follows:

Core Requirements

Students must complete 15 credits in the following courses:

LABR 602 - Research Methods (4 Credits)

Prerequisite: None

This course examines the various methods of research employed to produce accurate data on topics of concern to workers and unions. Students will learn the importance of formulating and framing research questions; what types of research methodologies can be utilized; why and when to use particular methodologies; how to compile and analyze statistical data and how to utilize qualitative and quantitative research methods. They will also learn how to analyze research findings in order to judge the reliability of data. Students will discuss the principal theoretical and operational issues in the research process. In order to develop analytic skills, they will critique and evaluate case studies, taken from a range of published research reports. Ultimately, students will develop tools and techniques for doing both quantitative and qualitative research.

LABR 605 - Perspectives on the Labor Movement (4 Credits)

Prerequisite: None

This course is organized as an introduction to the field of Labor Studies and theories of the labor movement. Students will be introduced to the basic theoretical concepts in labor studies and the study of work. We will read historical and contemporary scholarship and students should leave the class familiar with the structure of the labor movement and historic debates about the purpose of unions and working class organizations. Fewer than one out of every ten workers belongs to a union in the U.S. today. Yet unions have been one of the only vehicles for workers to achieve economic justice in the workplace and in society. Are unions still relevant in today's global economy? What do unions do, and what should they do? Are unions part of the solution for improving the lives of workers, or are they part of the problem? The course readings are interdisciplinary and draw on a number of fields, including history, sociology, economics, political science and women's studies. Finally, the course will explore how and whether theories of the labor movement contribute to resolving labor's internal debates and revitalizing its power in an era of globalization. The class is reading and writing intensive so that students can develop the skills to excel at the graduate level.

LABR 698 - Capstone Project Planning (1 Credit)

Prerequisite: None

This seminar is the first in a two-part capstone sequence for M.A. in Labor Studies students. With assistance from the instructor and from their peers, students will choose the research question for their individual research project, develop hypotheses and appropriate research methodology, prepare an annotated bibliography, and plan the research itself. By the end of the semester each student will have written a full research proposal for her/his capstone project.

LABR 699 - Capstone Course (3 Credits)

Prerequisite: None

This course, which should be taken in the student's final semester, is an opportunity for students to integrate and synthesize the body of knowledge acquired in courses leading to completion of the M.A. in Labor Studies. Students will work with the instructor to develop an interdisciplinary or multi-disciplinary capstone project that demonstrates the student's command of subject matter and literature covered in the courses. The project may take various forms, including an independent or group research; an annotated literature review; or a media presentation. All projects must include an extensive bibliography and a 20-25 page analytic essay. Classroom sessions will alternate with independent supervised research and project development.

LHIS 601 - U.S. Labor History (3 Credits)

Prerequisite: None

Students in this course will examine U.S. labor history from several perspectives, seeking to understand how the experience of workers and the nature of working-class institutions have evolved in the context of larger historical developments. In this process, the course will try to account for patterns of growth and decline in the labor movement, paying particular attention to: industrialization and deindustrialization; patterns of migration and immigration; and the historical relationships between organized labor and other movements for social justice. Students will explore how the ideologies and structures of organized labor have been shaped by major economic, political and social forces as well as diverse cultural expressions. At every level of analysis, students will address issues of race, gender, and sexual orientation, especially as these categories of social identity relate to class and class formation. Assigned texts reflect a range of scholarship and differing points of view. Thus, students will become familiar with historiographical debates about topics covered in this course.

Global Perspectives:

One course from the following:

LABR 601 - Labor in the Era of Globalization (3 Credits)

Prerequisite: None

This course will examine the impact of the globalization of production on work itself, as well as on workers and international labor movements. It will present globalization as a central problem for both developed and developing economies and as a dilemma for U.S. workers and their unions. Students will analyze the history and function of the World Trade Organization, the International Monetary Fund, and the World Bank, including how these institutions influence the global flow of capital and labor, as well as goods and services. The course covers topics essential for understanding workers' issues and rights in contemporary economies, such as: the impact of global outsourcing; the rise in women workers around the world and the implications for gender issues; organizing in a multi-national context; increasing poverty and inequality; and the decreased regulatory powers of states relative to multinational corporations as a result of free-trade agreements and neo-liberal development policies. All topics will be infused with a historical perspective that traces the development of capitalism from its beginnings in nation-states to its current hegemony in the global marketplace. Students will study responses of the labor movement to capital flight and to the movement of jobs and production across national borders, including efforts at cross-border organizing. They will examine the extent and effectiveness of global labor strategies, and the potential of broad-based coalitions to protect workers' rights.

LABR 609 - Comparative Labor Movements (3 Credits)

Prerequisite: None

This course will examine labor movements in the advanced industrialized economies of Western Europe as well as in the industrializing economies of Latin America, Africa and Asia. The course will focus on differences and similarities among and between these labor movements and the U.S. labor movement in terms of union density, collective bargaining structure, and industrial relations at the plant level. Among the main topics addressed in this course is globalization and its impact on labor movements throughout the world. The course will address critical issues confronting labor movements in the industrializing economies, particularly the "Southern cone" (Chile, Argentina and Uruguay); Mexico; Brazil; South Africa; China; and India. Particular attention will be paid to the relationship between unions and political systems in the U.S. and other nations. The course will explore relationships between workers and works councils in Western Europe; the relationship between unions and political action; the challenges of immigration, diversity and declining union power globally; and strategies for revitalization of labor movements in the industrialized democracies. The course will also study labor movements under authoritarian regimes and military dictatorships, examining the role of unions in struggles for democracy.

LABR 614 - Labor and Immigration (3 Credits)

Prerequisite: None

This course explores the dynamics of immigration to the U.S., past and present, with a particular focus on its implications for the labor movement. The course covers a range of topics that are vital to understanding the impact of immigration on labor, such as: the "push" and "pull" factors that shape migration flows; the characteristics of the distinctive waves of migration to the U.S. over the past two centuries; the varying skill levels and world views of immigrants from different parts of the world; the historical and contemporary tensions between immigrants and U.S.-born workers; the role of immigrant social networks in chain migration and in immigrant labor organizing; changing notions of citizenship and the emergence of "illegal" immigration; the changing gender composition of the immigrant workforce; changing employer policies toward immigrant labor; the development of the modern immigrant rights movement; and the politics of the current immigration reform debate. Students will explore the ways in which the labor movement has responded to immigration in the past and currently, and examine the conditions under which efforts to organize immigrant workers have been successful and those under which they have failed. The growth of worker centers as alternative models for immigrant organizing will also be examined.

Practical Applications:

One course from the following:

LABR 603 - Labor-Management Relations (3 Credits)

Prerequisite: None

This course covers the development of labor relations in the United States, from the period preceding collective bargaining through the emergence of theories of management and corresponding stages of labor relations practice in the 20th century. The latter include: the rise of contract unions; industrial relations in an era of unionization and collective bargaining; the crisis resulting from increased competition and globalization; and the subsequent transformation of American labor-management relations. Students will develop a comparative perspective by studying labor-management relations across advanced capitalist economies. Finally, the course will examine the future of labor-management relations, exploring the extent to which they will be adversarial or cooperative, and considering alternative models of worker representation.

LABR 604 - Labor Law (3 Credits)

Prerequisite: None

This course examines the statutes, procedures, and legal remedies as interpreted by the National Labor Relations Board (NLRB) and courts concerning the unionization of employees; the collective bargaining process; and the relationship between workers and employers and between employees and their union. The course begins by examining the doctrines of labor law in the nineteenth and early twentieth centuries and continues with an exploration of the statutory bases of labor law. In subsequent sessions, case law concerning organizing and union recognition; unfair labor practices; collective bargaining; the right to strike and concerted action; arbitration; the duty of fair representation; and discrimination will be analyzed and discussed. Finally, the course will examine and evaluate various interpretations of the political/economic origins of modern labor law and its impact on unions and contemporary labor-management relations.

LABR 608 - Issues in Organizing (3 Credits)

Prerequisite: None

This course deals with current debates concerning the future of organized labor in the United States. Students will examine a wide range of opinion, both within the labor movement and among scholars of the labor movement, concerning several key questions: Considering current socio-political conditions in the global economy, are unions still relevant? If so, is growth possible? If not, what other forms of worker organization are possible? To answer these questions, students will examine arguments advanced by top U.S. labor leaders and students of the labor movement. These arguments will be posed against a range of theoretical and historical perspectives, starting with Marx and Commons and including the work of contemporary scholars and researchers. Students will grapple with current issues and problems in organizing, including attitudes of workers; employer anti-union tactics; legal impediments; and alternative venues for union certification in both the public and private sector. They will discuss the importance of strategic research and media outreach. Finally, they will develop a set of criteria for evaluating the success of organizing initiatives.

LABR 620 - Collective Bargaining Theory and Practice (3 Credits)

Prerequisite: None

This course will provide students with a theoretical understanding of the collective bargaining process in the U.S. In addition to studying union and management theories of bargaining, students will analyze contemporary and historically significant bargaining scenarios in the private and public sectors and will develop advanced knowledge of labor relations in a variety of workplace environments. Students will examine the legal framework of collective bargaining and will study the evolution of public policy governing labor relations. In addition to studying the bargaining process and methods of contract enforcement, students will discuss alternative models of worker representation in a global economy. They will gain practical understanding by designing and participating in mock bargaining sessions.

LABR 624 - Labor Law: A Case-Study Approach (3 Credits)

Prerequisite: None

This course will examine the body of law governing union organizing, labor relations, and employee rights through the study of case law and legal precedents. The course will cover federal labor law, embodied in the National Labor Relations Act and the Railway Labor Act, as well as state laws regarding the public sector and the legal environment in "right-to-work" states. In studying precedent-setting case law, students will analyze the impact of U.S. labor law on the right to organize, the collective bargaining process, contract enforcement, and dispute resolution. They will debate the strengths and weaknesses of current law in terms of protections for workers and will evaluate the range of strategies employed by unions to circumvent obstacles presented by the law, including third-party card check in organizing and efforts to pass reform of current law.

LABR 630 - Union Organization and Function (3 Credits)

Prerequisite: None

This course will provide students with an advanced understanding of social science concepts and organizational theories that are designed to analyze the structures, functions, and practices of unions. Students will examine the main functions of unions, including collective bargaining, political action, and organizing, and explore the ways in which various types of union structures are matched to industry structures. Topics will include workforce demographics, diversity, models of union leadership, governance and decision-making, power relations, conflict, and diversity in union membership and leadership. In analyzing how unions are built and sustained, students will examine such factors as motivation, commitment and personality as well as the behavior of individuals and groups in unions. Unions, like other organizations, are under substantial pressure from the external environment to adapt to changing industrial and economic conditions. Concepts related to the change process, such as stakeholder analysis, resistance to change, and participative design will be discussed and applied to case studies of union transformation.

LABR 669 - Selected Topics in Labor Studies (3 Credits)

Prerequisite: Permission of the Academic Director

This course will offer qualified students the opportunity to study special topics within the scope of Labor Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include study of particular industries or particular global regions of production; examinations of working-class experience; demographic research; uses of technologies in organizing and other mobilizations; worker centers and other alternative organizations for non-unionized workers; alliances between labor organizations and other advocacy organizations.

Electives:

Students must also complete 9 elective credits from the following courses:

LABR 601 - Labor in the Era of Globalization (3 Credits)

Prerequisite: None

This course will examine the impact of the globalization of production on work itself, as well as on workers and international labor movements. It will present globalization as a central problem for both developed and developing economies and as a dilemma for U.S. workers and their unions. Students will analyze the history and function of the World Trade Organization, the International Monetary Fund, and the World Bank, including how these institutions influence the global flow of capital and labor, as well as goods and services. The course covers topics essential for understanding workers' issues and rights in contemporary economies, such as: the impact of global outsourcing; the rise in women workers around the world and the implications for

gender issues; organizing in a multi-national context; increasing poverty and inequality; and the decreased regulatory powers of states relative to multinational corporations as a result of free-trade agreements and neo-liberal development policies. All topics will be infused with a historical perspective that traces the development of capitalism from its beginnings in nation-states to its current hegemony in the global marketplace. Students will study responses of the labor movement to capital flight and to the movement of jobs and production across national borders, including efforts at cross-border organizing. They will examine the extent and effectiveness of global labor strategies, and the potential of broad-based coalitions to protect workers' rights.

LABR 603 - Labor-Management Relations (3 Credits)

Prerequisite: None

This course covers the development of labor relations in the United States, from the period preceding collective bargaining through the emergence of theories of management and corresponding stages of labor relations practice in the 20th century. The latter include: the rise of contract unions; industrial relations in an era of unionization and collective bargaining; the crisis resulting from increased competition and globalization; and the subsequent transformation of American labor-management relations. Students will develop a comparative perspective by studying labor-management relations across advanced capitalist economies. Finally, the course will examine the future of labor-management relations, exploring the extent to which they will be adversarial or cooperative, and considering alternative models of worker representation.

LABR 604 - Labor Law (3 Credits)

Prerequisite: None

This course examines the statutes, procedures, and legal remedies as interpreted by the National Labor Relations Board (NLRB) and courts concerning the unionization of employees; the collective bargaining process; and the relationship between workers and employers and between employees and their union. The course begins by examining the doctrines of labor law in the nineteenth and early twentieth centuries and continues with an exploration of the statutory bases of labor law. In subsequent sessions, case law concerning organizing and union recognition; unfair labor practices; collective bargaining; the right to strike and concerted action; arbitration; the duty of fair representation; and discrimination will be analyzed and discussed. Finally, the course will examine and evaluate various interpretations of the political/economic origins of modern labor law and its impact on unions and contemporary labor-management relations.

LABR 606 - Labor Studies Field Work/Internship (3 Credits)

Prerequisite: None

Students in this course will combine a 16-week internship at a labor union or labor-related organization with readings on and analysis of the U.S. labor movement in a contemporary national and global context. In eight two-hour class meetings, students will reflect on their internships, comparing their experiences with those of other students and discussing them in relation to course readings on selected labor issues. In addition to union structure and governance, these issues will include union jurisdiction and industry analysis; organizing and collective bargaining; union democracy and rank-and-file participation; demographics of leadership and membership; dynamics of class and power relations; diversity and multiculturalism; the effects of globalization on work and workers; and alternative paradigms for worker organization. Through the combination of field work and scholarly analysis, students will explore the relationship between theory and practice and will acquire multiple perspectives on union structure, practice and principles as well as on a broad range of union activities.

LABR 607 - Labor and the Economy (3 Credits)

Prerequisite: None

This class is designed to provide anyone working for a union, NGO, workers' rights organization or for social change a solid foundation in economics: basically, it is labor economics for practitioners and activists. The course offers an overview of

capitalism as an economic system, focusing on the principles and logic that underlie American capitalism in particular. Students will explore the roles of production and profits; competition and concentration; technology; and control and conflict in the workplace. The course is set up for students to expand their literacy regarding the main labor issues related to the economy, such as employment, wages (including minimum wage and living wage), labor market discrimination, globalization and trade. We will consider the mainstream, or neo-classical, theory that explains how the economy functions, as well as examine some alternative theories.

LABR 608 - Issues in Organizing (3 Credits)

Prerequisite: None

This course deals with current debates concerning the future of organized labor in the United States. Students will examine a wide range of opinion, both within the labor movement and among scholars of the labor movement, concerning several key questions: Considering current socio-political conditions in the global economy, are unions still relevant? If so, is growth possible? If not, what other forms of worker organization are possible? To answer these questions, students will examine arguments advanced by top U.S. labor leaders and students of the labor movement. These arguments will be posed against a range of theoretical and historical perspectives, starting with Marx and Commons and including the work of contemporary scholars and researchers. Students will grapple with current issues and problems in organizing, including attitudes of workers; employer anti-union tactics; legal impediments; and alternative venues for union certification in both the public and private sector. They will discuss the importance of strategic research and media outreach. Finally, they will develop a set of criteria for evaluating the success of organizing initiatives.

LABR 609 - Comparative Labor Movements (3 Credits)

Prerequisite: None

This course will examine labor movements in the advanced industrialized economies of Western Europe as well as in the industrializing economies of Latin America, Africa and Asia. The course will focus on differences and similarities among and between these labor movements and the U.S. labor movement in terms of union density, collective bargaining structure, and industrial relations at the plant level. Among the main topics addressed in this course is globalization and its impact on labor movements throughout the world. The course will address critical issues confronting labor movements in the industrializing economies, particularly the "Southern cone" (Chile, Argentina and Uruguay); Mexico; Brazil; South Africa; China; and India. Particular attention will be paid to the relationship between unions and political systems in the U.S. and other nations. The course will explore relationships between workers and works councils in Western Europe; the relationship between unions and political action; the challenges of immigration, diversity and declining union power globally; and strategies for revitalization of labor movements in the industrialized democracies. The course will also study labor movements under authoritarian regimes and military dictatorships, examining the role of unions in struggles for democracy.

LABR 610 - Policy Analysis (3 Credits)

Prerequisite: None

This course will introduce students to theories and techniques of policy analysis and will help them acquire the basic skills necessary to do analytic work. The course will begin by defining policy analysis and the various social models that underlie differing analytic and evaluative frameworks. It will examine the institutions, interests, and forces that shape policy debate and affect "delivery" of policy initiatives. Students will explore several models of analysis and consider their limits as well as their strengths. They will explore the role of government in implementing public policy and allocating resources. In that process, students will address a key question: How do the interests of social institutions and social groups combine with access to the political process to determine who gets what and when? Finally, students will examine case studies of public-policy analysis in three areas of concern to workers and the labor movement.

LABR 614 - Labor and Immigration (3 Credits)

Prerequisite: None

This course explores the dynamics of immigration to the U.S., past and present, with a particular focus on its implications for the labor movement. The course covers a range of topics that are vital to understanding the impact of immigration on labor, such as: the "push" and "pull" factors that shape migration flows; the characteristics of the distinctive waves of migration to the U.S. over the past two centuries; the varying skill levels and world views of immigrants from different parts of the world; the historical and contemporary tensions between immigrants and U.S.-born workers; the role of immigrant social networks in chain migration and in immigrant labor organizing; changing notions of citizenship and the emergence of "illegal" immigration; the changing gender composition of the immigrant workforce; changing employer policies toward immigrant labor; the development of the modern immigrant rights movement; and the politics of the current immigration reform debate. Students will explore the ways in which the labor movement has responded to immigration in the past and currently, and examine the conditions under which efforts to organize immigrant workers have been successful and those under which they have failed. The growth of worker centers as alternative models for immigrant organizing will also be examined.

LABR 622 - Strategic Research Methods (3 Credits)

Prerequisite: None

This course examines research methods designed to support union growth and representation, including market analysis, market surveys, corporate research, policy research, public pension fund research and worker surveys. There is particular emphasis on corporate research techniques, including analysis of financial statements, property record research, litigation research, public record requests, and use of on-line resources. Students will also learn basic database design and spreadsheet skills to facilitate market analysis and analysis of collective bargaining agreements.

LABR 624 - Labor Law: A Case-Study Approach (3 Credits)

Prerequisite: None

This course will examine the body of law governing union organizing, labor relations, and employee rights through the study of case law and legal precedents. The course will cover federal labor law, embodied in the National Labor Relations Act and the Railway Labor Act, as well as state laws regarding the public sector and the legal environment in "right-to-work" states. In studying precedent-setting case law, students will analyze the impact of U.S. labor law on the right to organize, the collective bargaining process, contract enforcement, and dispute resolution. They will debate the strengths and weaknesses of current law in terms of protections for workers and will evaluate the range of strategies employed by unions to circumvent obstacles presented by the law, including third-party card check in organizing and efforts to pass reform of current law.

LABR 630 - Union Organization and Function (3 Credits)

Prerequisite: None

This course will provide students with an advanced understanding of social science concepts and organizational theories that are designed to analyze the structures, functions, and practices of unions. Students will examine the main functions of unions, including collective bargaining, political action, and organizing, and explore the ways in which various types of union structures are matched to industry structures. Topics will include workforce demographics, diversity, models of union leadership, governance and decision-making, power relations, conflict, and diversity in union membership and leadership. In analyzing how unions are built and sustained, students will examine such factors as motivation, commitment and personality as well as the behavior of individuals and groups in unions. Unions, like other organizations, are under substantial pressure from the external environment to adapt to changing industrial and economic conditions. Concepts related to the change process, such as stakeholder analysis, resistance to change, and participative design will be discussed and applied to case studies of union transformation.

LABR 649 - Independent Study (1-13 Credits)

Prerequisite: Permission of the Academic Director

The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The Instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

LABR 669 - Selected Topics in Labor Studies (3 Credits)

Prerequisite: Permission of the Academic Director

This course will offer qualified students the opportunity to study special topics within the scope of Labor Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include study of particular industries or particular global regions of production; examinations of working-class experience; demographic research; uses of technologies in organizing and other mobilizations; worker centers and other alternative organizations for non-unionized workers; alliances between labor organizations and other advocacy organizations.

LPOL 601 - Labor and Politics (3 Credits)

Prerequisite: None

This course will examine approaches to political action employed by unions, in the United States. In addition to studying traditional approaches to electoral politics, the course will examine alternative forms of political behavior, including third-party movements; labor-party initiatives; independent politics; and direct action. Students will analyze the logic and practice of these various political strategies, evaluating their strengths and limitations. The course will provide a historical context, beginning in the United States with reform labor unionism and syndicalism. Students will discuss conservative principles of "pure and simple" unionism and "pure and simple politics" as well as more radical attempts to build a labor/socialist party. Finally, they will focus on the history of labor's alliance with the Democratic Party, starting with the New Deal and continuing to the present. A number of case studies will be analyzed.

LPOL 602 - Work, Culture, and Politics in New York City (3 Credits)

Prerequisite: None

This course is designed to provide an interactive overview of the constantly changing worlds of work, culture and politics in New York City. We will learn about where New Yorkers live and work, how specific urban communities develop, and assess how the cultural and political institutions of New York serve the city's diverse population. The class uses an historical frame to situate the contemporary city, spending equal time on past and present inquiries. Field trips to significant spaces, and visits to and from NYC organizers, policy makers, artists and scholars will take place on a near weekly basis. Throughout, we will learn about New York's key industries, trends in immigration, economic development, public policy, public and private space, popular culture, urban social identity, community organizations, and labor's contributions to building the city's institutions.

Master of Arts in Psychology

Academic Director: Carla Marquez-Lewis, PhD

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

Email Contact: psychology@sps.cuny.edu

The Program

The MA in Psychology is the first and only degree of its kind offered at the City University of New York. This innovative degree will prepare students specializing in industrial/organizational psychology or developmental psychology to advance to new levels in their careers and learn from skilled faculty in a fully online environment.

The program is available in a fully online format and is ideal for students who have recently completed an undergraduate degree in Psychology, or closely related field, who are pursuing advanced credentials or application to a doctoral program, or those in the workforce who want to advance their careers and seek higher-level positions.

Students will:

- Acquire knowledge of core concepts, theories and applications in three of the following five areas: learning and cognition, biological bases of behavior, social behavior, theories of personality, and psychopathology.
- Gain in-depth knowledge of at least one of the following specializations in psychology: Industrial/Organizational Psychology or Developmental Psychology.
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.
- Identify and apply ethical standards in the conduct of human subject and animal research.
- Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels.

Note: This program has two concentrations, Developmental Psychology and Industrial / Organizational Psychology, neither of which qualifies graduates to practice as a Clinical Psychologist, Counseling/Marriage, Family, and Child Therapist, or as a School Psychologist nor does it qualify students for licensure by the State of New York, which requires a doctoral degree (in most cases) among other requirements. However, students may use this program as a bridge to a doctoral program if they so choose or as a terminal degree.

Admission Criteria

In addition to the admission criteria for graduate degree programs, students must have completed courses in Introductory Psychology, Statistics, and Research Methods with grades of B or better. Applicants without this coursework may be admitted to the program conditionally and required to take courses before matriculating.

Program Requirements

36 credits are required to complete the Master's Degree in Psychology.

Core Courses

Student must complete 9 credits from the following:

PSY 600 - Cognitive Psychology and Learning (3 Credits)

Prerequisite(s): None

This course deals with how we process information, think and learn. Topics include memory, problem solving, perception and

attention. Students will be expected to engage with the material at an advanced level and we will therefore be evaluating, comparing and contrasting various assumptions (behaviorist, information-processing, cultural-historical) that inform theories of learning and cognition.

PSY 605 - Biological Foundations of Behavior (3 Credits)

Prerequisite(s): None

The course will familiarize students with the biological principles and theories related to human behavior and introduce various approaches within the field of biopsychology. Topics including genetic influences on behavior, the relationship between brain function and behavior, anatomy and the nervous system, motor systems, neurons and brain plasticity. Reflecting recent advances in the field regarding the age-old nature-nurture question, the course takes a dynamic-systems approach to understanding how biology and environment contribute to human behavior and development.

PSY 610 - Social Behavior (3 Credits)

Prerequisite(s): None

Social psychology is the scientific attempt to understand and explain how the thoughts, feelings, and behaviors of individuals are influenced by the actual, imagined, or implied presence of other human beings. A primary goal of this course is to introduce the theories, research methods, and empirical findings of social psychology. Throughout the course, we will be placing emphasis on developing critical and integrative ways of thinking about theory and research in social psychology.

PSY 615 - Theories of Personality (3 Credits)

Prerequisite(s): None

This course aims to provide students with an in-depth introduction to the field of personality psychology. Students will learn about the various theories related to conceptualizing personality (traits, context-specific, narrative) as well as the influences that shape personality. The course also will address assessments and research methods used within this field and students will be engaged in applying the theories to real-life contexts. Knowledge of personality psychology can aid one in thinking usefully and critically about human behavior patterns, relevant not only in psychology and human services professions, but in other areas of life.

PSY 620 - Psychopathology (3 Credits)

Prerequisite(s): None

This course will provide students with an in-depth review of the various psychopathological conditions, their etiology, symptoms and criteria for differential diagnosis. Students will become familiar with the DSM-V and will apply it as they work through case studies. Some of the questions that we will be engaging in this course are: 1) What makes behavior abnormal? 2) What are the major psychological disorders? 3) How do we arrive at the diagnoses? 4) What causes the disorders? At the end of the course, students are expected to be familiar with the various theoretical perspectives in the general field of psychopathology as well as the empirical support for these theories.

Research Methods

Student must complete 6 credits:

PSY 625 - Advanced Statistics (3 Credits)

Prerequisite(s): None

This course is designed to prepare students to conduct advanced statistical analyses in the social sciences. Students will become familiar with the major ideas of probability and statistics, including procedures related to hypothesis testing. Topics include, among others, descriptive statistics, normal distribution, *t*-tests, correlation and regression, probability distribution and linear regression. At the end of the course students are expected to master both the conceptual as well as practical approaches to statistics. Students will apply and practice their knowledge of statistics through assignments that require use of statistical software.

PSY 630 - Advanced Research Methods in Psychology (3 Credits)

Prerequisite(s): PSY 625

The course will introduce the major concepts, issues and techniques of social science research, including the epistemological and ontological principles behind the different methods employed in the field of psychology. We will be reviewing quantitative, qualitative and mixed-methods approaches. Students will be engaged in evaluating the pros and cons of the different approaches and in exploring various data-collection methods available in the field. Students will become skilled consumers and critics of empirical social science research across a wide range of methodologies and substantive fields; develop research questions and relevant research designs; and gain experience in the collection and analysis of data.

Specialization

Student must complete 9 credits from one of the following specializations:

Industrial/Organizational Psychology

PSY 635 - Introduction to Industrial/Organizational Psychology (3 Credits)

Prerequisite(s): None

This course will introduce students to the key concepts, theories and research methods in industrial and organizational psychology (I/O). The course will take an applied approach to explore how the field of psychology influences and informs the workplace, including how to facilitate both individual and organizational development. Industrial/Organizational Psychology deals with the psychological dynamics of people in the workplace and focuses on topics such as motivation, stress and worker well-being.

PSY 640 - Organizational Development and Effectiveness (3 Credits)

Prerequisite(s): 9 credits of core courses

Organizational Development is the planned process of developing an organization to insure the optimum level of performance as measured by effectiveness, productivity and health. Organizational Development (OD) is achieved by facilitating change for individual employees, groups and teams, and the organization at large. Starting with an initial historical perspective of the field, we will explore the core organizational model of entry/contracting, diagnosis, feedback, implementation and evaluation. Working from this core model, we will examine the range of OD interventions used in the past and present. At the end of the course students are expected to be knowledgeable about the various paradigms within the field of OD as well as well prepared to apply the various approaches to assess organizations.

PSY 645 - Performance Management and Motivation (3 Credits)

Prerequisite(s): 9 credits of core courses

This course is designed to introduce students to the various approaches in the field of performance management and motivation. Specifically, the course allows students to become familiar with how to assess an organization's performance relative to its goals and, based on thorough analysis, how to develop strategies for organizations to improve both performance and motivation. Students are expected to use their analytical skills to critically evaluate the research that informs practice in the field of performance management and to apply the knowledge acquired in the course to evaluate specific case studies.

Developmental Psychology

PSY 650 - Perspectives on Developmental Psychology (3 Credits)

Prerequisite(s): None

The goal of this course is to familiarize students with the major theoretical perspectives and empirical studies in the field of developmental psychology. By the end of the course, students are expected to be able to both analyze (compare, contrast and synthesize) developmental theories as well as clearly distinguish the different paradigms within the field. The exploration of canonical works will include reading both works of and about theorists such as Erikson, Freud, Piaget and Vygotsky. Students will learn the defining features of the different approaches and there will be an emphasis on evaluating how these theories influence practice in various settings.

PSY 655 - Child and Adolescent Development (3 Credits)

Prerequisite(s): 9 credits of core courses

This course will familiarize students with the field of child and adolescent development. Students will be engaged in reviewing, summarizing, discussing and interpreting research from the developmental field. During the second part of the course, students will be encouraged to draw parallels and identify the similar and different principles of development that apply to childhood and adolescence. Drawing on Arnett's notion of a dynamic approach, we will be approaching the field from a cultural-historical perspective. Students will be engaged in various activities to apply the knowledge of the developmental field to real-life settings, such as family contexts, educational and other institutional settings, including the use of psychometric tools in assessing children and adolescents.

PSY 660 - Adult Development (3 Credits)

Prerequisite(s): 9 credits of core courses

In this course we will be investigating the theories and related practices in the field of adult development and aging. While the scope of developmental psychology for many years was narrowly restricted to investigating development in children and youth, the developmental field now encompasses the later stages of development, which will be the focus of this course. We will explore how biological, physical, cultural and social influences structure learning, memory, emotions, personality and intelligence in adult life. In addition to reading the canonical works of adult development, we will also be applying the theories to real life contexts and case studies.

Electives

Students must complete 6 credits from the following:

PSY 665 - Practicum in Advanced Research Methods (3 Credits)

Prerequisite(s): PSY 625, PSY 630 & 6 additional credits

This mentored research practicum is intended to develop students' knowledge of and competency in using specialized research techniques related to their focal area and professional objectives. Students will work with a mentor in specific areas in industrial/organizational or developmental psychology and will identify advanced research techniques, read reports based on their implementation, and gain skill in their use.

PSY 670 - Cognitive Development (3 Credits)

Prerequisite(s): 9 credits of core courses

This course will examine two related issues: theories of cognitive development and development in core domains (e.g., language, space, time, and social cognition). Our focus will be primarily on the development of children's thinking, although we will also discuss cognitive development in other periods of the lifespan. Students will be evaluating, comparing and contrasting the various assumptions (behaviorist, information-processing, cultural-historical) that lie behind the various theories of cognitive development.

PSY 675 - Atypical Development (3 Credits)

Prerequisite(s): 9 credits of core courses

This course will introduce the study of atypical development in childhood and adolescence. There will be a brief historical review of society's progress in the understanding and treatment of children with atypical behavior. We will explore the interaction of emotional, cognitive, biological, behavioral, and environmental components that factor into the development of chronic dysfunctional behavior and mental illness in children and adolescents. We will also examine the various theories of the development of childhood and adolescent disorders, as well as the efficacy of the many current treatment interventions. We will maintain a developmental focus and continue to refer back to typical developmental processes throughout the course.

PSY 680 - Personnel Selection (3 Credits)

Prerequisite(s): 9 credits of core courses

This course addresses the skills and knowledge that underlie effective personnel selection processes: (1) the professional and legal requirements for personnel selection systems, including equal opportunity employment laws; (2) strategies for conducting job analyses that provide a strong foundation for recruitment and hiring; (3) options for evaluating candidate skills and credentials, and (4) approaches to assessing on the job performance.

PSY 685 - Group Dynamics (3 Credits)

Prerequisite(s): 9 credits of core courses

In this course, you will analyze human behavior in the context of the groups that are the most significant influences on people's actions and emotions: families, friends, and work groups. The processes that characterize the formation of groups and differentiate effective groups from others also will be studied. Leadership strategies, a key element in group functioning, will be identified and leadership training options discussed. Finally, the role of groups in therapeutic and behavioral support programs will be examined, with an emphasis on successful models.

PSY 690 - Special Topics in Psychology (3 Credits)

Prerequisite(s): 9 credits of core courses

The purpose of this course is to provide students with an opportunity to explore a variety of contemporary topics in psychology. These will be in-depth investigations on subjects of special interest to the instructor.

Capstone

Students must complete the following 6 credits:

PSY 698 - Psychology Capstone Project Planning (3 Credits)

Prerequisite(s): 12 credits and approval of the academic director

In this course, students will work with a mentor in defining a research question of interest within the area of specialization and consistent with the student's future professional plans. Students will conduct a thorough literature review related to the focal question, then critically analyze and synthesize the results of past work. Based on this analysis, the research question will be revised and refined and a capstone project designed. If required, an application will be submitted to the Institutional Review Board in time for review and revision before the end of the semester.

PSY 699 - Psychology Capstone (3 Credits)

Prerequisite(s): PSY 698 and 24 additional credits in the program

Under the supervision of a research mentor, the student will conduct the research project planned in PSY 698, Psychology Capstone Project Planning. There should be no more than one-semester between completion of PSY 698 and enrollment in this course. After the collection and analysis of data, students will prepare a detailed written report and a narrated presentation, suitable for in-person delivery or web viewing. A capstone defense session will be scheduled, with the research mentor and 1-2 other faculty as reviewers.

Master of Arts in Urban Studies

Academic Director: Michael Javen Fortner, PhD

CUNY School of Professional Studies

Joseph S. Murphy Institute for Worker Education

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New York, NY 10036

Email Contact: UrbanStudies@sps.cuny.edu

The Program

The 30-credit MA in Urban Studies is designed for students pursuing both scholarly and professional interests in the political, economic, and social dynamics of modern urban life. It offers a particular emphasis on urban problems, public policy, community organization, the urban workforce, the administration of public agencies, and the delivery of public services.

The field of Urban Studies draws on the perspectives and methods of social science disciplines such as sociology, economics, political science and anthropology to analyze the modern city. Urban Studies students explore how cities grow and evolve, govern themselves, distribute goods and services, serve the public, and employ their residents. In addition, by selecting one of three Urban Studies tracks (Public Policy and Administration, Health Care Policy and Administration or the Urban Workforce) students will gain advanced knowledge and skills in their particular area of interest.

Students in the Master's Degree in Urban Studies program have the opportunity to learn from and work with nationally known faculty from The City University of New York, as well as with expert practitioners in the fields of public and health care administration, municipal politics, workforce development, labor and community organizing.

The program is offered through CUNY SPS's Joseph S. Murphy Institute for Worker Education and Labor Studies.

Admission Criteria

In addition to the admission criteria for graduate degree programs, a background in labor, related fields, and/or social science is an advantage but not essential.

Program Requirements

30 credits are required to complete the Master's Degree in Urban Studies. Of these, 15 must come from the core Urban Studies requirements. Nine credits must be completed in the selected track. The remaining six credits are electives.

Core Requirements

Students must complete fifteen credits in the following courses:

URB 600 - Classical Approaches to Urban Studies (3 Credits)

Prerequisite: None

This course is designed to familiarize students with central ideas and debates in the field of Urban Studies. Students will do close readings of classic critical texts and will write response papers of varying types and lengths. In this process of reading and responding, students will advance their understanding of the literature and will enhance their analytic skills. As they "write across texts"-analyzing differing concepts, theories, and arguments-they will identify and evaluate various research methods used by scholars in the field. In this writing-intensive course, students will also hone their ability to develop reasoned, defensible arguments about critical questions related to a range of urban topics, including the effects of globalization and immigration on the contemporary city and its workforce. Students will make class presentations and critique one-another's work, including periodic drafts of a final research paper.

URB 601 - Urban Public Management (3 Credits)

Prerequisite: None

This course examines the scope and range of urban public management, with the aim of defining and evaluating how services are delivered through local government and nonprofit agencies. The focus will be on government managers, public-sector employees, and public-sector unions. Topics will include the difficulties of providing human services through street level bureaucracies, theories and styles of leadership, strategies for making organizational change, and how to achieve innovation in government and the nonprofit sector. These subjects will be considered in both an historical and contemporary context, with special emphasis on the effect of the political climate on the management of public organizations. Using a case-study approach, students will learn what public managers actually do and will analyze and evaluate the effectiveness of differing practices in leadership and decision-making. Through case simulations, they will develop decision-making skills necessary for working effectively in public agencies, government departments, and nonprofit organizations.

URB 610 - Research Methods in Urban Studies (3 Credits)

Prerequisite: URB 600. The Prerequisite may be waived by permission of the Academic Director.

This course examines research methods used to produce and analyze accurate data on a range of urban issues. Students will learn how to frame research questions; which methodologies can be employed to answer them and why and when to use them; and what tools of research are available and how to use them. They will learn how to analyze data to produce research reports with conclusions supported by reliable data. Students will discuss the theoretical and operational issues critical to doing urban research and will develop tools and techniques for conducting both quantitative and qualitative research. Students will critique and evaluate specific urban research studies and will make presentations, posing questions for group discussion. Finally, students will

become familiar with statistical programs for data analysis. One week of class sessions will be scheduled in a Computer Lab for basic SPSS training. For their final project, students will work in groups to prepare a proposal for an urban research project. The topic must be approved in advance by the instructor. Drawing upon material from the course, groups will outline the research question (or questions); develop hypotheses; explain the methods used to investigate the question and test hypotheses; and justify the use of particular methodologies. In addition to submitting the proposal, each group will make a brief class presentation.

PADM 611 - Social and Economic Policy in the United States (3 Credits)

Prerequisite: None

This course will explore the economic and political aspects of critical social issues, discussing a range of policies and policy alternatives that address these issues at both the national and local levels. To provide a framework for these discussions, we will examine the relationship between government, the economy, and the variety of policy approaches historically employed to address social issues. Students in the course will focus on specific urban issues such as poverty; welfare; housing; health-care; public education; and urban crime. The course will conclude with an analysis of the public-sector labor force and the future of municipal unions. While the main focus of this course is on municipal issues and policies, students will examine both federal and local policies for economic growth, seeking to understand the relationships between national and local economic policy.

URB 699 - Capstone Course (3 Credits)

Prerequisite: To be completed in the student's last semester

This course is an opportunity for students to integrate and synthesize the body of knowledge acquired in courses leading to completion of the M.A. in Urban Studies. Students will work with the instructor to develop an interdisciplinary or multi-disciplinary capstone project that demonstrates the student's command of subject matter and literature covered in the courses. The project may take various forms, including independent or group research; an annotated literature review; or a media presentation. All projects must include an extensive bibliography and an analytic essay. Classroom sessions will alternate with independent supervised research and project development, including periodic submission of drafts.

Tracks

Students must complete nine credits from one of the following three tracks:

Public Policy and Administration

PADM 601 - Public Administration (3 Credits)

Prerequisite: None

This course will examine critical issues confronting government and public administration. Readings and discussions will cover a broad range of topics and will include comparisons of public and private bureaucracies as well as proposals for "reinventing" government. Students will analyze theoretical questions of public administration and address the real-world experience of public sector employees, both managers and staff.

Students will evaluate academic literature on current and future trends in public-sector labor relations, including material on performance management and the Government Performance Results Act, as well as "post-bureaucratic" models of the public-sector workplace. In this process, students will examine such key managerial issues as evaluation of employee performance; motivation of employees; organizational justice; diversity management; training and staff-development; union-management relations; and collective bargaining. The course will conclude with a participatory workshop on managing in the public sector, in which students will draw on both their practical experience and the scholarly literature discussed in the course.

PADM 621 - Policy Analysis (3 Credits)

Prerequisite: None

This course will introduce students to theories and techniques of policy analysis and will help them acquire the basic skills necessary to do analytic work. The course will begin by defining policy analysis and the various social models that underlie differing analytic and evaluative frameworks. It will examine the institutions, interests, and forces that shape policy debate and affect "delivery" of policy initiatives. Students will explore several models of analysis and consider their limits as well as their strengths. They will explore the role of government in implementing public policy and allocating resources. In that process, students will address a key question: How do the interests of social groups combine with access to the political process to determine who gets what and when? Finally, students will examine case studies of public policy analysis in three selected areas of study.

PADM 701 - Practices in Public Administration (3 Credits)

Prerequisite: None

This course begins with an overview of the social, political and economic conditions that determine the nature of public administration in American cities. Students will discuss the varieties of public organizations; the roles and behaviors of managers in the public sector; and the bureaucratic constraints that affect management policies and implementation. The course examines these issues from the perspective of managers themselves, seeking to understand concretely the actual skills, capabilities and competencies managers must possess in order to be successful. These include a range of personal, interpersonal and group skills, designed to communicate, motivate and empower employees in the public-sector workplace. Students will focus on problem-solving, leadership, and decision-making skills as well as team-building and delegating authority. In the second half of this course, students will analyze and practice models of conflict resolution in the workplace. They will take a practical approach, analyzing and evaluating a number of case studies in conflict resolution.

URB 620 - Urban Public Finance (3 Credits)

Prerequisite: None

This course explores theories, principles, practices, and problems of public financing in the context of urban economics. Focusing on the City of New York and its budget process, students identify and analyze sources of public revenue, including taxation, as well as types of public expenditures and how they are administered. In studying the budget process, students examine the factors that determine how public funds are allocated, including the impact of national socio-economic policy, problems of social and economic inequality, the role of state and local governments, the political actors and the influence of various constituencies and interest groups. During the term, each student will make a class presentation, utilizing a case study from recent New York City history that illustrates a controversial or problematical issue in public financing or public budgeting. The student's case study will be the basis for a final paper, analyzing the issues in debate and arguing for a resolution based on sound principles of public financing.

URB 621 - Delivery of Urban Public Services (3 Credits)

Prerequisite: URB 600

This course examines concepts and theories of social welfare and the development of social welfare policy, focusing on the scope and variety of contemporary human services and the urban institutions that deliver those services. The course combines both theoretical and practical learning, allowing students to draw on their own experiences as service providers in New York City or as recipients of public services. Students analyze the nature and function of public-service bureaucracies and evaluate how they meet the needs of a diverse and multi-faceted client population. In addressing this question, students consider the broad political and socio-economic context and the impact of social inequality, the role of government and regulatory bodies, and the movement toward privatization of public services. A central topic of this course is the role of social-service professionals, the range of legal

and ethical questions they confront, and the array of technical and professional skills required to function effectively as a service provider in a complex urban environment. Students will complete final group projects that examine a selected urban public service provision sector and site. They will outline the service's function regarding social welfare, historical development as a public service, and its place within larger bureaucratic structures. They may conduct interviews with practitioners; engage in observation of the service delivery site; and apply their own experiences as practitioners. Based on this research and course readings, students will produce an analytic paper, and make a presentation, summarizing their conclusions, including an assessment of management practices and ethical dilemmas for practitioners.

Health Care Policy and Administration

HCA 600 - Health Care Administration (3 Credits)

Prerequisite: None

This course will examine critical issues confronting health care administration, focusing on the public and not-for-profit sectors. Readings and discussions will cover a broad range of topics and will include comparisons of public and private bureaucracies. Students will analyze theoretical questions of health care administration and will address the real-world experience of health care employees, both managers and staff. Students will examine and evaluate academic literature on current and future trends in health care human resources, including: evaluation of employee performance and motivation of employees; health care financing, including the impact of managed care and the role of third party payers; union-management relations and collective bargaining; quality improvement in health care; training and staff-development; the nursing shortage; organizational justice; and diversity management. Students will draw on both their practical experience and the scholarly literature discussed in the course to develop a research proposal that addresses an administrative challenge relevant to their work.

HCA 601 - Health Disparities (3 Credits)

Prerequisite: None

This course will examine in detail the manifestations of health disparities and inequalities in the U.S., with particular reference to their relevance to health care policy and practice in New York City. Evidence of inequalities will be presented with regard to major health indicators, including: incidence and prevalence of disease; differential screening, diagnosis, treatment, and outcome; exposures to risk factors and preventive measures; access to and utilization of health care services; issues relating to the clinical encounter; biases in health research; and health of selected populations. Disparities will be studied through the lenses of race, class, gender, age, residence, and sexual orientation, as well as through the interactions of these factors. A variety of theoretical frameworks will be critically evaluated for their contribution to the explanation of the existence and distribution of health disparities. Although the course will focus on contemporary health disparities, some historical issues will be presented, particularly as these relate to the development of a contemporary research agenda free from the biases of the past. Within each area, strategies and policies for reducing or eliminating the particular health disparity and inequity will be discussed and analyzed. At the end of the course, an analysis and evaluation of broader policy issues will be presented.

HCA 602 - The Politics of Health Care (3 Credits)

Prerequisite: None

This course will approach the politics of health care in the U.S. by examining and analyzing the interests of the major stakeholders in the system of care delivery. These stakeholders will include the federal, state and local governments; hospitals; insurance companies; the pharmaceutical, tobacco, and food industries; organized labor; health providers and professional organizations, the public health movement, and consumer health movements. Among the issues to be considered are financial gain, control of health care resources, and process and power in decision making. The historical conditions that set the stage for the current role of each stakeholder will be discussed. Relationships among the various stakeholders will be assessed as will their contributions to fostering or thwarting universal access to care, equitable health treatment, health promotion and disease

prevention, and health research free from bias. At the conclusion of the class, several case studies that demonstrate how politics actually works in the practice of setting health care policy will be presented.

HCA 603 - Evaluation of Health Care Policy (3 Credits)

Prerequisite: None

This course will present a variety of compelling issues and problems that confront the U.S. health care system today. It will examine policies that have been enacted or promulgated to address each of these issues as well as present alternative policies that address access to care and equity in services. These policies will include legislation at the federal, state, and local levels, regulations and guidelines issued by agencies at each governmental level, and positions or strategies offered by advocacy groups. Each policy will be examined in terms of how it came to be and whose interest or interests it serves. Policies will also be analyzed and evaluated in terms of their effectiveness as solutions to the problems they address, their feasibility, and their relationship to the concepts of health as a basic human right, equity in health care delivery, and health promotion and disease prevention. Throughout the course, specific examples of policies that have been successful and unsuccessful to varying degrees in achieving these goals will be discussed and evaluated. In each policy discussion, analysis of how competing forces shape policies will be provided, such as how market forces compete with public need and how profit-making businesses and institutions affect health policy.

The Urban Workforce

LABR 603 - Labor-Management Relations (3 Credits)

Prerequisite: None

This course covers the development of labor relations in the United States, from the period preceding collective bargaining through the emergence of theories of management and corresponding stages of labor relations practice in the 20th century. The latter include: the rise of contract unions; industrial relations in an era of unionization and collective bargaining; the crisis resulting from increased competition and globalization; and the subsequent transformation of American labor-management relations. Students will develop a comparative perspective by studying labor-management relations across advanced capitalist economies. Finally, the course will examine the future of labor-management relations, exploring the extent to which they will be adversarial or cooperative, and considering alternative models of worker representation.

LABR 607 - Labor and the Economy (3 Credits)

Prerequisite: None

This class is designed to provide anyone working for a union, NGO, workers' rights organization or for social change a solid foundation in economics: basically, it is labor economics for practitioners and activists. The course offers an overview of capitalism as an economic system, focusing on the principles and logic that underlie American capitalism in particular. Students will explore the roles of production and profits; competition and concentration; technology; and control and conflict in the workplace. The course is set up for students to expand their literacy regarding the main labor issues related to the economy, such as employment, wages (including minimum wage and living wage), labor market discrimination, globalization and trade. We will consider the mainstream, or neo-classical, theory that explains how the economy functions, as well as examine some alternative theories.

LABR 614 - Labor and Immigration (3 Credits)

Prerequisite: None

This course explores the dynamics of immigration to the U.S., past and present, with a particular focus on its implications for the

labor movement. The course covers a range of topics that are vital to understanding the impact of immigration on labor, such as: the "push" and "pull" factors that shape migration flows; the characteristics of the distinctive waves of migration to the U.S. over the past two centuries; the varying skill levels and world views of immigrants from different parts of the world; the historical and contemporary tensions between immigrants and U.S.-born workers; the role of immigrant social networks in chain migration and in immigrant labor organizing; changing notions of citizenship and the emergence of "illegal" immigration; the changing gender composition of the immigrant workforce; changing employer policies toward immigrant labor; the development of the modern immigrant rights movement; and the politics of the current immigration reform debate. Students will explore the ways in which the labor movement has responded to immigration in the past and currently, and examine the conditions under which efforts to organize immigrant workers have been successful and those under which they have failed. The growth of worker centers as alternative models for immigrant organizing will also be examined.

LPOL 601 - Labor and Politics (3 Credits)

Prerequisite: None

This course will examine approaches to political action employed by unions, in the United States. In addition to studying traditional approaches to electoral politics, the course will examine alternative forms of political behavior, including third-party movements; labor-party initiatives; independent politics; and direct action. Students will analyze the logic and practice of these various political strategies, evaluating their strengths and limitations. The course will provide a historical context, beginning in the United States with reform labor unionism and syndicalism. Students will discuss conservative principles of "pure and simple" unionism and "pure and simple politics" as well as more radical attempts to build a labor/socialist party. Finally, they will focus on the history of labor's alliance with the Democratic Party, starting with the New Deal and continuing to the present. A number of case studies will be analyzed.

Electives

Students must complete six credits from the following courses:

URB 620 - Urban Public Finance (3 Credits)

Prerequisite: None

This course explores theories, principles, practices, and problems of public financing in the context of urban economics. Focusing on the City of New York and its budget process, students identify and analyze sources of public revenue, including taxation, as well as types of public expenditures and how they are administered. In studying the budget process, students examine the factors that determine how public funds are allocated, including the impact of national socio-economic policy, problems of social and economic inequality, the role of state and local governments, the political actors and the influence of various constituencies and interest groups. During the term, each student will make a class presentation, utilizing a case study from recent New York City history that illustrates a controversial or problematical issue in public financing or public budgeting. The student's case study will be the basis for a final paper, analyzing the issues in debate and arguing for a resolution based on sound principles of public financing.

URB 621 - Delivery of Urban Public Services (3 Credits)

Prerequisite: URB 600

This course examines concepts and theories of social welfare and the development of social welfare policy, focusing on the scope and variety of contemporary human services and the urban institutions that deliver those services. The course combines both theoretical and practical learning, allowing students to draw on their own experiences as service providers in New York City or as recipients of public services. Students analyze the nature and function of public-service bureaucracies and evaluate how they meet the needs of a diverse and multi-faceted client population. In addressing this question, students consider the broad political and socio-economic context and the impact of social inequality, the role of government and regulatory bodies, and the movement

toward privatization of public services. A central topic of this course is the role of social-service professionals, the range of legal and ethical questions they confront, and the array of technical and professional skills required to function effectively as a service provider in a complex urban environment. Students will complete final group projects that examine a selected urban public service provision sector and site. They will outline the service's function regarding social welfare, historical development as a public service, and its place within larger bureaucratic structures. They may conduct interviews with practitioners; engage in observation of the service delivery site; and apply their own experiences as practitioners. Based on this research and course readings, students will produce an analytic paper, and make a presentation, summarizing their conclusions, including an assessment of management practices and ethical dilemmas for practitioners.

URB 630 - Urban Social Identity (3 Credits)

Prerequisite: None

This course will identify and examine multiple and often overlapping forms of social identity, including race, gender, ethnicity, and sexuality. Through readings, films, and other forms of cultural expression, students will explore the ways in which social identities are shaped and informed by the urban environment and - conversely - how the design and function of cities have been influenced by factors of social identity. In considering both cultural and economic aspects of urban social identity, students will address a number of key questions: How do the various factors of social identity intersect and how do they relate to class and class relations in the urban environment? How is social identity reflected in the nature, function and design of cities? How are public and private space defined and organized by factors of race, gender, sexual identity and class? How is social identity expressed or encountered in the workplace? How do social and government services address the needs of differing social groups and constituencies? In answering these questions, students will consider the relationship of urban social identity to issues of equality and discrimination, poverty and affluence, and power relations in the political, social, and work lives of urban inhabitants.

URB 635 - Community Organization (3 Credits)

Prerequisite: None

This course will examine the historical development and contemporary practice of community organizing. Students will examine why and how people in urban communities and neighborhoods have organized to protect their rights and their entitlements to public services, to acquire resources for development, and to improve their quality of life. Students will develop a historical and theoretical perspective on community organizing and will explore the range of issues around which communities organize. They will acquire practical knowledge and skills for effective grassroots organizing, including coalition-building and alliances between community organizations and labor. Through readings and presentations by guest speakers, they will gain familiarity with various models and strategies of community organizations in New York City. Following each presentation by a guest speaker, students will submit a 1-2 page paper, reflecting on a key theoretical or practical concept in the presentation.

The course is divided into three parts: I. History and Theory of Organizing, II. Organizing Tools and Techniques, and III. Issues and Case Studies. As a final project, students will work in groups to design a grass-roots campaign to address a particular issue or problem. Each group will make a presentation and submit a written report, summarizing the project and its desired outcomes. In doing so, students should utilize class readings and discussions and refer to historical, theoretical, and political models and examples.

URB 639 - Fieldwork (3 Credits)

Prerequisite: Permission of the Academic Director

- Class meets for a total of 16 instructional hours.
- A minimum of 6 hours per week of faculty approved internship is required.

Students in this course will combine a 15-week internship with readings and analysis appropriate to the mission and practices of the host organization. Host organizations could include municipal administrative agencies, government offices, unions,

community organizations, and other urban-based institutions. In eight two-hour class meetings, students will reflect on their internships, comparing their experiences with those of other students and discussing them in relation to course readings on selected urban issues. Through a combination of field work and scholarly analysis, students will explore the relationship between urban theory and practice, and will acquire multiple perspectives on administrative structures and urban policy, including the policy-making process and the role of interest groups and various urban constituencies and communities.

URB 649 - Independent Study (3 Credits)

Prerequisite: Permission of the Academic Director

The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

URB 651 - Special Topics (3 Credits)

Prerequisite: Permission of the Academic Director

This course will offer qualified students the opportunity to study special topics within the scope of Urban Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include in-depth study of particular urban issues or problems; comparative studies of urban regions; examinations of urban working-class experience; demographic research; neighborhood environmental problems; urban coalitions with labor and other advocacy groups; case studies of particular community or political mobilizations for urban justice.

HCA 600 - Health Care Administration (3 Credits)

Prerequisite: None

This course will examine critical issues confronting health care administration, focusing on the public and not-for-profit sectors. Readings and discussions will cover a broad range of topics and will include comparisons of public and private bureaucracies. Students will analyze theoretical questions of health care administration and will address the real-world experience of health care employees, both managers and staff. Students will examine and evaluate academic literature on current and future trends in health care human resources, including: evaluation of employee performance and motivation of employees; health care financing, including the impact of managed care and the role of third party payers; union-management relations and collective bargaining; quality improvement in health care; training and staff-development; the nursing shortage; organizational justice; and diversity management. Students will draw on both their practical experience and the scholarly literature discussed in the course to develop a research proposal that addresses an administrative challenge relevant to their work.

HCA 601 - Health Disparities (3 Credits)

Prerequisite: None

This course will examine in detail the manifestations of health disparities and inequalities in the U.S., with particular reference to their relevance to health care policy and practice in New York City. Evidence of inequalities will be presented with regard to major health indicators, including: incidence and prevalence of disease; differential screening, diagnosis, treatment, and outcome; exposures to risk factors and preventive measures; access to and utilization of health care services; issues relating to the clinical encounter; biases in health research; and health of selected populations. Disparities will be studied through the lenses of race, class, gender, age, residence, and sexual orientation, as well as through the interactions of these factors. A variety of theoretical frameworks will be critically evaluated for their contribution to the explanation of the existence and distribution of health disparities. Although the course will focus on contemporary health disparities, some historical issues will be presented,

particularly as these relate to the development of a contemporary research agenda free from the biases of the past. Within each area, strategies and policies for reducing or eliminating the particular health disparity and inequity will be discussed and analyzed. At the end of the course, an analysis and evaluation of broader policy issues will be presented.

HCA 602 - The Politics of Health Care (3 Credits)

Prerequisite: None

This course will approach the politics of health care in the U.S. by examining and analyzing the interests of the major stakeholders in the system of care delivery. These stakeholders will include the federal, state and local governments; hospitals; insurance companies; the pharmaceutical, tobacco, and food industries; organized labor; health providers and professional organizations, the public health movement, and consumer health movements. Among the issues to be considered are financial gain, control of health care resources, and process and power in decision making. The historical conditions that set the stage for the current role of each stakeholder will be discussed. Relationships among the various stakeholders will be assessed as will their contributions to fostering or thwarting universal access to care, equitable health treatment, health promotion and disease prevention, and health research free from bias. At the conclusion of the class, several case studies that demonstrate how politics actually works in the practice of setting health care policy will be presented.

HCA 603 - Evaluation of Health Care Policy (3 Credits)

Prerequisite: None

This course will present a variety of compelling issues and problems that confront the U.S. health care system today. It will examine policies that have been enacted or promulgated to address each of these issues as well as present alternative policies that address access to care and equity in services. These policies will include legislation at the federal, state, and local levels, regulations and guidelines issued by agencies at each governmental level, and positions or strategies offered by advocacy groups. Each policy will be examined in terms of how it came to be and whose interest or interests it serves. Policies will also be analyzed and evaluated in terms of their effectiveness as solutions to the problems they address, their feasibility, and their relationship to the concepts of health as a basic human right, equity in health care delivery, and health promotion and disease prevention. Throughout the course, specific examples of policies that have been successful and unsuccessful to varying degrees in achieving these goals will be discussed and evaluated. In each policy discussion, analysis of how competing forces shape policies will be provided, such as how market forces compete with public need and how profit-making businesses and institutions affect health policy.

LABR 603 - Labor-Management Relations (3 Credits)

Prerequisite: None

This course covers the development of labor relations in the United States, from the period preceding collective bargaining through the emergence of theories of management and corresponding stages of labor relations practice in the 20th century. The latter include: the rise of contract unions; industrial relations in an era of unionization and collective bargaining; the crisis resulting from increased competition and globalization; and the subsequent transformation of American labor-management relations. Students will develop a comparative perspective by studying labor-management relations across advanced capitalist economies. Finally, the course will examine the future of labor-management relations, exploring the extent to which they will be adversarial or cooperative, and considering alternative models of worker representation.

LABR 607 - Labor and the Economy (3 Credits)

Prerequisite: None

This class is designed to provide anyone working for a union, NGO, workers' rights organization or for social change a solid foundation in economics: basically, it is labor economics for practitioners and activists. The course offers an overview of

capitalism as an economic system, focusing on the principles and logic that underlie American capitalism in particular. Students will explore the roles of production and profits; competition and concentration; technology; and control and conflict in the workplace. The course is set up for students to expand their literacy regarding the main labor issues related to the economy, such as employment, wages (including minimum wage and living wage), labor market discrimination, globalization and trade. We will consider the mainstream, or neo-classical, theory that explains how the economy functions, as well as examine some alternative theories.

LABR 614 - Labor and Immigration (3 Credits)

Prerequisite: None

This course explores the dynamics of immigration to the U.S., past and present, with a particular focus on its implications for the labor movement. The course covers a range of topics that are vital to understanding the impact of immigration on labor, such as: the "push" and "pull" factors that shape migration flows; the characteristics of the distinctive waves of migration to the U.S. over the past two centuries; the varying skill levels and world views of immigrants from different parts of the world; the historical and contemporary tensions between immigrants and U.S.-born workers; the role of immigrant social networks in chain migration and in immigrant labor organizing; changing notions of citizenship and the emergence of "illegal" immigration; the changing gender composition of the immigrant workforce; changing employer policies toward immigrant labor; the development of the modern immigrant rights movement; and the politics of the current immigration reform debate. Students will explore the ways in which the labor movement has responded to immigration in the past and currently, and examine the conditions under which efforts to organize immigrant workers have been successful and those under which they have failed. The growth of worker centers as alternative models for immigrant organizing will also be examined.

LPOL 601 - Labor and Politics (3 Credits)

Prerequisite: None

This course will examine approaches to political action employed by unions, in the United States. In addition to studying traditional approaches to electoral politics, the course will examine alternative forms of political behavior, including third-party movements; labor-party initiatives; independent politics; and direct action. Students will analyze the logic and practice of these various political strategies, evaluating their strengths and limitations. The course will provide a historical context, beginning in the United States with reform labor unionism and syndicalism. Students will discuss conservative principles of "pure and simple" unionism and "pure and simple politics" as well as more radical attempts to build a labor/socialist party. Finally, they will focus on the history of labor's alliance with the Democratic Party, starting with the New Deal and continuing to the present. A number of case studies will be analyzed.

PADM 601 - Public Administration (3 Credits)

Prerequisite: None

This course will examine critical issues confronting government and public administration. Readings and discussions will cover a broad range of topics and will include comparisons of public and private bureaucracies as well as proposals for "reinventing" government. Students will analyze theoretical questions of public administration and address the real-world experience of public sector employees, both managers and staff.

Students will evaluate academic literature on current and future trends in public-sector labor relations, including material on performance management and the Government Performance Results Act, as well as "post-bureaucratic" models of the public-sector workplace. In this process, students will examine such key managerial issues as evaluation of employee performance; motivation of employees; organizational justice; diversity management; training and staff-development; union-management relations; and collective bargaining. The course will conclude with a participatory workshop on managing in the public sector, in which students will draw on both their practical experience and the scholarly literature discussed in the course.

PADM 621 - Policy Analysis (3 Credits)

Prerequisite: None

This course will introduce students to theories and techniques of policy analysis and will help them acquire the basic skills necessary to do analytic work. The course will begin by defining policy analysis and the various social models that underlie differing analytic and evaluative frameworks. It will examine the institutions, interests, and forces that shape policy debate and affect "delivery" of policy initiatives. Students will explore several models of analysis and consider their limits as well as their strengths. They will explore the role of government in implementing public policy and allocating resources. In that process, students will address a key question: How do the interests of social groups combine with access to the political process to determine who gets what and when? Finally, students will examine case studies of public policy analysis in three selected areas of study.

PADM 701 - Practices in Public Administration (3 Credits)

Prerequisite: None

This course begins with an overview of the social, political and economic conditions that determine the nature of public administration in American cities. Students will discuss the varieties of public organizations; the roles and behaviors of managers in the public sector; and the bureaucratic constraints that affect management policies and implementation. The course examines these issues from the perspective of managers themselves, seeking to understand concretely the actual skills, capabilities and competencies managers must possess in order to be successful. These include a range of personal, interpersonal and group skills, designed to communicate, motivate and empower employees in the public-sector workplace. Students will focus on problem-solving, leadership, and decision-making skills as well as team-building and delegating authority. In the second half of this course, students will analyze and practice models of conflict resolution in the workplace. They will take a practical approach, analyzing and evaluating a number of case studies in conflict resolution.

LPOL 602 - Work, Culture, and Politics in New York City (3 Credits)

Prerequisite: None

This course is designed to provide an interactive overview of the constantly changing worlds of work, culture and politics in New York City. We will learn about where New Yorkers live and work, how specific urban communities develop, and assess how the cultural and political institutions of New York serve the city's diverse population. The class uses an historical frame to situate the contemporary city, spending equal time on past and present inquiries. Field trips to significant spaces, and visits to and from NYC organizers, policy makers, artists and scholars will take place on a near weekly basis. Throughout, we will learn about New York's key industries, trends in immigration, economic development, public policy, public and private space, popular culture, urban social identity, community organizations, and labor's contributions to building the city's institutions.

Master of Arts in Youth Studies

Academic Director: Sarah Zeller-Berkman, PhD

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The Program

The MA in Youth Studies degree, the first stand-alone program of its kind in New York, equips students with the knowledge and skills needed to design, run, research, and work in youth settings. The program provides a sound theoretical grounding and highly applicable skills to its students by integrating crucial areas of study, such as adolescent psychology; delinquency research and gang theory; legal construction of adolescence; social work; cross-cultural studies; representation of youth in pop culture; and health and sexuality issues. Additionally, the program applies a participatory approach through which students are taught to incorporate young people in shaping the programs, institutions, and policies that impact their lives.

As a student in this program, you will:

- Examine how age, gender, gender identity, sexuality, race, class, immigration status, (dis)ability, and region impact youth development
- Analyze current youth policies, opportunities, and best practices related to the field
- Apply principles and practices in program management, facilitation, and evaluation
- Engage multiple stakeholders and partners in order to ensure the positive development of youth, staff, and communities

Program Requirements

30 credits are required to complete the Master's Degree in Youth Studies

Required Courses

Students must complete 24 credits in the following courses:

YS 600 - Historical Perspectives on Adolescence (3 Credits)

Prerequisite: None

This course traces the cultural history of youth and the development of the modern concept of adolescence at the turn of the twentieth century. It uses a multidisciplinary approach to highlight aspects of adolescence in contemporary society. The course begins with the portrayal of youth in Greek literature and philosophy and in "ages of man" iconography. The modern concept of adolescence is introduced through: a review of images of youth in the popular literature, painting and poetry of the late nineteenth and early twentieth century; the influences of John Locke and Jean-Jacques Rousseau on the concept of adolescent development in the fields of medicine and education; the work of G. Stanley Hall and the new psychology of adolescence as a distinct "stage of life"; the creation of the juvenile justice system and the social construction of a legal concept of adolescence; the proliferation of delinquency theories and gang research in the social sciences; and the emergence of a cultural concept of adolescence in anthropology. The course covers the evolution of cultures of youth during the decades of the twentieth century. Social, economic and public policy issues related to youth are discussed.

YS 602 - Youth Action and Agency (3 Credits)

Prerequisite/Co-Requisite: YS 600 and YS 610

Consistent with a youth development philosophy that posits that young people are assets to any endeavor, this course will help youth-workers explore the conditions that support productive partnerships between adults and young people. Course readings will include literature in the following content areas: youth development, critical youth development, community-youth development, youth participatory action research, youth participatory evaluation, youth advocacy, youth civic engagement, adult-youth partnerships, and youth activism. Students will also explore how to measure outcomes on the individual, programmatic and community level. An integral component of this course is conducting a mini-participatory project with young people. This combination of theory and practice is designed to deepen knowledge acquisition in the course by engaging students in experiential learning and reflection in addition to reading and class discussion. The in-class work is designed to model promising practices in youth development such as an attention to social group work, an awareness of learning styles, and student-centered engagement strategies

YS 603 - Group Work with Youth (3 Credits)

Prerequisite/Co-Requisite: YS 600 and YS 610

This course introduces students to social group work (a core methodology of the social work profession) as a practice model for promoting youth development. Students gain an understanding of the stages of group development as an overarching framework and learn basic group theory and skills needed for group work with children and adolescents in a variety of social, educational, and recreational settings. They explore key concepts such as planning, purposeful use of activity, norms, mutual aid, shared decision-making, group roles, problem-solving, and managing group conflict. Students apply the central theories and practice principles of social group work as they develop basic skills in ethical and effective intervention and evaluation of their group work practice with youth.

YS 610 - Youth Development (3 Credits)

Prerequisite: None

This course focuses on the history of the field of Youth Development, current frameworks, the latest findings in neuroscience related to youth development, as well as promising practices related to: STEAM, media literacy, the tech/maker movement, global competencies, LGBT/racially informed youth development, parent engagement and connected learning. Students will learn the basics of facilitation steeped in youth development principles and practices. Students will become familiar with tools used to measure socio-emotional development as well as various quality assessment tools. Lastly, students will visit high quality youth development programs around New York City to witness youth development practice in action and learn promising practices

YS 611 - Youth Policy (3 Credits)

Prerequisite/Co-Requisite: YS 600 and YS 610

This course critically analyzes various public policies at the local, state, federal and international level. Students will develop a variety of skills that inform the understanding and analysis of social policy, including: critically analyzing data, both what is there and what is not there, making connections between federal policy and children's lives, assessing coverage of children's issues in the media and popular press, understanding how to create a policy agenda and increasing knowledge about current social issues and policy debates. Topics covered include: juvenile justice, education, out-of-school time, opportunity youth, child protection, health, and advocacy.

YS 620 - Practicum: Designing and Running Quality Youth Programs (3 Credits)

Prerequisite/Co-Requisite: YS 600 and YS 610

This course is a practicum where students learn theory, skills and knowledge related to designing and running quality youth programs, field test these ideas/competencies and debrief the process with their peers. Students can use their existing work places or receive a placement from CUNY SPS in a high quality youth program in New York City to serve as their learning lab. Topics covered in this course include: leadership styles, program evaluation and assessment, budgeting, grant writing, fundraising, strategic planning, external oversight, ethics, program marketing, program design and implementation. Students are asked to test out new skills in the program context and/or bring in exemplars from their organizations that illuminate the given topic each week. Weekly debriefs about successes and challenges related to implementing the ideas or skills are incorporated into the class structure as are occasional visits to high quality youth programs across New York City.

YS 639 - Youth Studies Research Methods (3 Credits)

Prerequisite/Co-Requisite: YS 600 and YS 610

This course will provide an overview of research methods, including ethnography, in-depth interviewing, the use of personal narratives and other documents, and participatory action research. The course will focus on both the theoretical approaches and practical techniques of qualitative research methodology. Students will be introduced to data analysis in youth research. The application of these research methodologies to the youth field will be illustrated.

YS 699 - Youth Studies Capstone Course (3 Credits)

Prerequisite/Co-Requisite: YS 600 and YS 610, and permission of the Academic Director

This course, which should be taken in the student's final semester, is an opportunity for the student to integrate and synthesize the body of knowledge acquired in courses leading to completion of the M.A. in Youth Studies. Students will work with the instructor to develop a multi-disciplinary capstone project that demonstrates the student's command of subject matter and literature covered in the courses. The capstone may take various forms, including an independent or group research project; an annotated literature review; e-portfolio or a media presentation. All capstones must include an extensive bibliography and a 20-25 page analytic essay. Classroom sessions will alternate with independent supervised research and project development.

Elective Courses

Students must also complete six credits from among the following courses:

YS 601 - Adolescent Psychology and Community Programs (3 Credits)

Prerequisite: YS 600 and YS 610

This course is an introduction to the field of adolescent psychology with a particular emphasis on theories and research that support the development of community programs that promote youth development. The course begins with the founding of the field of adolescent psychology in the work G. Stanley Hall. The influence of his concept of "storm and stress" is discussed. The importance of Erik Erikson's concept of "identity formation" in the history of adolescent psychology is also covered. The course encompasses major aspects of adolescent psychology including: cognitive development, moral reasoning, the impact of schools, adolescent health and sexuality, risk and resilience, relationships with peers, parents and other adults, issues related to violence, the impact of globalization and the concept of "emerging adulthood." These topics are discussed in the context of the development of best practices in community-based youth serving agencies.

YS 604 - Adolescent Sexual Health (3 Credits)

Prerequisite: YS 600 and YS 610

This course aims to understand individual, cultural, and social factors that influence young people's healthy sexual development.

The course is organized around a number of factors that both support and impede the sexual health and development of young people and permits study of a wide range of issues that affect young people and their sexuality. The course covers biological and hormonal development, how peers and partners can affect adolescent sexual health, how the media and popular culture influence sexual development, the role of families and schools, and explores social policies and laws that create the political infrastructure in which adolescents develop. Particular attention is paid to specific characteristics that affect sexual health, including gender, sexual orientation, race/ethnicity, and socioeconomic status and how these affect what adolescents learn about themselves, their bodies, and the potential for being a healthy sexual adult. The structure of this course encourages students to develop a set of critical skills that will allow them to understand how young people are affected by both public and private issues and decisions. The ability to understand how sexual health is both an individual *and* a social phenomenon is an important skill for students to learn.

YS 605 - Transition Experience with Youth with Disabilities (3 Credits)

Prerequisite/Co-Requisite: YS 600 and YS 610

This course provides an overview of the transition experience of youth with disabilities. It reviews the current state of transition services for youth with disabilities in New York City and nationally. It focuses on "self-determination" as a basic principle in transition planning and in accessing and integrating community resources within a fragmented service delivery system. Special attention is given to the role and experience of the family in the transition process and to the importance of "inclusion," especially in school settings. The experiences of youth with disabilities in the foster care and juvenile justice systems, and strategies that support employment and postsecondary education opportunities are covered. Applications of transition planning to youth with intellectual disabilities, traumatic brain injury, autism spectrum disorders, emotional and behavioral disorders, learning disabilities and physical disabilities are discussed and practiced.

YS 606 - Youth Identity: Virtual Environments (3 Credits)

Prerequisite: YS 600 and YS 610

This course is designed to prepare youth practitioners to respond to the needs and interests of young people as expressed through virtual environments. It provides opportunities to explore how young people use virtual environments to construct their identities and navigate social space. Students will explore current social networking technologies, understand how young people navigate these systems for relational purposes, and critically examine the risks as well as developmental benefits of virtual environments.

YS 612 - Effective Supervision of Youth Workers (3 Credits)

Prerequisite/Co-Requisite: YS 600 and YS 610

Supervision has been shown to have an impact on quality at the point of service (between a frontline staff and a young person). In this course, students will learn theory and skills related to supervising youth workers. Topics covered include: supervision models/theory, competencies, one-on-one supervision, running effective learning communities, quality assessments, staffing, in-house trainings, self-care and professionalizing the field.

YS 649 - Youth Studies Independent Study (3 Credits)

Prerequisite/Co-Requisite: YS 600 and YS 610

The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

YS 659 - Special Topics in Youth Studies (3 Credits)

Prerequisite/Co-Requisite: YS 600 and YS 610 , additional pre-requisites may vary depending on topic

This seminar style course supports students to stay on top of the current trends in the field of youth development. Special topics could include: socio-emotional development, STEM, STEAM, media literacy, the tech/maker movement, global competencies, 21st century skills, opportunity youth, connected learning, trauma informed practice and restorative justice models.

Master of Science in Business Management and Leadership

Academic Director: B. Loerinc Helft, PhD

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

Email Contact: Business@sps.cuny.edu

The Program

The online MS in Business Management and Leadership provides a broad business education that focuses on the fundamentals of business management and critical leadership skills, and is immediately relevant to today's business challenges and changing climate. It consists of seven courses in core business areas such as management, economics, and business law and ethics; two electives in emerging areas such as global entrepreneurship, managing diversity in the global environment, and new media and electronic commerce; and one capstone course that synthesizes all of the knowledge gained throughout the program.

Admission Criteria

In addition to the admission criteria for graduate degree programs, work experience relevant to graduate study is strongly preferred.

Program Requirements

30 credits are required to complete the Master's Degree in Business Management and Leadership.

Required Courses

Students must complete 21 credits in the following courses:

BUS 600 - Organizational Behavior and Leadership (3 Credits)

Prerequisite: None

This course is designed to introduce students to the major concepts, models, theories, and research in the field of organizational behavior and leadership. We will cover relevant theories and concepts from psychology, sociology, anthropology, and social psychology. Although the course is analytical and conceptual in nature, the primary focus is on applying behavioral science knowledge to the practice of management and leadership. The course focuses on individual and small-group processes, ethics, managing group and inter-group processes, creating meaningful change, and improving organizational effectiveness.

BUS 630 - Business Law and Ethics in the Digital Age (3 Credits)

Prerequisite: None

This course examines the convergence of law, ethics, market forces, democratic social norms and the architectures of computer code that form the environment within which online business activities are being shaped and regulated in the global, digital world. It also explores the ethical and public policy issues for law and participatory democracy raised by the development and application of technologies which can be used to remove certain business interests from the jurisdiction of public laws into private, unregulated "trusted systems." Students in the class will conduct independent scholarly research based on specific business-related areas or topics of interest to them in response to the classroom discussions and the assigned and suggested readings.

BUS 640 - Accounting for Business Decisions (3 Credits)

Prerequisite: One undergraduate course in Accounting and one in Computer Applications.

The course introduces fundamental principles in accounting and demonstrates how these principles are used in preparing and interpreting financial statements of business organizations. Emphasis is given to the effect of transactions and events on the financial position, profitability, and cash flows of business enterprises as well as the use of accounting information in decision making.

BUS 650 - Knowledge and Information Systems (3 Credits)

Prerequisite: Undergraduate course in Computer Applications.

This course introduces the student to the use of management information systems as a business resource for achieving competitive advantage. Topics covered include: the major information technology (IT) applications used in business; the central role of databases and data warehouses; the fundamentals of information system requirement specification (UML); the framework of systems design and analysis; the management tools needed in the implementation of an IT system; the management and personnel skills needed to maintain an IT system; the importance of IT in the growth of e-commerce; the role of decision support systems and artificial intelligence; the IT infrastructure; the importance of help desk and call center support; the impact of outsourcing; the basics of software ownership with an emphasis on copyright issues; forensic methods; and information security. Case studies will be analyzed.

BUS 660 - Corporate and International Finance (3 Credits)

Prerequisite: One undergraduate course in Accounting and one in Computer Applications.

This course offers students a strong working knowledge of how managers of small entrepreneurial ventures and publicly traded corporations raise, allocate and protect capital for the purpose of creating value. The class will discuss and analyze how managers evaluate domestic and international investment and funding opportunities. The class will examine how good managers create value and how bad managers destroy value and how investors in credit and equity markets react to the expected creation and destruction of value.

BUS 670 - Quantitative Decision-Making (3 Credits)

Prerequisite: One undergraduate course in Statistics and one undergraduate course in Computer Applications.

This course will apply mathematical and statistical techniques to issues related to the production of goods and services, with the goal of ensuring that business operations are efficient in terms of using as few resources as needed and are effective in terms of meeting customer requirements. Managing the process that converts inputs, in the forms of materials, labor and energy, into outputs, in the form of goods and services, is predicated on decision-making of all kinds. Areas of investigation and implementation include: process identification and design, statistical process controls, linear programming, transportation/shipment optimization, queuing optimization, forecasting, and scheduling.

BUS 680 - Economics for Business Decisions (3 Credits)

Prerequisite: Undergraduate course in Macroeconomics or Microeconomics.

Drawing upon modern managerial and behavioral economics, this course will develop students' ability to apply the tools of economic analysis to business decisions. The course will cover the following topics: macroeconomic environment, economic decisions and rationality, markets and organizations, demand, production and cost, market structure, pricing, strategy and game theory, incentive conflicts and contracts, organizational architecture, decision rights, human resource decisions, vertical

integration and outsourcing, leadership and change within organizations, regulation, and creating organizational architectures that foster ethical behaviors.

Capstone

Students must complete one of the following four capstone courses:

BUS 696 - Global Virtual Enterprise (3 Credits)

Prerequisite: BUS 620, must be taken in the last or next to last semester

Global Virtual Enterprise is a business simulation where students experience the business world by creating and operating a virtual firm and taking its virtual products or services to market in the global economy. Building on knowledge gained in the prerequisite entrepreneurship course, students use various models and tools to test the viability of the business. Activities include hands-on experience with concept development, e-commerce, marketing, strategic planning, finance, accounting and management in an interactive and realistic business environment. Like a real business, each student brings their personal and professional experiences to the table. The firm is charged with capitalizing on these human resources in order to develop the firm to its maximum potential.

BUS 697 - Global Strategic Management (3 Credits)

Prerequisite: Must be taken in the last or next-to-last semester

This course explores concepts and theories that provide a foundation for strategic management and strategic issue resolution in a global environment, including frameworks for understanding performance and opportunity gaps, and options for strategy implementation and evaluation. The course provides opportunities to apply foundational principles through real-life case studies, based on multi-industry experience in developed and emerging markets, through state-of-the-art strategy simulations, as well as through building a new strategic plan for an existing multinational business.

BUS 698 - Applied Business Research (3 Credits)

Prerequisite: Must be taken in the last or next to last semester.

This project-oriented course is designed to help managers make informed decisions and be informed users of information relevant to business. Students will learn how to define a research problem, to evaluate secondary data, to choose the appropriate research design, to develop measurement instruments, to evaluate different sample designs, to collect primary data, to use various statistical techniques to analyze data, and to present data, research findings, and recommendations in an ethical manner.

BUS 699 - Thesis (3 Credits)

Prerequisite: BUS 698. Must be taken in the last or next to last semester

In this course, students will research and write an original scholarly paper deemed to be of publication quality on a business topic. Students will apply and present their results using qualitative and/or quantitative methods in business. Research for the thesis will be supervised by a faculty member with frequent progress reports / web meetings. Credit is earned when the thesis is complete.

Elective Courses

Students must also complete six credits from among the following courses:

BUS 605 - Leadership Development (3 Credits)

Prerequisite: BUS 600 plus 2 additional core courses

This course is designed to integrate theory, practice and skills on topics critical to functioning as a leader in today's organizations and rapidly changing work environments of the future. Leadership theories explored include the trait approach, skills-based model, style approach, situational and contingency approaches, leader-member exchange theory, transformational leadership, servant leadership and authentic leadership. Issues of gender, culture and ethics are investigated. Students will examine and develop their own leadership ideas, styles, and behaviors in relation to leadership theories and models, with application to real-life situations.

BUS 606 - Leading Groups and Teams (3 Credits)

Prerequisite: BUS 600 plus 2 additional core courses

This course introduces a systematic approach that allows leaders to build and maintain excellent teams in their organizations. The course is designed to integrate theory, practice and skills on topics critical to functioning as a team leader or team member in today's organizations and rapidly changing work environments of the future. Coursework is organized into four primary areas: (1) team characteristics, (2) teamwork processes, (3) issues teams face, and (4) organizational context of teams.

BUS 608 - Negotiation and Conflict Resolution (3 Credits)

Prerequisite: BUS 600, BUS 680 and one additional required course.

This course will provide an overview to negotiation that includes key approaches to negotiation, strategies for successful negotiation, psychological approaches related to understanding and succeeding in negotiation, communication aspects of negotiation, and power and influence in negotiation.

BUS 610 - Strategic Marketing and Socially Responsible Practices (3 Credits)

Prerequisite: None

This course will cover the principles of marketing management. Topics covered include: environments of marketing, social marketing, green marketing, buyer behavior, marketing research, market segmentation, market forecasting, product planning and development, pricing, advertising, and global marketing. This course will stress the importance of ethics and corporate social responsibility when making marketing decisions.

BUS 617 - Workplace Values and Happiness (3 Credits)

Prerequisite: BUS 600 and two additional required courses.

This course examines the latest research on happiness; the important role played by meaningful work and virtue in achieving happiness and success; issues relating to the development of an organizational culture that is based upon workplace spirituality and its impact on productivity, creativity, innovativeness, and performance. This course explores how and why traditional economic models that focus on growth, GDP, and maximization of profits are being replaced by models that stress gross domestic happiness.

BUS 620 - Entrepreneurship in a Global Environment (3 Credits)

Prerequisite: BUS 610 or BUS 640 and 2 additional graduate required courses

This course will take students through the process of creating a new business that could operate in today's global business environment, starting from the conceptualization phase through to the preparation of a detailed, realistic, and professional level

feasibility analysis and business plan. Via the analysis of case studies, and through working with a team to develop their own business, students learn to think critically about the issues involved in initiating and operating an entrepreneurial venture.

BUS 626 - Current Issues in Global Business (3 Credits)

Prerequisite: Varies, depending on topic. At minimum, three graduate courses.

The global business environment is ever-changing. This course applies the case study method and tools from across the many fields of business to examine and propose solutions to global business issues of the day. If there is a specific theme to the entire course content, this will be indicated when the course is scheduled.

BUS 633 - Managing Diversity in a Global Economy (3 Credits)

Prerequisite: BUS 600 and two additional required courses.

Drawing upon research in the social science and business disciplines, this course will: (1) provide students with knowledge of diversity issues in a global context and (2) develop students' cross-cultural communication and negotiation skills. The course will cover the following topics: diversity and individuals; defining diversity in a global context; theoretical perspectives on workplace diversity; diversity legislation in a global perspective; discrimination and fairness in employment; global demographic trends; diversity management; interpersonal relationships in a global context; intercultural communication process; intercultural negotiation process; politico-legal, economic and business environments in China, India, Japan, France, Brazil, and Russia in a comparative perspective with those of the United States; and cultural values, communication patterns and negotiation styles in China, India, Japan, France, Brazil, and Russia.

BUS 644 - Audit Controls and Accounting Failures (3 Credits)

Prerequisite: BUS 640 and two additional required courses

Legislation has been passed which now requires that independent auditors of publicly traded companies both assess and report on their clients' system of internal controls. Auditors need to ascertain whether those internal controls are in compliance with GAAP and proper audit standards. Some argue that many accounting failures and fraudulent activities occur due to companies not having an 'adequate' system of internal controls in place. As a result, the public often looks to the auditors and asks why this was not discovered while the audit was in process. In this course, students will develop an understanding of the audit process, along with how a company develops, or should develop, internal controls. Applying this knowledge, students will examine prominent case studies of accounting failures and will analyze how the auditor might have been able to detect them. A familiarity with contemporary issues and controversies currently under scrutiny in the public media is beneficial.

BUS 655 - New Media and Electronic Commerce (3 Credits)

Prerequisite: BUS 610 or equivalent course in marketing and two additional required courses

"New Media" and "Web 2.0" are examined as an important transition from an old, static form of e-Commerce to one that is highly dynamic, networked and socially connected. The course will explore how these new tools and strategies are utilized to engage and inform customers through virtual, interactive and informative conversations that serve to retain them as loyal, life-long and profitable customers. The class will focus on the marketing and public relations potential of blogs, business and social networks, podcasting, viral marketing, virtual communities and wikis, and analyze how they are applied in the Web 2.0 strategies of the current brand-name companies who are leaders in their respective markets and industries. Students will conduct independent scholarly research based on areas of interest in response to classroom discussions and assigned and suggested readings.

BUS 685 - Risk Management (3 Credits)

Prerequisite: BUS 660, BUS 680 and one additional required course

This class will focus on the various forms of risk that managers must deal with to protect human, physical, intellectual and financial capital. We will examine the sources of risk and the potential consequences firms could experience from the realization of these hazards. Students will examine how companies have been damaged by adverse movements in economic variables, errors in human judgment, market failures, product failures, political actions, natural events and terrorist actions. 'Best practices' for setting up an enterprise-wide risk management strategy, along with costs and other relevant factors, will be explored.

PROM 600 - Fundamentals of Project Management (3 Credits)

Prerequisite: None

This course is designed to provide an overview of project management practices and techniques and their practical application to managing projects. The participants will review practices recognized by the Project Management Institute (PMI) and learn how these can be used to address a range of project challenges. Throughout the course, participants will work in teams to complete exercises and apply what they have learned. Participants should have at least one year experience managing projects.

Note:

Students who have previous academic coursework in business areas may, on the basis of individual academic review, waive up to five courses from the required courses and take approved electives.

Students may also need to take up to four (4) prerequisite courses in order to be ready for graduate level work. These are undergraduate courses in financial accounting, statistics, micro- or macroeconomics, and computer applications. Courses that fulfill the prerequisites must have been taken in the last five years with an earned grade of C or better. Some of the core courses are without prerequisites, and can be taken as early as the first semester in parallel with these undergraduate courses, if required.

Master of Science in Data Analytics

Academic Director: Arthur O'Connor, PhD

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

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The Program

The online MS in Data Analytics prepares graduates to make sense of real-world phenomena and everyday activities by synthesizing and mining big data with the intention of uncovering patterns, relationships, and trends. Big data has emerged as the driving force behind critical business decisions. Advances in our ability to collect, store, and process different kinds of data from traditionally unconnected sources enables us to answer complex, data-driven questions in ways that have never been possible before.

Data analytics combines information management, systems thinking, quantitative methods, data modeling, data warehousing, and data mining to produce visualizations and other business intelligence models that help organizational leaders predict and evaluate best practices. For example:

- Businesses can predict future sales results by combining their customers' preference profiles with website click-stream data, social network interactions, and location data.
- Police and fire departments collaborate with emergency managers and homeland security to develop more accurate models of automotive and pedestrian traffic by using GPS data from cars, buses, taxis, and mobile phones.

- Emergency room physicians are able to reduce time to initial treatment and, as a result, patient mortality, by fusing aggregate patient histories with the results of up to the minute lab tests.

Admissions Criteria

In addition to the admission criteria for graduate degree programs, applicants must have earned a bachelor's degree in Computer Science, Information Systems, or another STEM field from an accredited institution. A degree in a business-related discipline will be considered on a case by case basis depending on the nature of an applicant's coursework.

Applicants must have the ability to program in a high-level computer language (e.g., Java, C++, Python). Applicants must also have a GPA of 3.0 or better. An admissions interview is required. For more information call 212.652.2869.

Curriculum

While the foundational courses lay out four core areas in data analytics (systems, computation, quantitative methods, and data management), the curriculum includes a breadth of cutting edge electives such as business analytics and data mining, web analytics, energy and transportation systems that provide students with options for applying analytic and informatics techniques to a host of issues that that impact the economy and our world.

Program Requirements

36 credits are required to complete the Master's Degree in Data Analytics. Of these, 27 credits must come from the core Data Analytics requirements. The remaining nine credits are electives. For the urban sustainability track, all nine of the elective credits must be in the track.

Required Courses

Students must complete 27 credits in the following courses:

DATA 600 - Information and Systems (3 Credits)

Prerequisite: None

Information systems today play an important role within an organization and that role will only grow in the future as data becomes an ever more critical driver of organizational goals. This course introduces students to concepts of information systems and the role of information systems within an organization. Topics covered will include organizational structure and behavior, types of information systems, hardware and software issues, data collection tools and techniques, issues of complexity, and the relevance of information systems to larger social issues like sustainability. The course will provide a review of relevant literature and some case study discussions.

Note: This must be taken in the student's first semester.

DATA 602 - Advanced Programming Techniques (3 Credits)

Prerequisite: DATA 607

In this course students will learn aspects of contemporary programming that are important for data gathering and analysis, including real-time programming, GUI design, interactive database programming, service-oriented architecture, data collection with and without databases, machine learning, data mining techniques, and GIS programming. Computer security issues will also be addressed, as will overall computer architecture. Students will be required to create a working system for a large volume of data using publically available data sets.

DATA 604 - Simulation and Modeling Techniques (3 Credits)

Prerequisite: DATA 606

This course teaches students the basics of simulation, systems modeling, and related software applications. Topics include event-driven and agent-based simulations, such as generation of random numbers, random variates, design for simulation experiments, gathering statistics, and steady state versus transient state results. The use of combined simulation and optimization will be covered. Students will develop a contextual understanding of simulation and modeling through the use of case studies.

DATA 605 - Fundamentals of Computational Mathematics (3 Credits)

Prerequisite: DATA 606 and DATA 607

This course will cover basic differential and integral calculus from the viewpoint of numerical methods and some basic probability concepts. The emphasis will be on modeling and applications to a number of different fields that make use of analytics in differing ways: e.g., business, urban systems, social networks. The course will incorporate basic linear and matrix algebra. Statistical programming and modeling packages will be used throughout.

DATA 606 - Statistics and Probability for Data Analytics (3 Credits)

Prerequisite: None

This course covers basic techniques in probability and statistics that are important in the field of data analytics. Discrete probability models, sampling from infinite and finite populations, statistical distributions, basic Bayesian statistics, and non-parametric statistical techniques for categorical data are covered in this course. Each of these statistical concepts will be applied in a variety of real-world scenarios through the use of case studies and customized data sets.

DATA 607 - Data Acquisition and Management (3 Credits)

Prerequisite: None

In this course students will learn about core concepts of contemporary data collection and its management. Topics will include systems for collecting data (real time, sensors, open data sets, etc.) and implications for practice; types of data (textual, quantitative, qualitative, GIS, etc.) and sources; an overview of the use of data, including what and how much should be collected and the distinction between data, information, and knowledge from a data-centric point of view; provenance; managing data with and without databases; computer and data security; data cleaning, fusing, and processing techniques; combining data from different sources; storage techniques including very large data sets; and storing data keeping in mind privacy and security issues.

Students will be required to create a working system for a large volume of data using publically available data sets.

DATA 608 - Knowledge and Visual Analytics (3 Credits)

Prerequisite: DATA 602

In this course students will learn non-statistical aspects of elucidating from data its information content which leads to knowledge. Several differing visual techniques will be examined to gain this knowledge through exploratory use of visualizations as well as visualization techniques for presenting data to a variety of stakeholders. Exploratory techniques look to find patterns in the data. Finding patterns that underlie the system's characteristics when the data sets are very large or have many dimensions by reducing the dimensionality in intelligent ways is a complex task that often includes user direction. Presentation visualizations provide the viewer with useful information and knowledge since the visualizations are created with context in mind. In addition, students will learn how to integrate quantitative and qualitative data (e.g., text and narrative).

DATA 609 - Mathematical Modeling Techniques for Data Analytics (3 Credits)

Prerequisite: DATA 602 and DATA 605

In this course students will learn mathematical methods for understanding data relationships and for system optimization. Mathematical modeling techniques for representing a complex system will be presented. Topics to be covered include linear (LP) and non-linear programming (NLP); algorithmic search methods for optimization; branch and bound and dynamic programming, and their uses. Use of modeling packages will be stressed. Examples will be used from actual systems. In addition, students will be expected to explain their models, reports, and analyses in plain and easy-to-understand language.

DATA 698 - Analytics Master's Research Project (3 Credits)

Prerequisite: Permission of Academic Director

In this course, students will integrate the knowledge and skills derived from the previous classes into a real-world project. Working in small teams (that may be geographically distributed) or by themselves, students will work on designing an information system.

With the oversight of a faculty advisor, students will identify a topic, develop a research plan, conduct research, and collect and analyze data. The project may be organized in collaboration with a partner organization, for example, a local company, non-profit, or research lab.

Electives

Students must also complete nine credits from among the following courses:

DATA 610 - Project Management Concepts (3 Credits)

Prerequisite: None

Students in this course learn to plan, organize, lead, and control software projects to ensure that they meet requirements and are delivered on time and within budget. Students learn the essentials of defining requirements, scheduling, budgeting, managing complex teams and distributed work, communications, conflict resolution, and staff development.

DATA 611 - Overview of Current Technologies for Sustainability (3 Credits)

Prerequisite: DATA 607

This research course uses a case study format to examine the underlying technologies that offer potential for improving urban sustainability and enabling well connected and intelligent cities. Areas of study may include sensors and actuators; transportation systems; building control systems; electric power control systems; renewable energy delivery systems; analytics and optimization for decision-making, sustainability policy, and complex systems of systems. Current papers discussing real-life examples from urban areas around the world will be used. This course ties in aspects of behavioral economics, psychology, sociology, social media, and urban design and explores the nature of human interaction with systems. Guest speakers from New York City government and industry will enrich the student experience.

DATA 613 - Managing Innovation and Strategy (3 Credits)

Prerequisite: None

This course has a dual focus. First, it prepares students to understand the nature of technical change in both information systems

and technologies that are at the forefront of current practice. Second, the course explores current business models and product strategies that will drive market trends. Throughout the course students are responsible for analyzing how technical changes—many of which are specific to information systems—impact the populations affected by a new technology.

DATA 617 - Data Exploration and Outlier Analysis (3 Credits)

Prerequisite: DATA 606 and DATA 607

In this course, students will develop advanced skills in exploring and processing large sets of disparate data types. Students will perform exploratory analysis, work with imperfect data sets, apply probabilistic techniques to characterize variables, and identify and handle outliers. In addition, students explore relationships between variables and apply appropriate transformations to these variables.

DATA 618 - Quantitative Finance (3 Credits)

Prerequisite: DATA 606 and DATA 607

Quantitative finance is a branch of applied mathematics concerned with calculation, modeling, and forecasting in a variety of industry segments. Professionals in this field use specialized knowledge and skills to determine value and calculate risk. Their results can play a key role in business actions such as financing, mergers, consolidations, speculation, and global expansion. Students will engage in topics that include probability distributions, linear regression, stochastic calculus, Monte Carlo methods, Black-Scholes, capital asset pricing, and arbitrage pricing. Topics will be presented through academic theory and real-world examples.

DATA 620 - Web Analytics (3 Credits)

Prerequisite: DATA 606 and DATA 607

Organizations, both commercial and community, can benefit from deep analysis of their website interactions and mobile data. Social networks have also become a source of information for companies; search engines are an important referral mechanism. Popular social networks and other online communities provide rich sources of user information and (inter-) actions through their application programming interfaces. This data can help to identify a number of individual user preferences and behaviors, as well as fundamental relationships within the community. Search engines use algorithms to rank sites. Students will learn how to analyze social network data for types of networks, the fundamental calculations used in social networks (e.g., centrality, cohesion, affiliations, and clustering coefficient) as well as network structures and roles. Beyond social network data, students will learn about important concepts of analyzing website traffic such as click streams, referrals, keywords, page views, and drop rates. The course will touch on the fundamentals of search algorithms and search engine optimization. To provide a basic context for understanding these online user and community behaviors, students will learn about relevant social science theories such as homophily, social capital, trust, and motivations as well as business and social use contexts. In addition, this course will address ethical and privacy issues as they relate to information on the internet and social responsibility.

DATA 621 - Business Analytics and Data Mining (3 Credits)

Prerequisite: DATA 606 and DATA 607

This course teaches students to comb through complex business data sets to produce knowledge, and ultimately, business intelligence. Students learn the basics of business analytics. However, this course goes well beyond typical analytics for managers by including rich computational components for predictive and prescriptive analytics. Strategy and operational business contexts are provided via case studies throughout the course. Students will deal with actual business scenarios like sales, marketing, logistics, and finance. Students are expected to bring in practical problems from their own fields of interest. In addition, each student will be responsible for leading discussions in a particular application area. Teamwork is an essential part of the course.

DATA 622 - Machine Learning and Big Data (3 Credits)

Prerequisite: DATA 621

This course teaches students to apply advanced machine learning techniques to big data sets. Students will learn how to apply both new and previously studied techniques to large data sets in a distributed computing environment. In particular, the course will make use of the Hadoop framework and the Mahout implementation of machine learning algorithms. Students will also learn to apply basic text mining techniques as well as how to implement a basic recommender system in Hadoop.

DATA 624 - Predictive Analytics (3 Credits)

Prerequisite: DATA 621

This course teaches students to use advanced machine learning techniques that are focused on predictive outcomes. Topics will include time series analysis and forecasting, recommender systems, and advanced regression techniques. In addition, students will learn how to evaluate the predictions that result from these techniques, how to assess model quality, and how to improve models over time.

DATA 630 - Urban Society and Sustainability (3 Credits)

Prerequisite: DATA 600 and DATA 605

The course introduces students to concepts and practices of sustainability in cities. Key objectives are to review and critique how sustainability planning is being carried out, to identify the barriers and bridges to its effective implementation, and to identify the technologies and metrics of success being used to create, catalog, and understand the progress made. A related objective is to analyze the urban systems being impacted by sustainability planning and practices, and how those systems have been modeled. Furthermore, students will reflect on and discuss the impact of sustainability projects on people's lives. The course includes a review of relevant literature and extended case study discussions. Topics include: urbanization and resource utilization; society and cities; systems and the built environment; resources; environmental management; green businesses.

DATA 643 - Special Topics in Data Analytics (3 Credits)

Prerequisite: DATA 602 and DATA 606

This course allows the program to offer additional material on advanced and specialty topics within the Data Science field. This will be an advanced class. Emphasis will be placed on project based outcomes.

DATA 644 - Current Topics in Urban Sustainability: Energy (3 Credits)

Prerequisite: DATA 607

This course will cover in detail the most up-to-date trends in energy distribution, consumption, monitoring, and conservation, including building control systems. Modeling and economic considerations will be a focal part of the course. Emphasis will be placed on software that is currently available for energy distribution, building usage, and conservation. Topics will vary, sometimes with a particular emphasis.

DATA 645 - Current Topics in Urban Sustainability: Transportation (3 Credits)

Prerequisite: DATA 607

The course will cover the most up-to-date trends in urban transportation systems, including both mass transit and surface

transportation issues in an in-depth manner. Trends that rely on information systems, such as congestion pricing, peak demand parking, real-time transit information, and priority signaling, among others, will be considered. Emphasis will be placed on software and hardware implications.

DATA 646 - Current Topics in Urban Sustainability: Complex Systems (3 Credits)

Prerequisite: DATA 607

The course will cover the most up-to-date trends in urban systems and their interrelationships in an in depth manner. Emphasis will be placed on software and hardware implications.

DATA 661 - Independent Study (1 - 3 Credits)

Prerequisite: None

This course allows the program to offer additional material in the broad area of Information Systems after the student has gained a general background from the Prerequisites. This will be an advanced class. Topics might include: effects of internationalism on information systems (language considerations, distributed program creation techniques across time zones, etc.), cooperative information systems, security, threats, internet considerations, filtering, GUI design considerations. Emphasis will be placed on the software and hardware associated with the information systems.

Master of Science in Disability Services in Higher Education

Academic Director: Mariette Bates, PhD

CUNY School of Professional Studies

119 West 31st Street, 2nd Floor

New York, NY 10001

Email Contact: disabilitystudies@sps.cuny.edu

The Program

The MS in Disability Services in Higher Education is the first program of its kind in the country and will equip students with the knowledge and skills they need to provide legally mandated accommodations to students with disabilities in higher education settings. The coursework includes theoretical, conceptual, and practical information that will provide students with sound philosophical grounding in addition to building skills that they will apply in the field.

The curriculum for the degree was developed with the participation of disability service office directors, lawyers familiar with the Americans with Disabilities Act Amendment Act (ADA/AA) as it applies to colleges and universities, assistive technology specialists, and educators to ensure that graduates will be prepared to assume significant responsibility in providing accommodations to post-secondary students with disabilities.

As a student in this program, you will learn enhance your knowledge and skills to successfully:

- Advocate for equal access for students with disabilities in college settings
- Develop policies and guidelines for provision of services to students with disabilities
- Support students with learning, sensory, and psychiatric disabilities; veterans with service-related disabilities, and those on the autism spectrum
- Arrange access in dormitories, libraries, computer labs, and public college events
- Enter or advance in a career as a Disability Service specialist

Admission Criteria

In addition to the admission criteria for graduate degree programs, experience in providing disability services is valuable but not essential. Individuals with disabilities are encouraged to apply.

Program Requirements

30 credits are required to complete the Master's Degree in Disability Services in Higher Education.

Required Courses

Students must complete 18 credits in the following courses:

DSAB 601 - Psychosocial, Cultural and Political Aspects of Disability (3 Credits)

Prerequisite: None

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

DSSV 604 - Legal Aspects of Disability Service (3 Credits)

Prerequisite/Corequisite: DSAB 601

This course will review the requirements of the Americans with Disabilities Act as interpreted by the Office of Civil Rights, IDEA and the Rehabilitation Act of 1973. Additional issues related to FERPA, HIPAA and the right to privacy are also explored and analyzed, and specific case examples will be offered.

DSSV 606 - Assistive Technology in Higher Education (3 Credits)

Prerequisite/Corequisite: DSAB 601

This course examines assistive technology (AT) in higher education for students with disabilities, including hardware and software for students with learning, visual, sensory and physical disabilities. Students will learn about the use of screen readers, captioning, interpreting services, audio description, voice recognition software, eBooks, alternative formats, accommodations for STEM coursework, and emerging resources. Students will become familiar with a variety of assistive supports and the uses and drawbacks of each.

DSSV 607 - Higher Education Disability Service Administration (3 Credits)

Prerequisite/Corequisite: DSAB 601

This course examines key issues related to college disability services program administration and the critical role that these programs play in allowing students with disabilities to fully participate in all aspects of college and university life. The course

will cover the history of Disability Services in Higher Education, testing, evaluating documentation and determining appropriate accommodations, recordkeeping, dealing with foreign languages, assessing equipment and office needs, budgeting, building relationships with faculty and administration, training college faculty and staff, working with affiliated programs, governmental agencies, external constituents, and related organizations, program development and evaluation.

DSSV 608 - Neurodiverse Students in College (3 Credits)

Prerequisite/Corequisite: DSAB 601

Many students requesting accommodations in higher education settings have learning disabilities, while increasing numbers have attention deficit disorder/attention deficit hyperactivity disorder, traumatic brain injury, or autism spectrum disorders. This course will emphasize supporting students with learning disabilities, but will also enable course participants to explore a variety of issues related to students who have difficulty learning in traditional classrooms and formats. Topics will include the transition experience of students with learning disorders, interpreting educational assessments, understanding the spectrum of learning disabilities and the need for accommodations, and collaborating with faculty to support student success.

DSSV 699 - Disability Services Capstone Course (3 Credits)

Prerequisite: Permission of the Academic Director

All students will complete a capstone project under the direction of a faculty mentor to enable students to apply and integrate their learning throughout the degree program. The capstone experience could include an internship or field practicum, research project or the development of an ePortfolio.

Elective Courses

Students must also complete 12 credits from among the following courses:

DSSV 617 - Universal Design in Higher Education (3 Credits)

Prerequisite/Corequisite: DSAB 601

This course introduces basic concepts, issues, approaches, strategies, beneficiaries, and resources with regard to the universal design of instruction, technology, physical spaces and student services for the purpose of making educational products and environments accessible to all students, including English language learners and students with disabilities.

DSSV 618 - Emerging Populations (3 Credits)

Prerequisite/Corequisite: DSAB 601

This course will explore issues related to the needs of new groups of students needing support, including students on the autism spectrum, veterans, international students with disabilities, students with traumatic brain injury, and students with developmental disabilities, including learning disabilities.

DSSV 619 - Accommodations Outside the Classroom (3 Credits)

Prerequisite/Corequisite: DSAB 601

When students with disabilities apply to college their first concern is to make sure they receive the necessary accommodations for their academic classes. Secondary to the academic accommodations are the out of classroom accommodations which may be just as important in order to provide access campus wide. This course will cover issues related to providing accommodations in a variety of on-campus venues and co-curricular activities.

DSSV 625 - Supporting Students with Psychiatric Disabilities (3 Credits)

Prerequisite/Corequisite: DSAB 601

This course will explore the definitions of psychiatric disabilities and explore the stigma associated with mental health issues. Also included will be commonly used medications, determining needed accommodations, threat assessment and campus violence, working with other campus offices, substance abuse, student conduct, student wellness and residential issues and transitioning students into successful employment.

DSAB 605 - Disability and Diversity (3 Credits)

Prerequisite: None

This course focuses on disability as a category of diversity and identity in comparison with other categories of diversity and identity, such as race, class, gender and ethnicity, as well as on diversity within disability. It also critically examines different strategies that may be used to increase the freedom or liberty of people with disabilities. Disability as culture will be explored, as will systems of exclusion or disadvantage as they intersect with disability and other categories of diversity.

DSSV 651 - Special Topics in Disability Services (3 Credits)

Prerequisite/Corequisite: DSAB 601

This course will offer the opportunity to study special topics within the scope of Disability Services in Higher Education. Topics may vary from semester to semester and could include in-depth study of the needs of one population of students with disabilities; in-depth study of one facet of Disability Service provision; case studies of student experiences with accommodations; or other topics related to the degree.

DSSV 649 - Independent Study in Disability Services (3 Credits)

Prerequisite: Permission of the Academic Director

The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

Master of Science in Nursing Education

Academic Director: Margaret Reilly, DNS, APRN, CNE
CUNY School of Professional Studies

101 West 31st Street, 7th Floor
New York, NY 10001
Email Contact: Nursing@sps.cuny.edu

The Program

The M.S. in Nursing Education program prepares nurse educators who understand and are able to convey the complexity of delivering quality healthcare, the increasing knowledge required for nursing practice, and the importance of evidenced-based nursing practice. Students learn to:

- Manage accreditation, national, and state standards
- Adapt education strategies for diverse learners
- Develop curricula focused on changing healthcare systems
- Prepare students and graduates of entry-level nursing education programs and nursing staff in clinical facilities to function in expected RN roles

The program will culminate with a practicum, which will include a clinical placement that will be either in an undergraduate (generic and/or RN-BS) nursing education program or with a Nurse Educator in a clinical facility- dependent on the student's preference.

Progression and Retention

All students will maintain a 3.0 overall GPA per semester and at graduation. To ensure this criteria is met, a minimum grade of "B" is required in all courses Nursing major courses. Students earning less than a "B" grade in a Nursing course may repeat the course one time and must attain a grade of "B" or better. A second earned grade of less than "B" in any Nursing Program Course will result in dismissal from the program.

Accreditation - This program is accredited by the NYSED

Admissions Criteria

- Hold a bachelor's degree in nursing from an accredited college or university, and accredited nursing program;
- Hold an unencumbered nursing license and a current registration; *Nursing License Verification:* Current unencumbered RN licensure and registration will be verified at the time of admission by the college Admissions Office and again prior to the start of clinical practicums. Students will set up and submit required clinical clearance documents to their Castlebranch account for review and verification prior to clinical practicums.
- Earned a minimum GPA of 3.0 in nationally accredited bachelor's and master's programs and provide all transcripts;
- Completed an undergraduate Health Assessment course and an undergraduate pathophysiology course;
- Demonstrate the potential to successfully pursue graduate study through an admission essay highlighting education and career achievements. Essay to include specific examples of problem solving while working in the practice setting, leadership experience at the bedside or in other settings, and professional and community awards; *Verifying potential to pursue graduate study:* The 'potential to pursue graduate study' will be gleaned from the recommendation letters as well as the applicant's admission essay and resume. There is not a specific number of years of nursing experience required.
- Submit three letters of recommendation, one from a Master's or doctoral prepared faculty, one from a nurse leader who was an immediate supervisor, one from a community leader;
- Submit a copy of an evidence-based practice project that was completed in nursing school or in the practice setting; and,
- Submit a resume.

Transfer Credits:

Consistent with CUNY SPS policy, MS in nursing programs will accept up to 12 credits of Masters in nursing graduate credits for transfer. Transfer credits will be evaluated on an individual basis to determine applicability to the MS in nursing program at CUNY SPS. There is no statute of limitation for transfer credits.

Program Requirements

45 credits are required for the online Master of Science in Nursing Education

Core Courses

Students must complete 27 credits in the following courses:

NURS 600 - Policy and Ethics in Nursing (3 Credits)

Prerequisite: None

This course explores nursing and public policy formation in relation to healthcare systems organization, financing, regulation, ethics, and delivery of services within a global society. Political structures and social forces that shape advanced practice nursing and healthcare delivery will be examined. The need to understand healthcare policies that frame healthcare financing, practice regulation, access, safety, quality, and efficacy will be emphasized. Ethics related to the use of social media, technology, and diverse cultures and lifestyles as well as the advocacy role of nurses in critical decision-making will be discussed.

NURS 601 - Nursing Theory and Role Development (3 Credits)

Prerequisite: None

This course provides the student with the opportunity to examine the nature of scientific explanation and inquiry including historical evolution of knowledge in nursing science and deductive and inductive approaches to theory development. The emphasis is on the critical evaluation of extant theories, concepts and models including testability and utility. Focus is on the present state of theory development and role development in nursing with exploration of future directions.

NURS 602 - Healthcare Finance and Management (3 Credits)

Prerequisite: None

This course provides an introduction to basic financial and accounting concepts relating to healthcare management. Planning, budgeting, analyzing financial statements and balance sheets will be discussed from the perspective of the impact on patient populations, units, and organizations within the nurse manager's role. Additionally, compliance with regulatory standards and third party reimbursement issues and the impact of the SCOTUS decision and the Affordable Care Act will be addressed.

NURS 611 - Advanced Practice Health Assessment (3 Credits)

Prerequisite: An undergraduate health assessment course

This course builds upon basic health assessment skills and provides the learner with the theoretical and clinical reasoning basis for assessment and diagnostic reasoning in advanced nursing practice across the lifespan. Emphasis is on the acquisition and analysis of relevant data for development of a comprehensive and holistic assessment. Concepts, theories and research on human

development, anticipatory guidance, prevention and early detection of risk factors and disease are emphasized. Critical thinking, diagnostic reasoning and communication skills are developed through practice with case guided vignettes and simulated practice experiences. Assessment of functional and mental health status will be addressed. An overview of population care management, inclusive of socioeconomic and cultural determinants of health outcomes as well as examination of evidenced based strategies within the context of advanced practice will be provided.

NURS 612 - Advanced Practice Pathophysiology (3 Credits)

Prerequisite: An undergraduate Pathophysiology course

This course focuses on alterations of various physiological systems and pathophysiology of frequently encountered primary care conditions across the life span and special populations. In-depth case analysis of risk factors, pathophysiological changes, and associated clusters of signs and symptoms will be explored. Pathophysiological theories and evidence-based research as a basis for advanced practice nursing is integral in this course.

NURS 613 - Advanced Practice Pharmacology (3 Credits)

Prerequisite: None

This course focuses on the role of advanced practice nurses in applying pharmacotherapeutics to the management of health and illness in populations at risk for morbidity and mortality. Students acquire advanced knowledge as a foundation for prescribing and monitoring pharmaceutical and alternative therapeutic agents. Emphasis is placed on synthesis of pharmacokinetic and pharmacodynamic principles for the prevention and treatment of acute and chronic illnesses. Evidence-based outcomes, consensus guidelines, and research studies are critiqued.

NURS 615 - Advanced Nursing Informatics (3 Credits)

Prerequisites: None

This course provides an overview of nursing informatics for the advanced practice nurse. Focus is on current trends and issues in using, designing, and managing data within healthcare systems and/or academic settings. Emphasis is on the use of information systems/technology to evaluate programs of care, outcomes of care, and care systems to inform quality improvement. Selection and evaluation of information systems and related ethical, regulatory, and legal issues will be explored.

PSY 625 - Advanced Statistics (3 Credits)

Prerequisite(s): None

This course is designed to prepare students to conduct advanced statistical analyses in the social sciences. Students will become familiar with the major ideas of probability and statistics, including procedures related to hypothesis testing. Topics include, among others, descriptive statistics, normal distribution, *t*-tests, correlation and regression, probability distribution and linear regression. At the end of the course students are expected to master both the conceptual as well as practical approaches to statistics. Students will apply and practice their knowledge of statistics through assignments that require use of statistical software.

NURS 626 - Advanced Nursing Research (3 Credits)

Prerequisite: PSY 625

This course focuses on the conduct of nursing research with an emphasis on the connection to evidence-based practice, quality improvement, and the use of aggregate data. Students will be engaged in evaluating the pros and cons of the different research approaches and in exploring various data-collection methods available in the field. Students will become skilled consumers and

critics of empirical nursing research across a wide range of methodologies and substantive fields; develop research questions and relevant research designs; and gain experience in the collection and analysis of data.

Specialization

Students must complete 15 credits in the following courses:

NURS 610 - Nursing Curriculum and Program Planning (3 Credits)

Prerequisite: NURS 601

This course is an exploration of the theories and procedures of educational program and course development applied to nursing education. The course includes philosophical values, educational concepts, and theories of learning used to link nursing education to standards of nursing practice. This course will guide students to develop curriculum plans congruent with healthcare needs and accreditation standards. Additionally, curriculum development of continuing education programs, projects, capstones, etc. which are becoming more and more integral in the education and molding of a nurse educator will be explored.

NURS 620 - Pedagogical Strategies and Best Practices in Nursing Education (3 Credits)

Prerequisite: NURS 601

This course presents various teaching strategies associated with critical thinking in classroom and clinical settings. Students will plan, develop, implement, and evaluate active classroom, simulated and/or clinical instruction. A focus on engaging diverse learners will be included. Innovative pedagogy, e.g., simulation, virtual worlds, flipped classrooms, and distance education variations, will be explored.

NURS 630 - Measurement and Evaluation in Nursing Education (3 Credits)

Prerequisite: PSY 625

This course provides an analysis of theories of measurement and evaluation as they relate to nursing education in schools of nursing and healthcare agencies. Measurement and evaluation techniques appropriate for classroom and clinical nursing are studied; their strengths and limitations are assessed. Total program evaluation relevant for accreditation and ethical, legal and social issues are analyzed.

NURS 639 - Nursing Education Practicum (6 Credits)

Prerequisites: NURS 620

This course will provide each student with a practicum experience in a Nursing education program. Students will participate in direct teaching as well as participating in curriculum and faculty meetings; meeting accreditation standards; evaluating curriculum design; and student advisement. Course work will focus on the expected faculty roles of teaching, research, and scholarship. This course will include a 135 hour total practicum experience in addition to the course work as well as a required thesis/ scholarly project that demonstrates that the student has synthesized skills that positively influences nursing education, patient outcomes, or contributes to nursing research. The purpose of the practicum is to foster the integration of nursing education theory courses and the role of a nurse educator. The student is partnered with a skilled nurse educator; collaboratively develops goals for the experience; and assumes the NLN role competencies for nursing education.

Electives

Students must also complete one nursing elective course (3 credits). To satisfy the elective, students may take a course in a specialization area other than the one they are enrolled in, or they may select, in consultation with an academic advisor, a course from another program offered by CUNY SPS (e.g., MA in Disability Studies or the MA in Psychology).

See other MS in Nursing Programs

MS in Nursing Programs

Other Nursing Programs

Master of Science in Nursing Organizational Leadership

Academic Director: Margaret Reilly, DNS, APRN, CNE

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

Email Contact: Nursing@sps.cuny.edu

The Program

The M.S. in Nursing Organizational Leadership program prepares graduate to become effective team members, and assume positions of leadership that will contribute to the health, education, and social structure of communities. Students learn to:

- Initiate and maintain effective working relationships
- Lead change to improve patient outcomes.
- Promote evidenced-based nursing research and practice.
- Build and lead collaborative interprofessional healthcare teams.
- Manage organizations providing care coordination

The program will culminate with a practicum, which will include a clinical placement in a hospital, long term care or community facility.

Progression and Retention

All students will maintain a 3.0 overall GPA per semester and at graduation. To ensure this criteria is met, a minimum grade of "B" is required in all courses Nursing major courses. Students earning less than a "B" grade in a Nursing course may repeat the course one time and must attain a grade of "B" or better. A second earned grade of less than "B" in any Nursing Program Course will result in dismissal from the program.

Accreditation - This program is accredited by the NYSED

Admissions Criteria

- Hold a bachelor's degree in nursing from an accredited college or university, and accredited nursing program;
- Hold an unencumbered nursing license and a current registration; *Nursing License Verification*: Current unencumbered RN licensure and registration will be verified at the time of admission by the college Admissions Office and again prior to the start of clinical practicums. Students will set up and submit required clinical clearance documents to their Castlebranch account for review and verification prior to clinical practicums.
- Earned a minimum GPA of 3.0 in nationally accredited bachelor's and master's programs and provide all transcripts;
- Completed an undergraduate Health Assessment course and an undergraduate pathophysiology course;
- Demonstrate the potential to successfully pursue graduate study through an admission essay highlighting education and career achievements. Essay to include specific examples of problem solving while working in the practice setting, leadership experience at the bedside or in other settings, and professional and community awards; *Verifying potential to pursue graduate study*: The 'potential to pursue graduate study' will be gleaned from the recommendation letters as well as the applicant's admission essay and resume. There is not a specific number of years of nursing experience required.
- Submit three letters of recommendation, one from a Master's or doctoral prepared faculty, one from a nurse leader who was an immediate supervisor, one from a community leader;
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Program Requirements

45 credits are required for the online Master of Science in Nursing Organizational Leadership

Core Courses

Students must complete 27 credits in the following courses:

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Prerequisite: None

This course explores nursing and public policy formation in relation to healthcare systems organization, financing, regulation, ethics, and delivery of services within a global society. Political structures and social forces that shape advanced practice nursing and healthcare delivery will be examined. The need to understand healthcare policies that frame healthcare financing, practice regulation, access, safety, quality, and efficacy will be emphasized. Ethics related to the use of social media, technology, and diverse cultures and lifestyles as well as the advocacy role of nurses in critical decision-making will be discussed.

NURS 601 - Nursing Theory and Role Development (3 Credits)

Prerequisite: None

This course provides the student with the opportunity to examine the nature of scientific explanation and inquiry including historical evolution of knowledge in nursing science and deductive and inductive approaches to theory development. The emphasis is on the critical evaluation of extant theories, concepts and models including testability and utility. Focus is on the present state of theory development and role development in nursing with exploration of future directions.

NURS 602 - Healthcare Finance and Management (3 Credits)

Prerequisite: None

This course provides an introduction to basic financial and accounting concepts relating to healthcare management. Planning, budgeting, analyzing financial statements and balance sheets will be discussed from the perspective of the impact on patient populations, units, and organizations within the nurse manager's role. Additionally, compliance with regulatory standards and third party reimbursement issues and the impact of the SCOTUS decision and the Affordable Care Act will be addressed.

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Prerequisite: An undergraduate health assessment course

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Prerequisite: None

This course focuses on the role of advanced practice nurses in applying pharmacotherapeutics to the management of health and illness in populations at risk for morbidity and mortality. Students acquire advanced knowledge as a foundation for prescribing and monitoring pharmaceutical and alternative therapeutic agents. Emphasis is placed on synthesis of pharmacokinetic and pharmacodynamic principles for the prevention and treatment of acute and chronic illnesses. Evidence-based outcomes, consensus guidelines, and research studies are critiqued.

NURS 615 - Advanced Nursing Informatics (3 Credits)

Prerequisites: None

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PSY 625 - Advanced Statistics (3 Credits)

Prerequisite(s): None

This course is designed to prepare students to conduct advanced statistical analyses in the social sciences. Students will become familiar with the major ideas of probability and statistics, including procedures related to hypothesis testing. Topics include, among others, descriptive statistics, normal distribution, *t*-tests, correlation and regression, probability distribution and linear regression. At the end of the course students are expected to master both the conceptual as well as practical approaches to statistics. Students will apply and practice their knowledge of statistics through assignments that require use of statistical software.

NURS 626 - Advanced Nursing Research (3 Credits)

Prerequisite: PSY 625

This course focuses on the conduct of nursing research with an emphasis on the connection to evidence-based practice, quality improvement, and the use of aggregate data. Students will be engaged in evaluating the pros and cons of the different research approaches and in exploring various data-collection methods available in the field. Students will become skilled consumers and critics of empirical nursing research across a wide range of methodologies and substantive fields; develop research questions and relevant research designs; and gain experience in the collection and analysis of data.

Specialization

Students must complete 15 credits in the following courses:

NURS 621 - Leading and Managing Health Care Disparities and Underserved Populations (3 Credits)

Prerequisite: NURS 611

This course examines theories of health care disparities and the impact on health care. A variety of theoretical models will be examined for their value in understanding health behavior change. Their relevance for changing particular behaviors in various ethnic populations will be challenged. New theories related to diversity of racial and ethnic communities and selected nursing theories that attempt to understand the inequities in healthcare practice and health status will be explored. Students will be expected to conduct population assessments and propose healthcare models that will facilitate access, quality, and cost-efficient care to the underserved populations that can diminish the preponderance of healthcare disparities. Strategies to identify and collaborate with key community leaders and stakeholders, including private, government and NGOs to facilitate the delivery of care to these underserved populations will be analyzed. This course will also introduce the redesign of healthcare providers' roles and responsibilities recommended in the Future of Nursing report.

NURS 622 - Nursing Quality and Safety Strategic Planning (3 Credits)

Prerequisite: None

This course will introduce students to the role of nursing leaders in the planned process of developing an organization to ensure the optimal level of performance as measured by effectiveness, productivity, health, quality and safety. Quality and safety are central concepts in this course and are considered from both the operational and strategic planning perspective. A nursing unit

operating budget is examined in detail. Additional topics covered include zero based budgeting, cost estimation and forecasting, break-even analysis, performance budgeting, flexible budget variance analysis and capital budgeting. Healthcare examples and applications are used throughout all parts of the organization. Strategic planning for healthcare organizations is emphasized.

NURS 623 - Transformational Nursing Leadership in Community, Regulatory, and Healthcare Organizations (3 Credits)

Prerequisite: None

In this course, students discuss the basis for effective leadership in nursing and in the US healthcare environment, strategic planning, operational management, national healthcare regulatory agencies and the challenges healthcare leaders face now and in the future. This course explores the application of behavioral sciences to human resource management in healthcare. Theories and approaches to leadership will be compared along with the impact of these theories and roles on the organization. Key elements to becoming an effective transformational leader will be explored. The emphasis of this course is on examining, conducting, and evaluating competency-based and culturally competent nursing administrative practices in the management of human resources. Based on criteria from ANA Scope and Standards for Nurse Administrators, Code of Ethics, and national healthcare agency accreditation, the student uses relevant theoretical and evidence-based research to address issues related to the restructuring of the healthcare environment, hiring, employment, labor relations, employee assistance, and problems of harassment, discrimination, workplace violence, nursing staff turnover, and advocating for the well-being of nurses in multicultural and diverse healthcare settings.

NURS 649 - Nursing Organizational Leadership Transforming Healthcare Practicum (6 Credits)

Prerequisite: NURS 623

This course is focused on advanced organizational leadership. Students prepare for leadership roles within healthcare systems, health related business organizations, community based organizations, and healthcare regulatory agencies. The course provides for a synthesis of advanced business skills, knowledge of healthcare, and highly developed communication skills to evaluate organizational dynamics, and performance. The Action Research Model, risk taking, strategic leadership, creativity, and systems theory provide the context for the educational exercises/course project. Each student will have a practicum experience in a community-based, healthcare organization, or healthcare regulatory agency setting. Students will determine patient needs; collaborate with inter-professionals to secure services; identify quality and safety issues; and evaluate plan effectiveness. This course will include a 135 hour total practicum experience in addition to the course work as well as a required thesis/ scholarly project that demonstrates that the student has synthesized skills that positively influences nursing practice, patient care, or contributes to nursing science. The purpose of the practicum is to focus on human resource management, and organization and systems theories. The student is partnered with an executive nursing organization leader; collaboratively develops goals for the experience; and assumes the AONE Nurse Executive competencies.

Electives

Students must also complete one nursing elective course (3 credits). To satisfy the elective, students may take a course in a specialization area other than the one they are enrolled in, or they may select, in consultation with an academic advisor, a course from another program offered by CUNY SPS (e.g., MA in Disability Studies or the MA in Psychology).

Other MS in Nursing Programs:

- MS in Nursing Programs

Advanced Certificate

Advanced Certificate in Community Leadership

Academic Director: Michael Javen Fortner, PhD

CUNY School of Professional Studies

Joseph S. Murphy Institute for Worker Education

25 West 43rd Street

New York, NY 10036

Email Contact: Crystal Joseph, CommunitySemester@sps.cuny.edu

The Program

The curriculum of the Advanced Certificate in Community Leadership draws on a variety of academic disciplines and combines theory with practical applications in order to prepare students for leadership roles in community change organizations. Students learn how communities are organized, how nonprofits serve constituents, how to analyze the contemporary forces and trends in the field of community development and social change, and build the skills necessary for fostering community empowerment. Students who complete the program may apply their certificate credits towards the MA in Urban and Studies degree program.

Admissions:

To qualify for the certificate, students must possess a B.A. or a B.S. with at least a 2.5 GPA or higher from an accredited undergraduate institution. Applicants will be required to write a personal statement.

Requirements:

Students will complete 16 credits, as outlined below.

Program Requirements

Students must complete nine credits in the following:

URB 635 - Community Organization (3 Credits)

Prerequisite: None

This course will examine the historical development and contemporary practice of community organizing. Students will examine why and how people in urban communities and neighborhoods have organized to protect their rights and their entitlements to public services, to acquire resources for development, and to improve their quality of life. Students will develop a historical and theoretical perspective on community organizing and will explore the range of issues around which communities organize. They will acquire practical knowledge and skills for effective grassroots organizing, including coalition-building and alliances between community organizations and labor. Through readings and presentations by guest speakers, they will gain familiarity with various models and strategies of community organizations in New York City. Following each presentation by a guest speaker, students will submit a 1-2 page paper, reflecting on a key theoretical or practical concept in the presentation.

The course is divided into three parts: I. History and Theory of Organizing, II. Organizing Tools and Techniques, and III. Issues and Case Studies. As a final project, students will work in groups to design a grass-roots campaign to address a particular issue or problem. Each group will make a presentation and submit a written report, summarizing the project and its desired outcomes. In doing so, students should utilize class readings and discussions and refer to historical, theoretical, and political models and examples.

URB 639 - Fieldwork (3 Credits)

Prerequisite: Permission of the Academic Director

- Class meets for a total of 16 instructional hours.
- A minimum of 6 hours per week of faculty approved internship is required.

Students in this course will combine a 15-week internship with readings and analysis appropriate to the mission and practices of the host organization. Host organizations could include municipal administrative agencies, government offices, unions, community organizations, and other urban-based institutions. In eight two-hour class meetings, students will reflect on their internships, comparing their experiences with those of other students and discussing them in relation to course readings on selected urban issues. Through a combination of field work and scholarly analysis, students will explore the relationship between urban theory and practice, and will acquire multiple perspectives on administrative structures and urban policy, including the policy-making process and the role of interest groups and various urban constituencies and communities.

LPOL 602 - Work, Culture, and Politics in New York City (3 Credits)

Prerequisite: None

This course is designed to provide an interactive overview of the constantly changing worlds of work, culture and politics in New York City. We will learn about where New Yorkers live and work, how specific urban communities develop, and assess how the cultural and political institutions of New York serve the city's diverse population. The class uses an historical frame to situate the contemporary city, spending equal time on past and present inquiries. Field trips to significant spaces, and visits to and from NYC organizers, policy makers, artists and scholars will take place on a near weekly basis. Throughout, we will learn about New York's key industries, trends in immigration, economic development, public policy, public and private space, popular culture, urban social identity, community organizations, and labor's contributions to building the city's institutions.

Electives

Students must also complete three credits from the following:

URB 612 - Urban Social Problems and Community Development (3 credits)

Prerequisite: None

"Community development" refers to strategies in which neighborhood residents come together to generate and implement solutions to shared problems, and this course will explore the theory and practice of community development. The main emphasis of the course is a broad examination of the issues that have confronted communities since the mid-20th century. First, it studies the historical development of urban communities and the structural roots of urban social problems. Second, it traces the community development movement from its historic connections to the civil rights movement and the War on Poverty to its present-day manifestations. Third, it introduces students to various community development approaches and the complex constraints residents, activists, and organizations face as they confront common challenges. Finally, this course will use New York City as its main "case," relying on New York-focused studies to illuminate the theoretical and practical issues outlined above. This course of study will provide students with basis for a final research paper.

URB 622 - Nonprofit Governance and Management (3 credits)

Prerequisite: None

This course focuses on basic issues of governance, accountability, and strategic leadership in non-profit management, power relationships within and outside of non-profits, stakeholder identification, management techniques, organizational skills, and the relationship between non-profits and social movements.

URB 651 - Special Topics (3 Credits)

Prerequisite: Permission of the Academic Director

This course will offer qualified students the opportunity to study special topics within the scope of Urban Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include in-depth study of particular urban issues or problems; comparative studies of urban regions; examinations of urban working-class experience; demographic research; neighborhood environmental problems; urban coalitions with labor and other advocacy groups; case studies of particular community or political mobilizations for urban justice.

Advanced Certificate in Disability Studies

Academic Director: Mariette Bates, PhD

CUNY School of Professional Studies

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Email Contact: disabilitystudies@sps.cuny.edu

The Program

The field of Disability Studies fosters a new understanding of contemporary culture, not only for people with disabilities but for society as well. The Advanced Certificate in Disability Studies provides an overview of this emerging discipline: its philosophy and key concepts; its impact on the service delivery, services and supports to people with disabilities; its importance in disability research, and its influence in the formation of public policies for people with and without disabilities.

Disability Studies offers a unique opportunity to examine disability from an interdisciplinary perspective, which includes the social sciences, humanities, science, social policy and the law. A fundamental premise of the disability studies approach is that the direct experience of individuals with disabilities is primary. Using the social model perspective of disability, the program incorporates overlapping lenses through which students discover a new understanding of disability and society.

The Advanced Certificate in Disability Studies prepares a new generation of leaders in community-based or governmental agencies as they evolve in the 21st century. It prepares students to further or begin a career working with and for people with a wide range of disabilities and is ideal for administrators, social service professionals, educators, scholars who wish a specialization in Disability Studies, people with disabilities or family members, and advocates. Certificate credits may be applied towards the M.A. in Disability Studies and to other graduate programs at CUNY.

Program Requirements

12 credits are required for the certificate.

Required Courses

Students must complete six credits from among the following courses:

DSAB 601 - Psychosocial, Cultural and Political Aspects of Disability (3 Credits)

Prerequisite: None

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

DSAB 602 - Embodiment and Disability (3 Credits)

Prerequisite: None

This course focuses on issues related to embodiment and the biological and medical aspects of disability. Students who complete the course will be knowledgeable about: the relationship between Disability Studies, medical sociology and the concept of the "lived body;" the difference between an understanding of the disabled body as a social construction and as a medical problem; the health care needs and experiences of people with disabilities; public policies related to the access of people with disabilities to quality health care; identification, prevalence, clinical manifestations, cognitive, behavioral and social implications and interventions associated with genetic causes of disabilities and acquired disabilities due to traumatic events; the relationship of Disability Studies and bioethics in areas such as prenatal testing, the genome project and assisted suicide; the value and possibilities of non-verbal communication and sign language to improve the quality of life of people with sensory disabilities; language development and educational options for children with cochlear implants; modes of communication with individuals with hearing impairments and other sensory disabilities; advances in our understanding of issues related to the sexual life of people with disabilities; the value of universal design and the physical accessibility of the built environment to people with disabilities and the broader community; and the potential for assistive technologies to improve the quality of life of persons with impairments and disabilities.

Elective Courses

Students must also complete six credits from among the following courses:

DSAB 603 - Disability and the Family Life Cycle (3 Credits)

Prerequisite: None

This course focuses on disability viewed from the perspective of lifespan development and the family life cycle. Students who complete the course will be knowledgeable about: the relationship between Disability Studies, lifespan developmental psychology and the sociology of the family; the use of autobiographical narratives and personal accounts by people with disabilities to address critical issues across the life span; the experience of parents and siblings of a family member with a disability; the pervasiveness of Ableism in the American educational system and its deleterious impact on educational outcomes of children with disabilities; characteristics of successful inclusion efforts, and the relationship between inclusion and school reform; self-determination and family involvement in the transition from school to adult life for youth with disabilities; family life of adults with disabilities including marriage, parenting, caring for aging parents and the death of parents; the importance of social networks in the lives of people with disabilities; approaches to challenging behaviors including autism, and individuals dually diagnosed with intellectual disabilities and psychiatric disorders; use of applied behavioral analysis (ABA) in the treatment of challenging behaviors; the negative impact of stigma on individuals with mental illness and family members and on the delivery of quality mental health services in the community; behavioral and mental health changes associated with aging adults with intellectual disabilities; and using person-centered planning and self-advocacy to improve the quality of life of aging individuals with disabilities.

DSAB 605 - Disability and Diversity (3 Credits)

Prerequisite: None

This course focuses on disability as a category of diversity and identity in comparison with other categories of diversity and identity, such as race, class, gender and ethnicity, as well as on diversity within disability. It also critically examines different strategies that may be used to increase the freedom or liberty of people with disabilities. Disability as culture will be explored, as will systems of exclusion or disadvantage as they intersect with disability and other categories of diversity.

DSAB 611 - Research Methods (3 Credits)

Prerequisite: None

This course will provide an overview of research methods including participant observation, in-depth interviewing, the use of personal narratives and other personal documents, and participatory action research. Students will be introduced to data analysis in disability research. The course will feature theoretical approaches and practical techniques. The application of these research methodologies to people with disabilities will be illustrated. The book for the course will be the classic disability research text *Introduction to Qualitative Research Methods* by Stephen Taylor and Robert Bogdan; additional readings will be utilized as well to complement the text. Students who complete the course will be able to: discuss the ethics of studying people and the special protections required when studying vulnerable populations; describe situations where approval is needed from the Institutional Review Board and the steps to secure IRB approval; contrast and compare quantitative and qualitative research methodologies and describe research scenarios where each would be appropriate; discuss various methodologies utilized to conduct qualitative research and describe the attributes of each; describe his or her experience in practicing various qualitative research methods and what he or she learned; participate in participant observation and write field notes describing it; describe the benefits of reflexive journaling while conducting research and issues around the biases we bring to research; conduct interviews with individuals and code them for content; analyze the results of participant observation and interviews research; develop a structured questionnaire; describe issues related to writing about research; contrast and compare several qualitative research studies; describe an area of investigation and develop a research question which addresses it; conduct a literature review and identify gaps in research; formulate a research proposal and present it to peers.

DSAB 620 - Disability History (3 Credits)

Prerequisite: None

This course focuses on some of the Western, pre-modern notions of disability, such as the sacred and the profane and the ugly and grotesque, inherited from classical antiquity and Christianity. The course also constructs a history of persons with disabilities in the U.S. by concentrating primarily on the modern era beginning with institutionalization in the Jacksonian and Civil War eras. The course reviews the history of persons with disabilities, highlighting the so-called hierarchy of disabilities. The course also examines why social history, the history of everyday lives that is the dominant methodology among historians, has scarcely been applied to people with disabilities until the advent of Disability Studies.

DSAB 621 - Disability Studies and the Humanities (3 Credits)

Prerequisite: None

This course will provide an introduction to disability studies and the humanities. Over the last twenty years disability scholars have analyzed representations of people with disabilities as they appear in literature, myth, art, film, photography, music and theater. These fields reflect and shape the meaning and reality of disability. Poetic and other artistic modes of discourse can deepen our understanding of the lived experience of disability. However, these shared representations of disability are, for the most part, taken for granted. Yet they have a powerful effect on popular culture, influence the attitudes and behaviors of individuals and play a part in the formation of public policies related to disability. The course will provide in-depth analysis of: the image of the cripple in literature; women with disabilities in fiction and drama; the idiot figure in modern fiction and film; the

roles and stereotypes of disabled figures in cinema; theorizing disability in music; the history of photography and psychiatry; images of madness in literature; people with disabilities as artists and performers; representations of people with disabilities in journalism, media and popular culture.

DSAB 622 - Disability in Mass Media (3 Credits)

Prerequisite: None

This course focuses on issues related to disability and mass media representation, including journalism, TV, film, advertising, photography, documentary, comic art and the Internet. Topics covered will include:

- The relationship between disability studies and media studies;
- The various models of media representation of disability;
- The impact of stigma in mass media imagery;
- Mediated bodies - the impact of cultural and media representations on the experiences of people with disabilities;
- Disability media, i.e. content created by and for people with disabilities;
- Content and textual analysis - researching the prevalence and meaning of mediated disability representation;
- News about disability rights in U.S. society, what is and isn't covered; and
- "Hidden" disabilities and how they do or don't get onto the media's radar.

DSAB 623 - Disability Studies and the Health Professions (3 Credits)

Prerequisite: None

This course will focus on health disparities experienced by people with disabilities. Many health professionals have the same misconceptions and fears about persons with disabilities that are found in the general public and physical barriers still exist in many, if not most, health delivery settings. The course will review the Declaration on Health Parity for Persons with Disabilities issued by the AAIDD. It will review the research on health disparities documented by the Baylor College of Medicine's Center for Research on Women with Disabilities and other sources. We will look at ongoing efforts to address these problems. Both the 2005 Surgeon General's *Call to Action to Improve the Health and Wellness of Persons with Disabilities* and the Institute of Medicine's 2007 report on the *Future of Disability in America*, stress the importance of strengthening the education of health professionals in this area. Indeed many health professionals still equate disability and illness. The strengths and weaknesses of the International Classification of Functioning, Disability and Health of the World Health Organization as a conceptual framework for disability will be discussed in detail. The relationship between disability studies and the emerging patient-centered approach will be highlighted. The role of disability studies in the education of health professionals will also be discussed including the integration of narrative medicine into the curriculum of medical schools and the practice of physicians. We will also look at the challenges faced by health professionals with disabilities.

DSAB 624 - Disability Services Administration (3 Credits)

Prerequisite: None

This course looks at the role that Disability Studies is playing in the formulation of public policies to insure the delivery of quality services and supports to people with disabilities. The course analyzes the costs of these services and the economics of the disability industry. It focuses also on organizational factors involved in the management of public and private agencies that deliver services to people with disabilities. The active participation of people with disabilities and family members in the design, delivery and evaluation of community-based services is emphasized.

DSAB 626 - Disability Law and Policy (3 Credits)

Prerequisite: None

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

DSAB 627 - Disability and Narrative (3 Credits)

Prerequisite: None

This course focuses on the individual, cultural, social and political meanings of disability as seen through the eyes of people with disabilities themselves. It does so by studying powerfully and elegantly written memoirs and narratives by authors with different disabilities or those that have been intimately involved with those with disabilities. The course is divided into two parts. First, it explores some conceptual issues to help place "life writing" in a Disability Studies context. For instance, how do people with disabilities identify themselves? How is their identity perceived by society? What is "normal?" What types of discrimination do people with disabilities face? And second, this course reviews a number of narratives, focusing on these specific questions.

DSAB 628 - Disability Studies in Education (3 Credits)

Prerequisite: None

This course provides an overview of dis/ability within education. We will foreground historical, social, cultural and interpretive understandings of dis/ability, contrasting them with the medical, scientific, and psychological understandings of dis/ability within the context of schooling practices. Using personal narratives, media representations, contemporary research, historical accounts, legal and policy issues, we will analyze competing claims of what dis/ability is. By analyzing multiple and interdisciplinary understandings of dis/ability from a wide variety of sources, we are able to deepen our understanding of dis/ability issues within education, and by extension, society. Students will: be introduced to, or extend their knowledge of a dis/ability studies perspective; explore various ways of understanding dis/ability (medical model, social model, charity model, civil rights model, etc.); explain the value of understanding school and classroom practices through a DSE lens; examine the history of schooling for students with and without dis/abilities; describe the differences between traditional special education and a DSE approach to understanding dis/ability; debate the validity and/or usefulness of dis/ability categories that have been constructed within the education field, such as "learning disabilities," and "emotional disturbance"; analyze complex issues involved in inclusive education; discuss negative social perceptions, ableism, stigma, and discrimination experienced by people with dis/abilities within an education context; explain discrepancies in educational opportunities when dis/ability intersects with race, class, and gender; evaluate the experience(s) of dis/ability for urban students; consider schools as work environments for educators with dis/abilities; discuss major longitudinal and outcome studies and examine factors related to successful transitions for students with dis/abilities; discuss ways to advocate for, and with, students with dis/abilities and their parents.

DSAB 629 - Students with Disabilities in Higher Education (3 Credits)

Prerequisite: None

According to HEATH, a national clearinghouse of data on the experiences of students with disabilities, students with disabilities are one of the fastest growing segments of the American college population. They contribute to the diversity of the campus and have used the higher education setting to ready themselves for independent living and competitive employment. In some cases, the college experience has also helped students forge a cross-disability collective identity as part of a distinctive disability culture. This course examines the experiences of students with disabilities in higher education and key issues related to their full and equal participation in all aspects of college life, including: the historical experiences of students with disabilities in U.S. postsecondary education including demographic trends; key transition issues of students with disabilities from K-12 to

postsecondary education; the legal and legislative context framing access and opportunity for college students with disabilities; understanding different disabilities and the reasonable accommodations they typically require in higher education settings; the deliberative and collaborative process through which reasonable accommodations are determined; implementing the principles of universal design in postsecondary curricula; the role of assistive technology in enhancing access; issues in the retention of college students with disabilities; challenges of college students with hidden disabilities; emerging populations of college students with disabilities; promoting the participation of students with disabilities in co-curricular and residential life; facilitating successful transitions to employment; faculty and staff development around postsecondary disability issues.

DSAB 630 - Aging and Disability: Multiple Perspectives and Emerging Issues (3 Credits)

Prerequisite: None

This course is intended to explore aging and disability from multiple theoretical and applied perspectives utilizing an interdisciplinary approach. Students will be encouraged to explore the dynamics of aging and disability from a person-centered, lifespan and systems perspective. Students who successfully complete this course will be able to apply the knowledge to enhance service delivery to a specialized population, assume leadership in the aging and disability fields and support advocacy efforts as professionals and citizens.

DSAB 639 - Fieldwork in Disability Studies (3 Credits)

Prerequisite: None

Disability Studies can play a valuable role in the education and daily practice of human services professionals. This course provides opportunities for students to embody the values and principles and test the knowledge and skills they have learned in the classroom in an applied setting. Their fieldwork activities will support the goals of inclusion, integration, and independence of people with disabilities consistent with the legal mandates contained in IDEA, the Rehabilitation Act and the ADA. Students will receive guidance from exemplary professionals at agencies that provide services to people with disabilities. Students who complete the course will: be knowledgeable about professional careers and educational opportunities in the disability field; participate in a person-centered planning process with an individual with a disability to identify their personal goals and strategies to achieve those goals; relate professionally and ethically to people with disabilities, families, other professionals and members of the community; demonstrate an awareness of the array of services, programs and agencies that support people with disabilities across the lifespan and across disability categories; develop critical observational, communication, interviewing and analytic skills to acquire specific and meaningful information related to people with disabilities; develop leadership skills in promoting policies and programs that integrate a Disability Studies approach into the provision of community-based services and supports.

DSAB 651 - Special Topics Course (3 Credits)

Prerequisite: None

The following is an example of possible Special Topics courses:
The Recovery Model in the Treatment of People with Chronic Mental Illness.

Advanced Certificate in Health Care Policy and Administration

Academic Director: Michael Javen Fortner, PhD

CUNY School of Professional Studies

Joseph S. Murphy Institute for Worker Education

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New York, NY 10036

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The Program

The Advanced Certificate in Health Care Policy and Administration provides professional development for administrative and professional workers in New York City's health care industry. An important professional credential, the advanced certificate provides health care employees in both public and private health care systems an opportunity to advance their careers and serve the public more effectively.

Students will gain a rich understanding of the theory and practice of health care policy and administration while developing advanced analytic, research, writing, and presentation skills.

Graduates from the program may pursue careers as health care managers and administrators, as well as public policy analysts and advocates. The advanced certificate is a valuable credential for those working in government, non-profit organizations, and the private health care system or for those with a scholarly interest in health care.

The program is offered through CUNY SPS's Joseph S. Murphy Institute for Worker Education and Labor Studies.

Program Requirements

12 credits are required for the certificate. Students must complete the following courses for 12 credits:

HCA 600 - Health Care Administration (3 Credits)

Prerequisite: None

This course will examine critical issues confronting health care administration, focusing on the public and not-for-profit sectors. Readings and discussions will cover a broad range of topics and will include comparisons of public and private bureaucracies. Students will analyze theoretical questions of health care administration and will address the real-world experience of health care employees, both managers and staff. Students will examine and evaluate academic literature on current and future trends in health care human resources, including: evaluation of employee performance and motivation of employees; health care financing, including the impact of managed care and the role of third party payers; union-management relations and collective bargaining; quality improvement in health care; training and staff-development; the nursing shortage; organizational justice; and diversity management. Students will draw on both their practical experience and the scholarly literature discussed in the course to develop a research proposal that addresses an administrative challenge relevant to their work.

HCA 601 - Health Disparities (3 Credits)

Prerequisite: None

This course will examine in detail the manifestations of health disparities and inequalities in the U.S., with particular reference to their relevance to health care policy and practice in New York City. Evidence of inequalities will be presented with regard to major health indicators, including: incidence and prevalence of disease; differential screening, diagnosis, treatment, and outcome; exposures to risk factors and preventive measures; access to and utilization of health care services; issues relating to the clinical encounter; biases in health research; and health of selected populations. Disparities will be studied through the lenses of race, class, gender, age, residence, and sexual orientation, as well as through the interactions of these factors. A variety of theoretical frameworks will be critically evaluated for their contribution to the explanation of the existence and distribution of health disparities. Although the course will focus on contemporary health disparities, some historical issues will be presented, particularly as these relate to the development of a contemporary research agenda free from the biases of the past. Within each area, strategies and policies for reducing or eliminating the particular health disparity and inequity will be discussed and analyzed. At the end of the course, an analysis and evaluation of broader policy issues will be presented.

HCA 602 - The Politics of Health Care (3 Credits)

Prerequisite: None

This course will approach the politics of health care in the U.S. by examining and analyzing the interests of the major stakeholders in the system of care delivery. These stakeholders will include the federal, state and local governments; hospitals; insurance companies; the pharmaceutical, tobacco, and food industries; organized labor; health providers and professional organizations, the public health movement, and consumer health movements. Among the issues to be considered are financial gain, control of health care resources, and process and power in decision making. The historical conditions that set the stage for the current role of each stakeholder will be discussed. Relationships among the various stakeholders will be assessed as will their contributions to fostering or thwarting universal access to care, equitable health treatment, health promotion and disease prevention, and health research free from bias. At the conclusion of the class, several case studies that demonstrate how politics actually works in the practice of setting health care policy will be presented.

HCA 603 - Evaluation of Health Care Policy (3 Credits)

Prerequisite: None

This course will present a variety of compelling issues and problems that confront the U.S. health care system today. It will examine policies that have been enacted or promulgated to address each of these issues as well as present alternative policies that address access to care and equity in services. These policies will include legislation at the federal, state, and local levels, regulations and guidelines issued by agencies at each governmental level, and positions or strategies offered by advocacy groups. Each policy will be examined in terms of how it came to be and whose interest or interests it serves. Policies will also be analyzed and evaluated in terms of their effectiveness as solutions to the problems they address, their feasibility, and their relationship to the concepts of health as a basic human right, equity in health care delivery, and health promotion and disease prevention. Throughout the course, specific examples of policies that have been successful and unsuccessful to varying degrees in achieving these goals will be discussed and evaluated. In each policy discussion, analysis of how competing forces shape policies will be provided, such as how market forces compete with public need and how profit-making businesses and institutions affect health policy.

Advanced Certificate in Immigration Law Studies

Program Director: Dawn Picken

CUNY School of Professional Studies

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The Program

Immigration is one of the most pressing contemporary issues in the United States. Professionals across the country, working in many fields, are faced with immigrant employment and family issues on a regular basis. The Advanced Certificate in Immigration Law offers a unique opportunity for those working with immigrants, employers, and families to:

- Understand law and regulations governing immigration and citizenship;
- Learn how to comply with rapidly evolving immigration policies;
- Learn how to file petitions and applications;
- Witness immigration court proceedings first hand;
- Work with top CUNY faculty and legal experts; and,

- Gain expertise to professionally advance.

Students will learn how to: determine an individual's eligibility for benefits under the Immigration and Nationality Act; access the resources needed to analyze complicated legal issues; identify and complete standard immigration applications and petitions; and, recognize the ethical and legal restrictions on the practice of law by non-attorneys.

Graduates may pursue careers working with immigrant populations in areas such as law, education and non-profit and community-based organizations. *It is important to note that this program does not qualify anyone who does not hold an attorney's license to practice law.*

Online courses available:

All courses in the program are available online. The online courses in the Immigration Law program are provided asynchronously, which allows students to read course materials, participate in class discussions and complete assignments at their own pace each week. For more information about online learning at CUNY SPS, visit <http://sps.cuny.edu/online>.

Program Requirements

Nine credits are required for the certificate.

Required Course

ILAW 601 - Introduction to Immigration Law (3 Credits)

Prerequisite: None

The student will gain a comprehensive understanding of the basics of U.S. immigration and citizenship law with an emphasis on family-based immigration, adjustment of status to permanent residence, citizenship and naturalization. The student will also survey asylum and refugee law, employment-based immigration, nonimmigrant visas, and employer sanctions compliance and anti-discrimination laws. The course is oriented towards the students gaining a practical understanding of the law.

Elective Courses

Students must complete six credits from among the following courses:

ILAW 602 - Business Immigration Law (3 Credits)

Prerequisite: ILAW 601 or five years experience with the field of immigration law.

The student will gain a comprehensive understanding of business immigration law. The course will prepare the student to provide immigration law paralegal services to employers of foreign-born workers, foreign investors, and outstanding and extraordinary individuals. The student will learn how to prepare and document applications for permanent labor certification, and petitions for employment-based permanent residence, petitions for temporary professional workers and intracompany transferees. Students will also learn how to prepare applications for change and extension of nonimmigrant status and for nonimmigrant visas at U.S. consulates abroad.

ILAW 603 - Proceedings in Immigration Court: The Removal Process and Applications for Relief (3 Credits)

Prerequisite: ILAW 601 or five years experience with the field of immigration law.

This course will cover what happens once a non-citizen has been charged and placed in immigration removal proceedings (formerly called deportation proceedings). The student will study each step of the proceeding, with the choices that the client and her representative must make in the effort to avoid removal: responding to the charges and putting the government to its proof; determining the client's immigration history; determining the client's eligibility for any relief from removal; preparing a winning case on paper; preparing the client and other witnesses to testify; what options are available for appeal and the requirements for filing a motion to reopen. The course will cover the legal standards and the preparation of the following applications for relief: cancellation of removal, Violence Against Women Act (VAWA) cancellation of removal, and asylum relief along with withholding of removal and relief under the Convention Against Torture. Given that recent developments have greatly increased the complexity of asylum law, the course will cover this area in depth. The course will also briefly cover adjustment of status and voluntary departure. The course will not emphasize courtroom skills; however, we plan to arrange a visit for the class to Immigration Court near the middle of the semester. In addition, the skills necessary to prepare court cases will be emphasized throughout the course, with class discussion and exercises.

ILAW 604 - Family-Based Immigration Law (3 Credits)

Prerequisite: ILAW 601 or five years experience with the field of immigration law.

Students will gain a comprehensive understanding of family-based immigration law, as well as how family relationships affect other areas of immigration. Students will engage in a detailed study of family-based immigration as they learn how U.S. Citizens and Lawful Permanent Residents (LPRs) may sponsor certain family members who can become LPRs through adjustment of status and consular process. Students will also consider how family members of asylees, employment-based applicants for LPR status and others are able to become LPRs based on their familial relationship to primary applicants. The course will also review how changes in age and family circumstances affect eligibility for immigration benefits. Special family situations, such as those involving the foster care system and domestic violence will also be studied. Finally, the affect of immigration status on other areas of law involving families (such as custody determinations, tax implications, and public benefits access) will be discussed.

ILAW 605 - Naturalization and Citizenship (3 Credits)

Prerequisite: ILAW 601 or five years experience with the field of immigration law.

The student will learn the law regarding eligibility for Naturalization under different sections of the I&N Act, as well as when and how one can acquire citizenship at birth, and how one can derive U.S. Citizenship. Issues such as good moral character and physical presence will be explored in detail. The student will also learn the law regarding denaturalization, appellate review, and options if an Application for Naturalization is denied. The course will also cover dual nationality and special classes of individuals who are applying for Naturalization including spouses of U.S. Citizens, veterans, and active duty members of the military. The course will cover automatic bars to citizenship such as convictions for an aggravated felony, or for refusing to serve in the military. The student will also learn about the English language requirements, the new civics examination that tests one's knowledge of U.S. history and government, certain exemptions for persons with disabilities, and considerations made for the elderly and people who have been Lawful Permanent Residents for many years.

Advanced Certificate in Labor Relations

Academic Director: Penny Lewis, PhD

CUNY School of Professional Studies

Joseph S. Murphy Institute for Worker Education

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The Program

The Advanced Certificate in Labor Relations offers students the opportunity to develop the practical skills necessary for participation in collective bargaining, conflict resolution, and contract administration. It also provides a theoretical and historical understanding of labor law, public policy and the role of worker organizations in employment relations.

The program is designed to provide students with skills and knowledge in the areas of collective bargaining, organizing, labor law, arbitration, contract negotiation, organizational administration and leadership development. It will help prepare students for careers in the areas of union organizing, labor relations, contract administration, employment law and conflict resolution.

The program is offered through CUNY SPS's Joseph S. Murphy Institute for Worker Education and Labor Studies.

Program Requirements

12 credits are required for the certificate as follows:

Required Core

six credits (two courses) from the following:

LABR 603 - Labor-Management Relations (3 Credits)

Prerequisite: None

This course covers the development of labor relations in the United States, from the period preceding collective bargaining through the emergence of theories of management and corresponding stages of labor relations practice in the 20th century. The latter include: the rise of contract unions; industrial relations in an era of unionization and collective bargaining; the crisis resulting from increased competition and globalization; and the subsequent transformation of American labor-management relations. Students will develop a comparative perspective by studying labor-management relations across advanced capitalist economies. Finally, the course will examine the future of labor-management relations, exploring the extent to which they will be adversarial or cooperative, and considering alternative models of worker representation.

LABR 620 - Collective Bargaining Theory and Practice (3 Credits)

Prerequisite: None

This course will provide students with a theoretical understanding of the collective bargaining process in the U.S. In addition to studying union and management theories of bargaining, students will analyze contemporary and historically significant bargaining scenarios in the private and public sectors and will develop advanced knowledge of labor relations in a variety of workplace environments. Students will examine the legal framework of collective bargaining and will study the evolution of public policy governing labor relations. In addition to studying the bargaining process and methods of contract enforcement, students will discuss alternative models of worker representation in a global economy. They will gain practical understanding by designing and participating in mock bargaining sessions.

LABR 630 - Union Organization and Function (3 Credits)

Prerequisite: None

This course will provide students with an advanced understanding of social science concepts and organizational theories that are designed to analyze the structures, functions, and practices of unions. Students will examine the main functions of unions, including collective bargaining, political action, and organizing, and explore the ways in which various types of union structures are matched to industry structures. Topics will include workforce demographics, diversity, models of union leadership,

governance and decision-making, power relations, conflict, and diversity in union membership and leadership. In analyzing how unions are built and sustained, students will examine such factors as motivation, commitment and personality as well as the behavior of individuals and groups in unions. Unions, like other organizations, are under substantial pressure from the external environment to adapt to changing industrial and economic conditions. Concepts related to the change process, such as stakeholder analysis, resistance to change, and participative design will be discussed and applied to case studies of union transformation.

LHIS 601 - U.S. Labor History (3 Credits)

Prerequisite: None

Students in this course will examine U.S. labor history from several perspectives, seeking to understand how the experience of workers and the nature of working-class institutions have evolved in the context of larger historical developments. In this process, the course will try to account for patterns of growth and decline in the labor movement, paying particular attention to: industrialization and deindustrialization; patterns of migration and immigration; and the historical relationships between organized labor and other movements for social justice. Students will explore how the ideologies and structures of organized labor have been shaped by major economic, political and social forces as well as diverse cultural expressions. At every level of analysis, students will address issues of race, gender, and sexual orientation, especially as these categories of social identity relate to class and class formation. Assigned texts reflect a range of scholarship and differing points of view. Thus, students will become familiar with historiographical debates about topics covered in this course.

Employment and Labor Law

three credits (one course) from the following:

LABR 604 - Labor Law (3 Credits)

Prerequisite: None

This course examines the statutes, procedures, and legal remedies as interpreted by the National Labor Relations Board (NLRB) and courts concerning the unionization of employees; the collective bargaining process; and the relationship between workers and employers and between employees and their union. The course begins by examining the doctrines of labor law in the nineteenth and early twentieth centuries and continues with an exploration of the statutory bases of labor law. In subsequent sessions, case law concerning organizing and union recognition; unfair labor practices; collective bargaining; the right to strike and concerted action; arbitration; the duty of fair representation; and discrimination will be analyzed and discussed. Finally, the course will examine and evaluate various interpretations of the political/economic origins of modern labor law and its impact on unions and contemporary labor-management relations.

LABR 623 - Comparative Labor and Employment Law (3 Credits)

Prerequisite: None

This course is designed to provide students with an overview of labor and employment law in several countries representing different approaches to the fundamental social and legal project of protecting workers' rights and regulating the relationship between labor and capital. By exploring labor and employment laws that are rooted in different histories, political economies, and sociocultural and legal systems, students will develop a broader understanding and deeper appreciation of the fundamental labor / management issues confronting contemporary industrial societies, including the US. Individual and collective contracts, wages and benefits, working hours and leave entitlements, protections from discrimination and unfair dismissal, the right to organize, bargain collectively, and seek redress of grievances - these are some of the issues that will be explored in a comparative framework. In an era of global supply chains, decentralized production, and the increasingly rapid and transnational movement of capital, goods, information and people, it is important for students of labor to develop a comparative and international perspective on the laws that govern labor relations.

LABR 624 - Labor Law: A Case-Study Approach (3 Credits)

Prerequisite: None

This course will examine the body of law governing union organizing, labor relations, and employee rights through the study of case law and legal precedents. The course will cover federal labor law, embodied in the National Labor Relations Act and the Railway Labor Act, as well as state laws regarding the public sector and the legal environment in "right-to-work" states. In studying precedent-setting case law, students will analyze the impact of U.S. labor law on the right to organize, the collective bargaining process, contract enforcement, and dispute resolution. They will debate the strengths and weaknesses of current law in terms of protections for workers and will evaluate the range of strategies employed by unions to circumvent obstacles presented by the law, including third-party card check in organizing and efforts to pass reform of current law.

Electives

three credits (one course) from the following or courses not completed from those above:

LABR 608 - Issues in Organizing (3 Credits)

Prerequisite: None

This course deals with current debates concerning the future of organized labor in the United States. Students will examine a wide range of opinion, both within the labor movement and among scholars of the labor movement, concerning several key questions: Considering current socio-political conditions in the global economy, are unions still relevant? If so, is growth possible? If not, what other forms of worker organization are possible? To answer these questions, students will examine arguments advanced by top U.S. labor leaders and students of the labor movement. These arguments will be posed against a range of theoretical and historical perspectives, starting with Marx and Commons and including the work of contemporary scholars and researchers. Students will grapple with current issues and problems in organizing, including attitudes of workers; employer anti-union tactics; legal impediments; and alternative venues for union certification in both the public and private sector. They will discuss the importance of strategic research and media outreach. Finally, they will develop a set of criteria for evaluating the success of organizing initiatives.

LABR 609 - Comparative Labor Movements (3 Credits)

Prerequisite: None

This course will examine labor movements in the advanced industrialized economies of Western Europe as well as in the industrializing economies of Latin America, Africa and Asia. The course will focus on differences and similarities among and between these labor movements and the U.S. labor movement in terms of union density, collective bargaining structure, and industrial relations at the plant level. Among the main topics addressed in this course is globalization and its impact on labor movements throughout the world. The course will address critical issues confronting labor movements in the industrializing economies, particularly the "Southern cone" (Chile, Argentina and Uruguay); Mexico; Brazil; South Africa; China; and India. Particular attention will be paid to the relationship between unions and political systems in the U.S. and other nations. The course will explore relationships between workers and works councils in Western Europe; the relationship between unions and political action; the challenges of immigration, diversity and declining union power globally; and strategies for revitalization of labor movements in the industrialized democracies. The course will also study labor movements under authoritarian regimes and military dictatorships, examining the role of unions in struggles for democracy.

LABR 619 - Comparative Labor Relations Models (3 Credits)

Prerequisite: None

This course will introduce students to the labor relations systems in a number of countries and provide a framework for examining labor relations systems globally. Participants will discuss the varied socioeconomic and political environments in which labor relations systems have developed and explore how they are responding to the challenge of globalization and capitalism in the 21st century. Particular emphasis will be placed on union strategies for growth and revitalization. By studying the labor relations systems of various countries, it is possible to gain a broader perspective and thus better understand labor movements more generally and the forces that continue to shape labor's choices and strategies.

LABR 622 - Strategic Research Methods (3 Credits)

Prerequisite: None

This course examines research methods designed to support union growth and representation, including market analysis, market surveys, corporate research, policy research, public pension fund research and worker surveys. There is particular emphasis on corporate research techniques, including analysis of financial statements, property record research, litigation research, public record requests, and use of on-line resources. Students will also learn basic database design and spreadsheet skills to facilitate market analysis and analysis of collective bargaining agreements.

LABR 669 - Selected Topics in Labor Studies (3 Credits)

Prerequisite: Permission of the Academic Director

This course will offer qualified students the opportunity to study special topics within the scope of Labor Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include study of particular industries or particular global regions of production; examinations of working-class experience; demographic research; uses of technologies in organizing and other mobilizations; worker centers and other alternative organizations for non-unionized workers; alliances between labor organizations and other advocacy organizations.

Advanced Certificate in Labor Studies

Academic Director: Penny Lewis, PhD

CUNY School of Professional Studies

Joseph S. Murphy Institute for Worker Education

25 West 43rd Street

New York, NY 10036

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The Program

The Advanced Certificate in Labor Studies serves the educational needs of seasoned labor leaders, professional union staff, as well as union members and activists who want to advance their careers and enhance their contributions to the labor movement.

The program is designed to develop skills and knowledge in the areas of history, organizing, leadership development, transnational labor issues, and public policy. It helps prepare students for careers in the areas of union organizing, public policy, social action research, and law.

The program is offered through CUNY SPS's Joseph S. Murphy Institute for Worker Education and Labor Studies.

Program Requirements

12 credits are required for the certificate.

Required Courses

Students must complete three credits from among the following Global Perspectives courses:

LABR 601 - Labor in the Era of Globalization (3 Credits)

Prerequisite: None

This course will examine the impact of the globalization of production on work itself, as well as on workers and international labor movements. It will present globalization as a central problem for both developed and developing economies and as a dilemma for U.S. workers and their unions. Students will analyze the history and function of the World Trade Organization, the International Monetary Fund, and the World Bank, including how these institutions influence the global flow of capital and labor, as well as goods and services. The course covers topics essential for understanding workers' issues and rights in contemporary economies, such as: the impact of global outsourcing; the rise in women workers around the world and the implications for gender issues; organizing in a multi-national context; increasing poverty and inequality; and the decreased regulatory powers of states relative to multinational corporations as a result of free-trade agreements and neo-liberal development policies. All topics will be infused with a historical perspective that traces the development of capitalism from its beginnings in nation-states to its current hegemony in the global marketplace. Students will study responses of the labor movement to capital flight and to the movement of jobs and production across national borders, including efforts at cross-border organizing. They will examine the extent and effectiveness of global labor strategies, and the potential of broad-based coalitions to protect workers' rights.

LABR 609 - Comparative Labor Movements (3 Credits)

Prerequisite: None

This course will examine labor movements in the advanced industrialized economies of Western Europe as well as in the industrializing economies of Latin America, Africa and Asia. The course will focus on differences and similarities among and between these labor movements and the U.S. labor movement in terms of union density, collective bargaining structure, and industrial relations at the plant level. Among the main topics addressed in this course is globalization and its impact on labor movements throughout the world. The course will address critical issues confronting labor movements in the industrializing economies, particularly the "Southern cone" (Chile, Argentina and Uruguay); Mexico; Brazil; South Africa; China; and India. Particular attention will be paid to the relationship between unions and political systems in the U.S. and other nations. The course will explore relationships between workers and works councils in Western Europe; the relationship between unions and political action; the challenges of immigration, diversity and declining union power globally; and strategies for revitalization of labor movements in the industrialized democracies. The course will also study labor movements under authoritarian regimes and military dictatorships, examining the role of unions in struggles for democracy.

LABR 614 - Labor and Immigration (3 Credits)

Prerequisite: None

This course explores the dynamics of immigration to the U.S., past and present, with a particular focus on its implications for the labor movement. The course covers a range of topics that are vital to understanding the impact of immigration on labor, such as: the "push" and "pull" factors that shape migration flows; the characteristics of the distinctive waves of migration to the U.S. over the past two centuries; the varying skill levels and world views of immigrants from different parts of the world; the historical and contemporary tensions between immigrants and U.S.-born workers; the role of immigrant social networks in chain migration and in immigrant labor organizing; changing notions of citizenship and the emergence of "illegal" immigration; the changing gender composition of the immigrant workforce; changing employer policies toward immigrant labor; the development of the modern immigrant rights movement; and the politics of the current immigration reform debate. Students will explore the ways in which

the labor movement has responded to immigration in the past and currently, and examine the conditions under which efforts to organize immigrant workers have been successful and those under which they have failed. The growth of worker centers as alternative models for immigrant organizing will also be examined.

Elective Courses

Students must also complete nine credits from among the following courses:

LABR 603 - Labor-Management Relations (3 Credits)

Prerequisite: None

This course covers the development of labor relations in the United States, from the period preceding collective bargaining through the emergence of theories of management and corresponding stages of labor relations practice in the 20th century. The latter include: the rise of contract unions; industrial relations in an era of unionization and collective bargaining; the crisis resulting from increased competition and globalization; and the subsequent transformation of American labor-management relations. Students will develop a comparative perspective by studying labor-management relations across advanced capitalist economies. Finally, the course will examine the future of labor-management relations, exploring the extent to which they will be adversarial or cooperative, and considering alternative models of worker representation.

LABR 604 - Labor Law (3 Credits)

Prerequisite: None

This course examines the statutes, procedures, and legal remedies as interpreted by the National Labor Relations Board (NLRB) and courts concerning the unionization of employees; the collective bargaining process; and the relationship between workers and employers and between employees and their union. The course begins by examining the doctrines of labor law in the nineteenth and early twentieth centuries and continues with an exploration of the statutory bases of labor law. In subsequent sessions, case law concerning organizing and union recognition; unfair labor practices; collective bargaining; the right to strike and concerted action; arbitration; the duty of fair representation; and discrimination will be analyzed and discussed. Finally, the course will examine and evaluate various interpretations of the political/economic origins of modern labor law and its impact on unions and contemporary labor-management relations.

LABR 606 - Labor Studies Field Work/Internship (3 Credits)

Prerequisite: None

Students in this course will combine a 16-week internship at a labor union or labor-related organization with readings on and analysis of the U.S. labor movement in a contemporary national and global context. In eight two-hour class meetings, students will reflect on their internships, comparing their experiences with those of other students and discussing them in relation to course readings on selected labor issues. In addition to union structure and governance, these issues will include union jurisdiction and industry analysis; organizing and collective bargaining; union democracy and rank-and-file participation; demographics of leadership and membership; dynamics of class and power relations; diversity and multiculturalism; the effects of globalization on work and workers; and alternative paradigms for worker organization. Through the combination of field work and scholarly analysis, students will explore the relationship between theory and practice and will acquire multiple perspectives on union structure, practice and principles as well as on a broad range of union activities.

LABR 607 - Labor and the Economy (3 Credits)

Prerequisite: None

This class is designed to provide anyone working for a union, NGO, workers' rights organization or for social change a solid

foundation in economics: basically, it is labor economics for practitioners and activists. The course offers an overview of capitalism as an economic system, focusing on the principles and logic that underlie American capitalism in particular. Students will explore the roles of production and profits; competition and concentration; technology; and control and conflict in the workplace. The course is set up for students to expand their literacy regarding the main labor issues related to the economy, such as employment, wages (including minimum wage and living wage), labor market discrimination, globalization and trade. We will consider the mainstream, or neo-classical, theory that explains how the economy functions, as well as examine some alternative theories.

LABR 614 - Labor and Immigration (3 Credits)

Prerequisite: None

This course explores the dynamics of immigration to the U.S., past and present, with a particular focus on its implications for the labor movement. The course covers a range of topics that are vital to understanding the impact of immigration on labor, such as: the "push" and "pull" factors that shape migration flows; the characteristics of the distinctive waves of migration to the U.S. over the past two centuries; the varying skill levels and world views of immigrants from different parts of the world; the historical and contemporary tensions between immigrants and U.S.-born workers; the role of immigrant social networks in chain migration and in immigrant labor organizing; changing notions of citizenship and the emergence of "illegal" immigration; the changing gender composition of the immigrant workforce; changing employer policies toward immigrant labor; the development of the modern immigrant rights movement; and the politics of the current immigration reform debate. Students will explore the ways in which the labor movement has responded to immigration in the past and currently, and examine the conditions under which efforts to organize immigrant workers have been successful and those under which they have failed. The growth of worker centers as alternative models for immigrant organizing will also be examined.

LABR 649 - Independent Study (1-13 Credits)

Prerequisite: Permission of the Academic Director

The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

LHIS 601 - U.S. Labor History (3 Credits)

Prerequisite: None

Students in this course will examine U.S. labor history from several perspectives, seeking to understand how the experience of workers and the nature of working-class institutions have evolved in the context of larger historical developments. In this process, the course will try to account for patterns of growth and decline in the labor movement, paying particular attention to: industrialization and deindustrialization; patterns of migration and immigration; and the historical relationships between organized labor and other movements for social justice. Students will explore how the ideologies and structures of organized labor have been shaped by major economic, political and social forces as well as diverse cultural expressions. At every level of analysis, students will address issues of race, gender, and sexual orientation, especially as these categories of social identity relate to class and class formation. Assigned texts reflect a range of scholarship and differing points of view. Thus, students will become familiar with historiographical debates about topics covered in this course.

LPOL 602 - Work, Culture, and Politics in New York City (3 Credits)

Prerequisite: None

This course is designed to provide an interactive overview of the constantly changing worlds of work, culture and politics in New York City. We will learn about where New Yorkers live and work, how specific urban communities develop, and assess how the cultural and political institutions of New York serve the city's diverse population. The class uses an historical frame to situate the contemporary city, spending equal time on past and present inquiries. Field trips to significant spaces, and visits to and from NYC organizers, policy makers, artists and scholars will take place on a near weekly basis. Throughout, we will learn about New York's key industries, trends in immigration, economic development, public policy, public and private space, popular culture, urban social identity, community organizations, and labor's contributions to building the city's institutions.

Advanced Certificate in Management

Academic Director: Bonnie D. Oglensky, PhD

CUNY School of Professional Studies

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The Program

The Advanced Certificate in Management explores the field through the study of key elements in contemporary management applications. Students scrutinize the theory and practice of human behavior in organizations, motivation, leadership, and the supervision of staff and financial resources with the goal of increasing management competencies in a variety of settings. The program places particular emphasis on developing communication, conflict resolution and leadership skills.

Partnership with The Medical Laboratory Sciences Program of Hunter College (MLS/HC)

CUNY SPS partners with the Medical Laboratory Sciences program of Hunter College (MLS/HC) in offering Hunter College's M.S. in Biomedical Laboratory Management (BLM) degree. The 30-credit curriculum is divided between MLS/HC (offering science and biomedicine classes) and CUNY SPS (offering business and management classes and the Advanced Certificate in Management). The M.S. degree is granted by Hunter College. Students taking the CUNY SPS courses through the M.S. degree apply through Hunter College. For additional information about the program at Hunter College, including information sessions, visit <http://www.hunter.cuny.edu/mls/graduate/ms-in-biomedical-laboratory-management>.

Program Requirements

Nine credits are required for the certificate. Students must complete nine credits from among the following courses:

MGMT 680 - Human Resource Management (3 Credits)

Prerequisite: None

This subject adopts a "macro" or "strategic" approach to Human Resource Management through a critical analysis of recent literature on the role of Human Resource Management in organizations and through consideration of the application of this literature to work organizations. Various models of strategic Human Resource Management and the strategic relationships between Human Resource Management, programs of management and organizational change are considered.

MGMT 681 - Financial Management (3 Credits)

Prerequisite: None

In this course, students will learn to define, comprehend, and apply a market-driven theory for ethically based, strategic financial decisions. Important issues include the return and risk of the activity to invest, the size of the investment, and the sources for financing the investment. Each decision is part of the overall financial strategy that adds value to the shareholder. Topics include: financial markets; financial reporting; the cost of capital; portfolio analysis; capital structure; dividend policy; options; cash management; and international monetary issues.

ORG 680 - Organizational Behavior (3 Credits)

Prerequisite: None

Organizational behavior is the field of study that investigates the impact of individuals, groups and structure on behavior within organizations for the purpose of applying this knowledge to improve an organization's effectiveness. It draws from a number of different fields including psychology, sociology, and anthropology. The focus of the course is examination of the theoretical and empirical foundations of organizational behavior to provide a framework for understanding its applications in work settings. To accomplish this objective, students will look at people on three levels: as individuals; in interpersonal relationships; and in groups and collectives.

Advanced Certificate in Project Management

Program Director: Dawn Picken

CUNY School of Professional Studies

119 West 31st Street, 3rd Floor

New York, NY 10001

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The Program

Originally applied to fields such as engineering and construction, project management techniques are now widely used across numerous industries, including: information technology, product development, aerospace, manufacturing, energy and utilities, supply chain management, financial services, public administration, and many others. There is a current and growing demand within organizations for project managers who can control the triple constraints of project scope, schedule, and costs - to deliver what is required, on time, and within budget.

The Advanced Certificate in Project Management develops students' knowledge of and ability to apply project management standards, techniques, and practices while studying within a rigorous academic framework. The program helps graduates pursue careers as project managers in fields such as: information technology, financial services, construction, management consulting, government, non-profit and health care.

Students will:

- Gain comprehensive knowledge of project management practices and techniques;
- Understand communication and leadership fundamentals as they apply to real world problems;
- Learn the basics of project management software and how it can be used to manage the triple constraint; and,
- Recognize the importance of ethical project management and understand how unethical practices can lead to project failure.

The Advanced Certificate in Project Management will help program graduates who want to pursue careers as project managers in fields such as: information technology, financial services, construction, management consulting, government, non-profit and health care.

Online courses available:

Beginning in the spring 2013 semester, all courses in the project management certificate program are offered exclusively online. The online courses are provided asynchronously, which allows students to read course materials, participate in class discussions and complete assignments at their own pace each week of the semester. For more information about online learning at CUNY SPS, visit <http://sps.cuny.edu/online>.

Program Requirements

Nine credits are required for the certificate. Students must complete:

PROM 600 - Fundamentals of Project Management (3 Credits)

Prerequisite: None

This course is designed to provide an overview of project management practices and techniques and their practical application to managing projects. The participants will review practices recognized by the Project Management Institute (PMI) and learn how these can be used to address a range of project challenges. Throughout the course, participants will work in teams to complete exercises and apply what they have learned. Participants should have at least one year experience managing projects.

PROM 601 - Project Communication and Leadership (3 Credits)

Prerequisite: PROM 600, or permission of the instructor.

This course is designed to provide the student with an understanding of communication and leadership fundamentals as they apply to real world problems; particularly in the management of projects and programs with diverse stake-holders and organizations. In particular, the integrated nature of communications processes and leadership will be explored. Students will have opportunities to practice their craft throughout the course both in teams and individually.

PROM 602 - Managing the Triple Constraint: Scope, Time, and Cost (3 Credits)

Prerequisite: PROM 600, or permission of the instructor.

The triple constraint is the framework through which all projects evolve. This course will be a foundation course focusing on the definition, application and management of the scope, time, and cost constraints of the project. Current readings will bring real-life application of the theory to the students. The course will cover each of the components in detail and students will have an opportunity to use software project management tools to help them develop a sense of how project management can be aided by the use of technology. Earned value management and the role of quality in management of the triple constraint are critical topics that will also be covered in this course. Students will be expected to participate fully in all class discussions and will be evaluated by tests as well as their level of participation and the quality of their review paper.

Advanced Certificate in Public Administration and Public Policy (Level I)

Academic Director: Michael Javen Fortner, PhD

CUNY School of Professional Studies

Joseph S. Murphy Institute for Worker Education

25 West 43rd Street

New York, NY 10036

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The Program

The Advanced Certificate in Public Administration and Policy (Level I) provides a graduate-level education for students interested in legislation, government agencies, and social services. The certificate is a valuable professional credential for workers in the public and non-profit sectors, and for students pursuing scholarly interests in government affairs at the federal, state and municipal levels.

Students gain a rich understanding of the theories behind government policy and public-sector management, while learning how to critique their implementation and make effective recommendations. The program enables students to develop and enhance advanced analytic, research, writing and presentation skills.

Graduates may pursue careers as managers in the public sector, policy analysts, researchers and planning specialists, or as journalists covering government and public policy.

The program is offered through CUNY SPS's Joseph S. Murphy Institute for Worker Education and Labor Studies.

Program Requirements

12 credits are required for the certificate. Students must complete 12 credits from the following courses:

PADM 601 - Public Administration (3 Credits)

Prerequisite: None

This course will examine critical issues confronting government and public administration. Readings and discussions will cover a broad range of topics and will include comparisons of public and private bureaucracies as well as proposals for "reinventing" government. Students will analyze theoretical questions of public administration and address the real-world experience of public sector employees, both managers and staff.

Students will evaluate academic literature on current and future trends in public-sector labor relations, including material on performance management and the Government Performance Results Act, as well as "post-bureaucratic" models of the public-sector workplace. In this process, students will examine such key managerial issues as evaluation of employee performance; motivation of employees; organizational justice; diversity management; training and staff-development; union-management relations; and collective bargaining. The course will conclude with a participatory workshop on managing in the public sector, in which students will draw on both their practical experience and the scholarly literature discussed in the course.

PADM 611 - Social and Economic Policy in the United States (3 Credits)

Prerequisite: None

This course will explore the economic and political aspects of critical social issues, discussing a range of policies and policy alternatives that address these issues at both the national and local levels. To provide a framework for these discussions, we will examine the relationship between government, the economy, and the variety of policy approaches historically employed to address social issues. Students in the course will focus on specific urban issues such as poverty; welfare; housing; health-care; public education; and urban crime. The course will conclude with an analysis of the public-sector labor force and the future of municipal unions. While the main focus of this course is on municipal issues and policies, students will examine both federal and local policies for economic growth, seeking to understand the relationships between national and local economic policy.

PADM 621 - Policy Analysis (3 Credits)

Prerequisite: None

This course will introduce students to theories and techniques of policy analysis and will help them acquire the basic skills necessary to do analytic work. The course will begin by defining policy analysis and the various social models that underlie differing analytic and evaluative frameworks. It will examine the institutions, interests, and forces that shape policy debate and affect "delivery" of policy initiatives. Students will explore several models of analysis and consider their limits as well as their strengths. They will explore the role of government in implementing public policy and allocating resources. In that process, students will address a key question: How do the interests of social groups combine with access to the political process to determine who gets what and when? Finally, students will examine case studies of public policy analysis in three selected areas of study.

PADM 641 - Practicum: Analysis of Public Policy Issues (3 Credits)

Prerequisite: None

This practicum is designed to give students the opportunity to develop and execute an independent analytic project for a real-world "client"-a public employee, working in a decision-making capacity, who has volunteered to work with students on this project. Students will work in groups. Together with a client, each group will identify an issue or problem the client wishes to address. The student's task is to research and analyze the issue, coming up with a recommendation in the form of a "client memo," organized, written, and argued persuasively. To assist students in completion of the memo, the course is organized in several steps: finding a client; identifying and refining the client's issue or problem; and selecting an appropriate analytic method to address the issue. The course is divided between class meetings and independent, supervised research. Class discussions, based on readings, will explore relevant public policy and public administration issues and will examine a range of appropriate research methods and analytical approaches. During the semester, groups will meet independently with the instructor to assess progress and discuss research problems. At intervals during the term, students will make oral presentations, based on their research. The final client memo will be presented and discussed in class.

PADM 651 - Research Methods Seminar (3 Credits)

Prerequisite: None

This course examines research methods used to produce accurate data on a range of important public policy and public administration issues. Students will learn the importance of formulating research questions and how to frame them; the range of methodologies that can be employed and why and when to use them; and the tools of research methodology and how to utilize them. They will also learn how to analyze data in order to produce research reports in which conclusions are supported by reliable data. In this seminar, students will discuss the theoretical and operational issues critical to doing research and will develop tools and techniques for conducting both quantitative and qualitative research. Students will critique and evaluate specific research studies and will make presentations, posing questions for group discussion. Finally, students will develop an operational familiarity with computer-based programs for statistics and data analysis. Several class sessions will be scheduled in a computer lab for SPSS training.

Advanced Certificate in Public Administration and Public Policy (Level II)

Academic Director: Michael Javen Fortner, PhD

CUNY School of Professional Studies

Joseph S. Murphy Institute for Worker Education

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New York, NY 10036

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The Program

The Advanced Certificate Program in Public Administration and Public Policy (Level II) will provide post-Master's level education in the theory and practice of public administration and public policy. Largely project-oriented, the advanced curriculum provides students with an opportunity to practice important analytical skills developed in prior study of the field through independent, supervised research in an advanced practicum and a final project demonstrating excellence. Students in the program will:

- Gain advanced understanding of key policy, implementation and management issues in public administration;
- Practice decision and policy-making skills through field-based projects;
- Utilize advanced research skills and demonstrate facility in a number of methodologies, including quantitative and qualitative research; action research; ethnography; and participant observation;
- Utilize research skills to analyze and evaluate public policy;
- Deepen their understanding of the role of government and interest groups in developing public policy;
- Produce sophisticated policy reports and recommendations; and,
- Master analytic skills required to evaluate the effectiveness of public policy and models of public administration.

The program is offered through CUNY SPS's Joseph S. Murphy Institute for Worker Education and Labor Studies.

Program Requirements

Nine credits are required for the certificate. Students must complete the following courses:

PADM 701 - Practices in Public Administration (3 Credits)

Prerequisite: None

This course begins with an overview of the social, political and economic conditions that determine the nature of public administration in American cities. Students will discuss the varieties of public organizations; the roles and behaviors of managers in the public sector; and the bureaucratic constraints that affect management policies and implementation. The course examines these issues from the perspective of managers themselves, seeking to understand concretely the actual skills, capabilities and competencies managers must possess in order to be successful. These include a range of personal, interpersonal and group skills, designed to communicate, motivate and empower employees in the public-sector workplace. Students will focus on problem-solving, leadership, and decision-making skills as well as team-building and delegating authority. In the second half of this course, students will analyze and practice models of conflict resolution in the workplace. They will take a practical approach, analyzing and evaluating a number of case studies in conflict resolution.

PADM 721 - Project Demonstrating Excellence (3 Credits)

Prerequisite: None

The Project Demonstrating Excellence is an independent research project, requiring a student to integrate and synthesize the knowledge and skills acquired in previous courses in the Advanced Public Administration sequence. It is designed to demonstrate a student's mastery of theoretical and critical scholarship in the field, as well as provide him or her with an opportunity to exercise originality and creativity. The student will produce a report that adds to the existing body of knowledge in the field of Public Administration and that has, at the same time, applications in the real-world practice of public administration. In this sense, the course offers the student a bridge from the role of practitioner to the role of scholar-practitioner. Ultimately, the project offers students a model for more critical and effective social engagement.

PADM 731 - Advanced Practicum: Analysis of Public Policy Issues (3 Credits)

Prerequisite: None

This practicum is designed to give students the opportunity to develop and execute a high-level project for a real-world "client"-a public official, working in a decision-making capacity, who has volunteered to work with students on this project. Students will work in groups and-together with the "client"-identify an issue, problem, policy, and/or program that the client wishes to address. Preferably, the topic will be one that has been the subject of public debate or controversy. The student's task is to research and analyze the issue and develop a series of recommendations in the form of a "client memo," organized, written, and argued persuasively.

The course is divided between class meetings and independent, supervised research. Class discussions, based on readings, will explore relevant public policy and public administration issues and will examine a range of appropriate research methods and analytical approaches. During the semester, groups will meet independently with the instructor to assess progress and discuss research problems. At intervals during the term, students will make oral presentations, based on their research. The final client memo will be presented and discussed in class.

To assist students in completion of the memo, the course is organized in several steps: finding a client; identifying and refining the client's issue or problem; and selecting an appropriate analytic method.

Advanced Certificate in Youth Studies

Academic Director: Sarah Zeller-Berkman, PhD

CUNY School of Professional Studies

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New York, NY 10001

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The Program

Youth Studies is an emerging multidisciplinary field that spans the humanities, social sciences, the arts and sciences. Integrating theory, research, public policy and practice, Youth Studies provides an opportunity to deepen students' understanding of the relationship of youth and society through critical thinking, research and writing.

The Advanced Certificate in Youth Studies responds to the needs of those who work in the youth services field and is innovative in its approach to providing a pathway for professional development. Graduates of the program are better prepared to design and offer programs that exemplify best practices in youth work, to engage in meaningful research with youth, and to develop youth policy that caters to the needs of youth, communities and families in the public education, juvenile justice, social welfare and medical systems.

Program Requirements

12 credits are required for the certificate.

Required Courses

YS 600 - Historical Perspectives on Adolescence (3 Credits)

Prerequisite: None

This course traces the cultural history of youth and the development of the modern concept of adolescence at the turn of the twentieth century. It uses a multidisciplinary approach to highlight aspects of adolescence in contemporary society. The course

begins with the portrayal of youth in Greek literature and philosophy and in "ages of man" iconography. The modern concept of adolescence is introduced through: a review of images of youth in the popular literature, painting and poetry of the late nineteenth and early twentieth century; the influences of John Locke and Jean-Jacques Rousseau on the concept of adolescent development in the fields of medicine and education; the work of G. Stanley Hall and the new psychology of adolescence as a distinct "stage of life"; the creation of the juvenile justice system and the social construction of a legal concept of adolescence; the proliferation of delinquency theories and gang research in the social sciences; and the emergence of a cultural concept of adolescence in anthropology. The course covers the evolution of cultures of youth during the decades of the twentieth century. Social, economic and public policy issues related to youth are discussed.

YS 602 - Youth Action and Agency (3 Credits)

Prerequisite/Co-Requste: YS 600 and YS 610

Consistent with a youth development philosophy that posits that young people are assets to any endeavor, this course will help youth-workers explore the conditions that support productive partnerships between adults and young people. Course readings will include literature in the following content areas: youth development, critical youth development, community-youth development, youth participatory action research, youth participatory evaluation, youth advocacy, youth civic engagement, adult-youth partnerships, and youth activism. Students will also explore how to measure outcomes on the individual, programmatic and community level. An integral component of this course is conducting a mini-participatory project with young people. This combination of theory and practice is designed to deepen knowledge acquisition in the course by engaging students in experiential learning and reflection in addition to reading and class discussion. The in-class work is designed to model promising practices in youth development such as an attention to social group work, an awareness of learning styles, and student-centered engagement strategies

YS 603 - Group Work with Youth (3 Credits)

Prerequisite/Co-Requste: YS 600 and YS 610

This course introduces students to social group work (a core methodology of the social work profession) as a practice model for promoting youth development. Students gain an understanding of the stages of group development as an overarching framework and learn basic group theory and skills needed for group work with children and adolescents in a variety of social, educational, and recreational settings. They explore key concepts such as planning, purposeful use of activity, norms, mutual aid, shared decision-making, group roles, problem-solving, and managing group conflict. Students apply the central theories and practice principles of social group work as they develop basic skills in ethical and effective intervention and evaluation of their group work practice with youth.

YS 610 - Youth Development (3 Credits)

Prerequisite: None

This course focuses on the history of the field of Youth Development, current frameworks, the latest findings in neuroscience related to youth development, as well as promising practices related to: STEAM, media literacy, the tech/maker movement, global competencies, LGBT/racially informed youth development, parent engagement and connected learning. Students will learn the basics of facilitation steeped in youth development principles and practices. Students will become familiar with tools used to measure socio-emotional development as well as various quality assessment tools. Lastly, students will visit high quality youth development programs around New York City to witness youth development practice in action and learn promising practices

Certificate

Certificate in Community Leadership

Academic Director: Michael Javen Fortner, PhD

CUNY School of Professional Studies

Joseph S. Murphy Institute for Worker Education

25 West 43rd Street

New York, NY 10036

Email Contact: Crystal Joseph, CommunitySemester@sps.cuny.edu

The Program

The curriculum of the Certificate in Community Leadership draws on a variety of academic disciplines to provide students with the knowledge and experience needed to address issues facing urban residents through community level work. Students will learn how communities are organized, how nonprofits serve constituents, and will gain the skills needed to foster community engagement that can result in social progress and political power. Students who complete the program may apply their certificate credits towards the BA in Urban and Community Studies degree program.

Admissions:

To qualify for the Certificate, students must have earned at least 24 credits at an accredited college or university; maintained an overall GPA of at least 2.0; and have demonstrated basic proficiency in reading, writing, and mathematics. Applicants will be required to write a personal statement.

Requirements:

Students will complete 15 - 16 credits, as outlined below. All courses are four credits with the exception of CM 203 and POL 201, both of which are options within the elective category. It is for this reason that the certificate requirements may be satisfied with either 15 or 16 credits.

Program Requirements

Students will complete 15 - 16 credits, as outlined below. All courses are four credits with the exception of CM 203 and POL 201, both of which are options within the elective category. It is for this reason that the certificate requirements may be satisfied with either 15 or 16 credits.

URB 321 - Community Organizing and Community Organizations (4 Credits)

Prerequisite: None

This course will examine the historical development and contemporary practice of community organization. Students will examine why and how people in urban communities and neighborhoods have organized to protect their rights and their entitlements to public services; to acquire resources for development; and to improve their quality of life. Through readings, students will develop a historical and theoretical perspective on community organization and explore the range of issues around which communities organize. They will gain familiarity with various models and strategies of community organizations in New York City and will acquire practical knowledge and skills for effective grassroots organizing. They will also examine the effectiveness of coalitions and alliances, including relationships between community organizations, public agencies, and labor unions. Weekly sessions will periodically include guest speakers; site visits will be scheduled, allowing students to learn first-hand about specific strategies or issues. Following each guest presentation or site visit, students will submit brief reflection papers relating experiential learning to theoretical concepts encountered in class readings.

URB 339 - Urban and Community Studies Field Work (4 Credits)

Prerequisite: Permission of the Academic Director

This course augments traditional classroom-based learning with experiential learning through an internship or field project at a public agency, city government office, community organization or public-sector union. The field work is guided and supervised by a mentor. Students and the course instructor will meet in a weekly class in order to reflect analytically on the field experience and to discuss related readings.

LPOL 301 - Work, Culture, and Politics in New York City (4 Credits)

Prerequisite: None

This course explores the work, culture and politics of New York City, examining where New Yorkers live and work, how communities develop, and questioning whether or not the cultural and political institutions of New York adequately serve the city's diverse population. Major topics covered include the history of New York, New York's key industries, trends in immigration, economic development, public policy, public and private space, high culture, popular culture, urban social identity, community organizations, and labor's contributions to building the city's institutions.

Electives

Students must also complete 3 - 4 credits from the following:

URB 323 - Community Development (4 Credits)

Prerequisite: None

Community development is a term used to describe strategies for improving the standard of living in low-income communities, often, but not always, in urban environments. The term is used widely and in varied contexts--sometimes applied to physical infrastructure; sometimes to quality-of-life issues. In this course, topics covered under the rubric of community development include: housing and infrastructure, economic activity, education, commercial outlets, access to healthy food, and public safety. The course will examine the way the term "community development" has been defined and used historically in the U.S. It will address the role of government and policy in community development, including the role of Community Development Corporations. Students will explore concepts of community development, focusing on current theories and empirical data to evaluate the effectiveness of different strategies for community development. They will seek to answer central questions, concerning community development: who sets goals; who has agency; how are diverse interests and needs balanced-or not balanced. Students will analyze case studies of specific community development projects. These case studies will provide the basis for a final research paper.

URB 324 - Introduction to Nonprofit Leadership (4 Credits)

Prerequisite: None

This course provides an introduction to the field of nonprofit management. The class will cover issues that arise for leaders of these kinds of organizations, including governance and boards, strategic planning, fundraising and philanthropy as well as grant-writing, administration, personnel management, and ethical questions. The class will focus on nonprofits broadly but investigate variations in the sector, from public-sector organizations to education, labor organizations, 501c(3) organizations, and others. The class will emphasize issues related to best practices needed for nonprofit leaders to successfully meet the mission of their organizations. Students will be required to engage in discussion and exercises that explore the relationship between theories and practices of nonprofit leadership and management.

URB 451 - Urban and Community Studies Special Topics (4 Credits)

Prerequisite: None

This course will offer students the opportunity to study special topics within the scope of Urban and Community Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include study of particular urban populations or communities, urban worker centers, coalitional campaigns including labor, community, and political groups, or particular urban institutions.

CM 203 - Communications and Media (3 Credits)

Prerequisite: None

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

POL 201 - Politics and Government of New York City (3 Credits)

Prerequisite: None

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

Certificate in Health Care Policy and Administration

Academic Director: Michael Javen Fortner, PhD

CUNY School of Professional Studies

Joseph S. Murphy Institute for Worker Education

25 West 43rd Street

New York, NY 10036

Email Contact: Kevin Simmons kevin.simmons@cuny.edu

The Program

The Certificate in Health Care Policy and Administration provides a basic academic foundation and professional development for administrative and professional workers in New York City's health care industry. An important professional credential, the certificate offers health care employees in both public and private health care systems an opportunity to advance their careers and serve the public more effectively.

Students will gain a rich understanding of the theory and practice of health care policy and administration while developing advanced analytic, research, writing and presentation skills.

The certificate is a valuable educational and professional credential for those working in government, non-profit organizations, and the private health care system. It is ideal for those currently employed within the field or interested in pursuing careers as health care managers and administrators, as well as public policy analysts and advocates.

The program is offered through CUNY SPS's Joseph S. Murphy Institute for Worker Education and Labor Studies.

Program Requirements

15 - 16 credits are required for the certificate. Students must complete 15 - 16 credits from the following courses:

HCA 300 - Urban Health Services and Institutions (4 Credits)

Prerequisite: None

This course will use New York City as the context within which to examine a variety of urban health services and institutions, reviewing their historical development, financing mechanisms and regulatory and legislative oversight. Service provision in private and public institutions will be compared and contrasted, and the impact of services examined within a wide range of health contexts, including HIV/AIDS services, mental health, disabilities services, reproductive services, elder care, child health, and more. The course will also analyze how class, race/ethnicity, gender and sexuality affect provision of and access to services. Policies that influence the delivery of services and the functioning of institutions, such as the development of managed care, will be critically analyzed.

HCA 301 - Urban Health Issues and Public Policy (4 Credits)

Prerequisite: None

This course will present a range of key health issues and problems that confront urban communities in the U.S. Students will examine the impact of these issues on the health of urban residents, with attention to variations in impact related to race, ethnicity, gender and class. Issues include environmental health, homelessness, urban substance abuse, access to care among disabled health care populations, infectious diseases, immigrant health, urban violence, occupational health for urban workers, among others. Policies that have been enacted or proposed to address each of these issues will be presented and critically evaluated throughout the course.

HCA 302 - Research Seminar in Health Policy (4 Credits)

Prerequisite: None

This course is a seminar in health policy that will focus on the topic of health services research and the role of research in supporting, creating, or challenging health policy. Each week, a component of research methodology will be presented. In addition, assigned readings consisting of published research on health services will be utilized as a springboard for class discussion. Readings will be chosen for their usefulness in illustrating the research methodology under discussion. In addition to critically evaluating each of these research reports in class discussions, students will work in teams to: identify a researchable problem based on their workplace experiences; formulate the research question and hypothesis; identify the variables to be studied and apply a conceptual or theoretical framework to the research question; conduct a comprehensive and critical literature review related to the research question; and choose an appropriate research methodology and defend this choice. The work of research teams will result in both a class presentation and a final paper.

HCA 305 - Cultural Competencies in Health Care (3 Credits)

Prerequisite: None

Health care workers in large urban centers such as New York City encounter people from a great diversity of backgrounds. This can present challenges but ultimately lead to profound and even life-changing personal and professional growth. This course provides a framework for health workers to address issues of difference from the perspectives of power, privilege, health disparities, and social justice in the United States. Through the frequent use of group exercises, case studies, and professional reflections, students will examine and analyze these concepts as well as the concept of social construction of difference. Students will explore the overlap and differences among cultural awareness, cultural sensitivity, cultural competence, cultural proficiency, and cultural respect and humility. The course will not focus on beliefs, behaviors, or customs of specific cultural groups since, in urban centers, health care workers simply cannot become familiar with the many cultures with which they are likely to interact,

nor can culture and difference be simplified into clear-cut categories. The course will help students identify their own cultures, acknowledge their own biases and ways they stereotype others, recognize how privilege and power interfere with cultural respect and humility, and develop a framework for relating to people from diverse groups. The course borrows and incorporates materials from various fields including medicine, nursing, dentistry, allied health, psychology, health education, general education, and sociology.

PADM 201 - Public Administration (4 Credits)

Prerequisite: None

This course will examine the growth, structure, role, and methods of local and federal bureaucracies and their impact on American government and society. It will introduce students to the subject of bureaucracy in American government and will survey the major areas of study in Public Administration, including the context of public administration, the meaning of federalism and intergovernmental relations. In addition the course will address organizational theory and behavior, decision-making, leadership, policy implementation, budgeting, personnel management, performance management, legal and regulatory constraints, ethics and accountability. Students will become knowledgeable about the roles and functions of public agencies and will acquire a grasp of current issues and controversies concerning public bureaucracies and public policy.

Certificate in Labor Relations

Academic Director: Penny Lewis, PhD

CUNY School of Professional Studies

Joseph S. Murphy Institute for Worker Education

25 West 43rd Street

New York, NY 10036

Email Contact: Rob Callaghan, rob.callaghan@cuny.edu

The Program

The Certificate in Labor Relations, offered through an educational partnership between Cornell University's School of Industrial and Labor Relations and CUNY SPS' Joseph S. Murphy Institute, provides NYC-area union members, officers, and staff with practical knowledge, skills, and resources needed to be effective practitioners in the field of labor and industrial relations.

The program is designed to provide students with skills in the area of collective bargaining, organizing, labor law, arbitration, contract negotiation, organizational administration and leadership development. The certificate helps prepare students for careers in the areas of union organizing, labor relations, strategic research, employment law, and mediation.

The program is offered through CUNY SPS's Joseph S. Murphy Institute for Worker Education and Labor Studies.

Program Requirements

16 credits are required for the certificate, as follows:

Union Leadership and Administration

One course from the following:

LABR 304 - Unions and Labor Relations (4 Credits)

Prerequisite: None

This course focuses on unions and their role in labor-management relations. Students will examine the purpose, structure and function and governance of unions in the United States. Emphasis will be placed on how unions function in the collective bargaining process and in contract administration. Topics will include: sources and uses of bargaining power, the negotiation process, the content and language of labor contracts, and the role and function of grievance procedures and labor arbitrations. The study of union and labor relations will be studied in the context of a capitalist economy, and throughout the course, comparisons will be made between the private and public sectors, between craft and industrial model unionism, and between US models of unions and those in other parts of the world.

LABR 320 - Collective Bargaining (4 Credits)

Prerequisite: None

This course is designed to give students an understanding of the practices and activities related to the negotiation of union contracts. It identifies key concepts, techniques, and bargaining issues, especially those that have emerged in recent years. Students will develop an understanding of the similarities and differences between public- and private-sector bargaining and how this has affected tactics and strategies employed by the parties involved. They will analyze fundamental and sometimes varying structures, scope, and legal dimensions of the bargaining process. They will also gain a historical perspective on public and private employment and on the evolution of state and federal bargaining theory and practice found in both the private and public sectors.

LABR 328 - Leadership and Administration: Power, Politics, and Organizational Change (4 Credits)

Prerequisite: None

Today, the power of unions is challenged by globalization and rapidly emerging technologies as well as by changes in the law and in the structure of industries and work. These developments have spawned urgent demands for stronger, more visionary leadership in all institutions, including those of labor. As a result, there has been a surge in research about leadership and the role of leaders in maintaining effective organizations. Drawing on a considerable body of social science and historical research, this course applies leadership and organizational theories to a union context in order to examine and analyze the leadership models, practices, and approaches we find in contemporary unions. Students will examine the labor movement in the context of current economic, political and legal conditions. Topics in the course include organizational structure and group dynamics, motivating membership, ethical decision-making, strategic planning, and resolving conflict.

LABR 337 - Contract Administration (4 Credits)

Prerequisite: None

This course explores the history of contract-based unionism, examining strategies and practices of contract administration as well as alternative approaches to traditional methodologies. In the course of this examination, students will analyze the role of union leaders, stewards, and members in dealing with the union contract. The course will also examine the theory behind contractual dispute resolution mechanisms, focusing on the role played by union stewards and first line-supervisors in these processes. In addition to readings, students will engage in mock sessions, designed to familiarize them with the range of issues and practices central to grievance and arbitration procedures. Students will also examine the distinction between contract violations and grievances that can be adjudicated outside the contractual dispute-resolution process.

Labor and Employment Law

One course from the following:

LABR 324 - Labor and Employment Law (4 Credits)

Prerequisite: None

This course will introduce students to the fundamentals of law governing labor relations and employee rights in the workplace. The course begins with an examination of the major areas of law as they apply to workers and unions. Topics covered will include the National Labor Relations Act, employee representation, the grievance process, labor's right to organize, the ground rules for collective bargaining, legal aspects of strikes, Weingarten rights, obligation to bargain, and the duty of fair representation. The second part of the course will focus on employment rights at the workplace including statutes regarding discrimination, family medical leave, and workplace privacy. Students will debate and analyze the strengths and weaknesses of labor law in terms of protections for workers and workers' rights and will discuss potential reform of current law.

LABR 325 - Arbitration (4 Credits)

Prerequisite: None

This course is designed to provide students with an understanding of contract grievances and arbitration procedures. The course will consider discipline and discharge, seniority rights, subcontracting and work preservation disputes, wage and benefit issues, and the role of past practice in establishing binding conditions of employment and in interpreting contract language. Emphasis will be placed on the principles arbitrators have developed and applied to resolve disputes involving provisions commonly found in contracts. Through in-class discussions, mock exercises and readings of actual legal decisions on employment relationships, students will develop an appreciation for the process and scope of labor arbitration.

LABR 334 - Public Sector Labor Law (4 Credits)

Prerequisite: None

This course will provide students with a fundamental understanding of the constitutional, statutory, and collective bargaining rights of public employees. The course begins with a study and analysis of the historical development of the legal status of public employees in the U.S. and in New York, specifically. In particular, the course will examine the development and role of the Public Employee's Fair Employment Act (the Taylor Law) and the New York City Collective Bargaining Law as they relate to public employees' rights to self organization, union representation, collective bargaining, mandatory subjects of bargaining and unfair labor practices.

Electives

Students must complete eight credits from the following (or any course not already taken from those above):

LABR 302 - Contemporary Labor Issues (4 Credits)

Prerequisite: None

This course examines the social, economic, political, and organizational issues confronting the U.S. labor movement today. As an ever-changing economy and political climate impact workers and the labor movement, unions face challenges that require changes in the visionary, structural, functional, and strategic aspects of their organizations. Students in this course consider how the external environment-globalization, shifts in the economy, employer resistance, political and legal obstacles-has shaped the current state of the union movement in general and affected union density, economic power, and political influence in particular.

LABR 330 - Issues in Labor Organizing (4 Credits)

Prerequisite: None

This course examines the development of theory and practice in labor organizing as it has emerged over the course of a century. It addresses organizing in both the public and private sector, through certification elections, recognition actions and alternative methods of organizing. Students discuss the determinants of successful organizing campaigns, including targeting, tactics, and styles of organizing. The subject of organizing is studied in a historical, social, and political context, allowing students to analyze the evolution of an organizing mission and the emergence of various strategic initiatives over time. Students review differing theories of organizing and analyze worker attitudes as well as employer strategies and tactics. In addition, students examine the body of law (National Labor Relations Act) that regulates labor organizing in the US and consider methods of organizing outside the parameters of existing labor law. Students also examine union infrastructures administrative practices that affect how campaigns are financed and staffed.

LABR 331 - Health and Safety in the Workplace (4 Credits)

Prerequisite: None

This course provides a detailed look at historical and current workplace safety and health issues in the United States. Through course readings and discussions, students examine a range of topics, including occupational health hazards; the development and implementation of applicable Federal (OSHA) and State (PESH) regulations; the setting of standards for safety and health and enforcement; industrial hygiene; workplace medical screenings and surveillance; and the provision of occupational health services. The class will also examine subjects related to OSHA, such as workers' compensation and disability; health benefits (ERISA labor-management funds); and other worker-rights programs. Case studies will be used to highlight problems and solutions.

LABR 339 - Understanding Labor and the Economy (4 Credits)

Prerequisite: None

This course provides students with a solid understanding of the structure and direction of the U.S. economy, within a context of globalization. Students learn basic economic principles and concepts through an examination and analysis of labor markets. They analyze and compare competing perspectives and differing explanations of the political economy of work and examine how unemployment rates, global trade, wage inequality, and the growth of the service sector affect worker's bargaining power.

LHIS 301 - U.S. Labor History (4 Credits)

Prerequisite: None

This course examines working class life and the evolution of the U.S. labor movement within the larger framework of U.S. history, with specific regard to class formation, industrial development, immigration and the major developments of the organized labor movement. Students in this course also explore the relationships of workers to unions, formal and informal economies, race and gender, technology, the American state; and cultural, political and social movements. Emphasis is placed on the issues that gave birth to the labor movement, the development of working class consciousness, and the milestones in the labor movement's progress during the last century.

LHIS 311 - The History of Public Sector Workers in the United States (4 Credits)

Prerequisite: None

Public sector works account for 40% of the unionized workforce in the U.S., outpacing the private sector by almost two-to-one. This course will examine the history and development of labor in the public sector. Beginning in early part of the 20th century, the course will trace the evolution of public sector worker organization, examining the distinctive nature of public sector employment and class formation in the public sphere. Students will consider the role, effect, and growth of public sector labor law and the effects that public sector bargaining has had on the development of both wage and non-wage issues.

LPOL 301 - Work, Culture, and Politics in New York City (4 Credits)

Prerequisite: None

This course explores the work, culture and politics of New York City, examining where New Yorkers live and work, how communities develop, and questioning whether or not the cultural and political institutions of New York adequately serve the city's diverse population. Major topics covered include the history of New York, New York's key industries, trends in immigration, economic development, public policy, public and private space, high culture, popular culture, urban social identity, community organizations, and labor's contributions to building the city's institutions.

URB 451 - Urban and Community Studies Special Topics (4 Credits)

Prerequisite: None

This course will offer students the opportunity to study special topics within the scope of Urban and Community Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include study of particular urban populations or communities, urban worker centers, coalitional campaigns including labor, community, and political groups, or particular urban institutions.

Certificate in Labor Studies

Academic Director: Penny Lewis, PhD

CUNY School of Professional Studies

Joseph S. Murphy Institute for Worker Education

25 West 43rd Street

New York, NY 10036

Email Contact: Rob Callaghan, rob.callaghan@cuny.edu

The Program

The Certificate in Labor Studies is designed for individuals who want to study the social, political and cultural impact that the organization of work has on employees and their communities. The certificate offers students an understanding of work, workers and labor organizations.

The program provides students with skills and knowledge in the areas of labor history, politics, economics and organizing. It helps prepare students for careers in union organizing, public policy, social action research and law.

The program is offered through CUNY SPS's Joseph S. Murphy Institute for Worker Education and Labor Studies.

Program Requirements

16 credits are required for the certificate.

Students must complete eight credits in the following courses:

LABR 302 - Contemporary Labor Issues (4 Credits)

Prerequisite: None

This course examines the social, economic, political, and organizational issues confronting the U.S. labor movement today. As an ever-changing economy and political climate impact workers and the labor movement, unions face challenges that require changes in the visionary, structural, functional, and strategic aspects of their organizations. Students in this course consider how the external environment-globalization, shifts in the economy, employer resistance, political and legal obstacles-has shaped the current state of the union movement in general and affected union density, economic power, and political influence in particular.

LHIS 301 - U.S. Labor History (4 Credits)

Prerequisite: None

This course examines working class life and the evolution of the U.S. labor movement within the larger framework of U.S. history, with specific regard to class formation, industrial development, immigration and the major developments of the organized labor movement. Students in this course also explore the relationships of workers to unions, formal and informal economies, race and gender, technology, the American state; and cultural, political and social movements. Emphasis is placed on the issues that gave birth to the labor movement, the development of working class consciousness, and the milestones in the labor movement's progress during the last century.

Students must also complete eight credits from among the following courses:

LABR 304 - Unions and Labor Relations (4 Credits)

Prerequisite: None

This course focuses on unions and their role in labor-management relations. Students will examine the purpose, structure and function and governance of unions in the United States. Emphasis will be placed on how unions function in the collective bargaining process and in contract administration. Topics will include: sources and uses of bargaining power, the negotiation process, the content and language of labor contracts, and the role and function of grievance procedures and labor arbitrations. The study of union and labor relations will be studied in the context of a capitalist economy, and throughout the course, comparisons will be made between the private and public sectors, between craft and industrial model unionism, and between US models of unions and those in other parts of the world.

LABR 399 - Labor and Workplace Studies Field Work (4 Credits)

Prerequisite: None

This course augments traditional classroom-based learning with experiential learning in a community setting and direct engagement in labor and workplace issues. In it, individuals intern for a labor union or labor-related organization with the guidance and supervision of a mentor. The internship is taken in conjunction with a weekly class where students report on their internship projects, bring questions and problems, and discuss readings directly relevant to the placement.

LPOL 301 - Work, Culture, and Politics in New York City (4 Credits)

Prerequisite: None

This course explores the work, culture and politics of New York City, examining where New Yorkers live and work, how communities develop, and questioning whether or not the cultural and political institutions of New York adequately serve the city's diverse population. Major topics covered include the history of New York, New York's key industries, trends in immigration, economic development, public policy, public and private space, high culture, popular culture, urban social identity, community organizations, and labor's contributions to building the city's institutions.

LPOL 302 - Contending Ideas and Forces in U.S. Politics (4 Credits)

Prerequisite: None

This course will examine the often opposing ideas and social forces that have shaped current U.S. political practice, beginning with debates about the nature of democracy and controversies that pre-occupied framers of the constitution-freedom, liberty, equality, and property. The course will cover the origins and development of contending political ideologies from modern liberalism and left-liberal thought to classical and neo-liberal conservatism and ideologies of the new right. Within these theoretical frameworks, students will examine a wide range of social issues, political platforms, and political formations that emerged in the 19th and 20th centuries. Particular attention will be given to examining the historical roots as well as the contemporary political expression of movements for race, gender, and economic equality. Students will also consider a number of contemporary issues that challenge conceptions of democracy: the imperial presidency, the foreign policy of pre-emption, the war on terror and civil liberties, and neo-liberalism and globalization. Finally, students will consider the political potential of new and emerging ideas and social forces.

LPOL 303 - Campaigns and Elections (4 Credits)

Prerequisite: None

This course will examine political campaigns and the electoral process in the United States and will explore critical issues concerning the character and vitality of American democracy. Students will examine the concept of American Exceptionalism, seeking to explain why America has a two-party rather than multiparty political system and what has prevented the emergence of a viable third party, proportional representation and a parliamentary system. This course will address the structural factors that influence the organization and characteristics of American political parties and will analyze public perceptions of party politics. It will explore current issues, practices, and forces that shape particular elections. In the process, students will examine the nomination system, campaign financing, negative campaigning, and the role of media in framing issues and shaping opinion. Students will also discuss the role of interest groups, focusing on a case study of labor and political action. Finally, the course will examine the transformation from a party- based system of American politics to a system driven by media, marketing, and money.

LPOL 309 - Power and Democracy in the Nation (4 Credits)

Prerequisite: None

In this course, students will explore the concept of power in a constitutional democracy and analyze the relationship between democracy and political power in contemporary U.S. society. The course will introduce students to the historical foundations, structures and current practices of U.S. government, building a framework for understanding democracy and political power on the federal level. In studying the evolution of American democracy, students will examine the Constitutional framework, debating such key issues as separation of powers; expansion of the presidency; political influence of the judiciary; government regulation of the economy; and the role of social welfare in a democratic system. Students will also examine constraints on democracy, including uneven access to power and inclusion in the political system in terms of race, gender and economic class.

LSOC 301 - Sociology of Work (4 Credits)

Prerequisite: None

This course introduces students to the sociology and political economics of work, workers, and worker organizations. It begins with an exploration of the meaning of work, an examination of the organization and control of the labor process, and a survey of the changes in the composition of the labor force over the last century. It then explores some of the challenges facing workers at the beginning of the 21st century, including the emergence of new forms of employment; increased gender, ethnic, and racial diversity in the labor force; the impact of technology; developments in labor management; and the emergence of a global economy.

Certificate in Medical Coding

Academic Director: Ellen Karl, MBA, RHIA, CHDA, FAHIMA

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

Email Contact: medicalcoding@sps.cuny.edu

The Program

The Certificate in Medical Coding is designed to prepare graduates for a career in the Healthcare Industry where there is increased demand for complete and accurate coded clinical data in all types of healthcare settings, public health, and medical research. Coded data serves as the primary information source for many health information assessment tools, as well as data required for an electronic health record. The coding of patient information using code sets such as the International Classification of Diseases (ICD) as well as Current Procedural Terminology. (CPT) is extensively reviewed. Coded data is then utilized to determine reimbursement by insurance companies and the government to healthcare facilities.

Admission Criteria

To be considered for admission, an applicant must have a high school diploma and demonstrate basic proficiency in reading and writing in accordance with the guidelines set forth by the University. At current, proficiency in reading and writing may be demonstrated by meeting any of the following criteria:

- SAT I verbal score of 480 or higher or critical reading score of 480 or higher
- ACT English score of 20 or higher
- New York State English Regents score of 75 or higher
- A grade of C or higher in a college level English course

Applicants must also submit a personal statement.

Program Requirements

Note: A minimum grade of a C will be required in all courses. A student may not progress to the next course in the sequence without having a C in the prerequisite course.

Required Courses

BIO 200 - Human Biology (3 Credits)

Prerequisite: None

A one semester course in anatomy and physiology. Describes the organization of the human body. Provides and defines the terminology used to describe the location and function of anatomical structures. Outlines the basic chemical concepts essential for understanding physiological processes. Topics include: homeostasis, cells, the skeletal system, the muscular system, the circulatory system, the respiratory system, the digestive system, the reproductive system and the endocrine system.

BIO 310 - Pathophysiology and Pharmacology (3 Credits)

Prerequisite: BIO 200

This course combines the study of human disease processes and treatments. The etiology and pathogenesis of diseases are discussed along with the application of diagnostic procedures and patient care. The pathology and underlying principles of the human systems are presented, along with characteristics of typical drugs, side effects, cautions, and interactions.

CIS 101 - Computer Fundamentals and Applications (3 Credits)

Prerequisite: None

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

HIM 200 - Medical Terminology (3 Credits)

Prerequisite: None

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

HIM 202 - Introduction to Health Information Management (3 Credits)

Prerequisite: None

This course introduces students to the health information management field. The course takes an evolutionary view of health information practices. Topics include the systems utilized for HIM departmental functions, the content and types of health records, and the retention and storage of health information. Professional ethics are also introduced in the course.

HIM 300 - Survey of Clinical Classification Systems (3 Credits)

Prerequisite: BIO 310 and HIM 202

This course covers the historical development of classification systems for documenting diagnoses and procedures. It focuses on the application of current and future coding systems as well as coding clinical guidelines for diseases and procedures. Both inpatient and outpatient systems will be reviewed. Areas of emphasis include the purpose of coding, accurate application of coding principles, methods to assure data quality, and the impact of coding on prospective payment systems and Diagnosis Related Group (DRG) assignments. Compliance and ethics are stressed in each lesson.

HIM 331 - Legal and Ethical Aspects of Healthcare (3 Credits)

Prerequisite: HIM 202

The course covers legal principles and terminology, in general, as well as health records as legal documents, administration of the law, legal aspects of healthcare facilities, medical staff organization, privacy, and security.

HIM 340 - Diagnosis Coding using the International Classification of Diseases (3 Credits)

Prerequisite: HIM 202 and HIM 300

This course is designed to provide more in depth study of diagnosis coding using the International Classification of Diseases (ICD) classification system.

HIM 341 - Procedural Coding (3 Credits)

Prerequisite: HIM 202 and HIM 300

This course is designed to provide more in depth study of procedural coding using the International Classification of Diseases (ICD) classification system and the Current Procedural Terminology (CPT) system.

HIM 380 - Reimbursement Methodologies (3 Credits)

Prerequisite: HIM 300, HIM 365 or approval of Program Director

This course focuses on payment systems, including those for inpatient and ambulatory care settings, as well as those for psychiatric, hospice, and home health services. Topics include reimbursement and case mix management, revenue cycles, coding compliance requirements, charge-master maintenance, auditing processes, types of insurances, payment systems (e.g., prospective), and various Diagnosis Related Groups.

HIM 440 - Advanced Coding (3 Credits)

Prerequisite: HIM 340 and HIM 341

This course provides intermediate and advanced study of International Classification of Diseases (ICD) classification systems, the Current Procedure Terminology (CPT) system, and HCPCS Level II classification systems. Students will demonstrate mastery of coding conventions, coding principles, and official inpatient and outpatient guidelines using case studies.

HIM 441 - Coding Capstone (3 Credits)

Prerequisite: HIM 340 and HIM 341 and Co-requisite: HIM 440

This course is designed to allow students the opportunity to use the skills they have learned throughout their coursework in diagnostic and procedural coding and apply it to experiential learning through virtual and/or field-based coding practice (minimum 40 hours authentic coding).

Certificate in Public Administration and Public Policy

Academic Director: Michael Javen Fortner, PhD

CUNY School of Professional Studies

Joseph S. Murphy Institute for Worker Education

25 West 43rd Street

New York, NY 10036

Email Contact: Julman A. Tolentino, Julman.Tolentino@cuny.edu

The Program

The Certificate in Public Administration and Public Policy provides students with a basic understanding of government agencies, social services, and the policy making process. The certificate is a valuable educational and professional credential for workers in the public and non-profit sectors, and for students interested in government, interest groups and political decision-making.

Students gain insight into the structure of government, organizational theory and behavior, the major problems facing American cities and the policies designed to address them. The program enables students to develop and enhance advanced analytic, research, writing and presentation skills.

The certificate is ideal for workers in the public sector, or non-profit advocacy groups, who wish to acquire a better understanding of government agencies. The certificate provides a basic academic foundation for students interested in careers as policy makers and analysts, researchers and planning specialists, or journalists.

The program is offered through CUNY SPS's Joseph S. Murphy Institute for Worker Education and Labor Studies.

Program Requirements

16 credits are required for the certificate. Students must complete 16 credits from the following courses:

PADM 201 - Public Administration (4 Credits)

Prerequisite: None

This course will examine the growth, structure, role, and methods of local and federal bureaucracies and their impact on American government and society. It will introduce students to the subject of bureaucracy in American government and will survey the major areas of study in Public Administration, including the context of public administration, the meaning of federalism and intergovernmental relations. In addition the course will address organizational theory and behavior, decision-making, leadership, policy implementation, budgeting, personnel management, performance management, legal and regulatory constraints, ethics and accountability. Students will become knowledgeable about the roles and functions of public agencies and will acquire a grasp of current issues and controversies concerning public bureaucracies and public policy.

PADM 211 - Government, Politics and the Policy-Making Process (4 Credits)

Prerequisite: None

This course will explore the policy-making process in a range of public institutions and will introduce students to the approaches, methods, tools and techniques of decision making. The role of conventional political institutions, as well as alternatives to conventional politics will be studied. In the process, students will identify official, as well as unofficial, political actors, including those in the executive, legislative and judiciary branches of government; social and political activists; the media; and the public. Finally, the course will examine several models of the policy-making process.

PADM 221 - Public Issues and Public Policy (4 Credits)

Prerequisite: None

This course will provide an overview of the major problems facing American cities and will examine the federal, state and local policies that address urban poverty and inequality. Students will explore a range of economic and social policies, including: taxation; minimum wage; social security; immigration; education; the environment; crime; social welfare; discrimination; and civil rights. Students will also examine the political and intellectual debates over policy initiatives to regulate social and private life. Finally, students will discuss pluralist and elitist perspectives on public policy and policy debate. Readings will include diverse points of view and will often emphasize developments in New York City.

PADM 231 - Research Seminar on Public Policy (4 Credits)

Prerequisite: None

This course is a seminar in public-policy analysis, including full class sessions as well as supervised independent research. The seminar will focus on a single topic, such as health care, housing or criminal justice, which will change each semester. Using a task force model, students will survey the literature in the topic under consideration and work in teams to work on particular aspects of the social problem and policy. The task for each team is to identify, analyze and evaluate an existing policy or set of policies related to the selected topic. Students will develop criteria for evaluation and assemble data to support an argument concerning the viability and effectiveness of policies under examination. The goal for each task force is to recommend modifications or alternatives to existing policy that effectively address the needs and concerns of various constituencies and interest groups in the decision making process. During the term, task force groups will make oral presentations based on their research. Each group will present a final report that incorporates policy analysis and policy recommendations. In preparation for the task-force project, the seminar will provide an overview of the topic under examination and will review methodologies for policy analysis.

Child Development Associate Certificate

Program Director: Sherry Cleary

NYC Early Childhood Professional Development Institute

16 Court Street, 31st Floor

Brooklyn, NY 11201

Email Contact: Jennifer O'Brien, jennifer.o'brien@cuny.edu.

The Program

The Child Development Associate Certificate, offered in partnership with the NYC Early Childhood Professional Development Institute, was created in response to new educational mandates, as well as the need for early childhood professionals to master the knowledge and skills needed to create effective learning environments for children.

The program prepares students to communicate effectively, learn and use new technology, think critically and creatively, and demonstrate cultural awareness. The courses are designed for students who intend to pursue advanced study in early childhood education or a related discipline, and for those who will seek employment or career advancement upon completion of an undergraduate degree program. The structure and curriculum of the CDA Certificate are designed to complement the Child Development Associate (CDA) National Credentialing Program's Competency Standards.

Admission Criteria

Candidates for admission to undergraduate level certificate programs must possess a high school diploma or General Educational Development (GED) diploma. A writing sample is also required.

Applications will be reviewed to determine whether prospective students can satisfy the writing requirements and overall responsibilities of a CDA candidate. Current employment and background as an assistant teacher is an advantage but not essential for admission.

Upon admission into the program, students must also:

- Sign a statement of ethical conduct.
- Meet with the CDA Coordinator to identify a state-approved child development center where they can complete the required fieldwork hours per course and can be observed for final assessment, if intending to receive the CDA credential. If students are not currently employed by a state-approved Center, the CDA Coordinator will provide them with a list of approved programs, and will work with them to set up their fieldwork.

Curriculum

In order to earn the CDA Certificate, students must complete the required courses, a portfolio, and a formal observation to be submitted to the Council for Professional Recognition for review. These courses prepare students to:

- Bring a strong developmental perspective to their work with young children and families;
- Support second-language learners and children with special needs;
- Create opportunities to examine and reflect on their teaching;
- Improve classroom practice and learning environments through hands-on activities;
- Strengthen connections between their Centers and children's homes; and,
- Build a repertoire of skills and resources to assist parents in caring effectively for their children.

Program Requirements

12 credits are required for the certificate. Students must complete the following courses:

EDUC 200 - Child Development Birth - 5 Years (3 Credits)

Prerequisite: None

The course will focus on theories of attachment, theories of childhood, and developmental touchpoints essential in learning about children. This knowledge allows teaching professionals to establish nurturing environments conducive to meeting the individual needs of children and families while being respectful and cognizant of family preference and cultural frameworks. This course is designed to provide students with opportunities to explore, reflect, and build a theoretical grounding in child development. Students will have numerous opportunities to link theory to practice, with a focus on hands-on learning. Students are encouraged to question, reflect, and integrate their experiences and readings while they learn from each other through small group brainstorming, problem solving, and discussions.

EDUC 201 - Observing and Recording Development of the Young Child (3 Credits)

Co or Prerequisite: EDUC 200

This course is designed to provide students with opportunities to explore, reflect, and build upon the theoretical grounding gained in Child Development Birth - 5 years. The course will focus on presenting a unique system for observing and recording development of children ages 3 to 5 in early childhood classroom settings. The system is based on a progression of children's skill development in six major areas: emotional development, social development, physical development, cognitive development, language development, and creative development. Students will not only explore how to observe, record, and interpret development of children 3 through 5 years of age, but also have opportunities to discuss what these children are like and how to support them in their development with exciting hands-on activities. Students will identify ways to connect their observations to making individual learning plans, assessment of individual children for program development, and developing classroom activities that are developmentally appropriate for young children. Students will have numerous opportunities to link theory to practice, with a focus on hands-on learning. Students are encouraged to question, reflect, and integrate their experiences and readings while they learn from each other through small group brainstorming, problem solving, and discussions.

EDUC 202 - Integrated Curriculum and Learning Environments (3 Credits)

Prerequisite: EDUC 200, EDUC 201 or permission of the Program Director

This course is designed to provide students with opportunities to explore, reflect, and build upon the theoretical grounding gained in the Child Development course. The course will focus on establishing and maintaining a safe, healthy, learning environment

through the examination of each child's physical, cognitive, language, creative, self, social, and emotional development and their impact on child guidance practices. Students will have numerous opportunities to link theory to practice, with a focus on hands-on learning. Students are encouraged to question, reflect, and integrate their experiences and readings while they learn from each other through small group brainstorming, problem solving, and discussions.

EDUC 203 - Program, Professional, and Family Dynamics (3 Credits)

Prerequisite: EDUC 202 or permission of the Program Director

The course will focus on establishing positive and productive partnerships with families, ensuring a well-run, purposeful program responsive to participant needs, and maintaining a commitment to professionalism. Special attention will be given to making connections in working with diverse families and communities, as well as children with special needs. This course is designed to provide students with opportunities to explore, reflect, and build upon their belief and view of early childhood professionals within the field as well as within society. Students will have numerous opportunities to link theory to practice, with a focus on hands-on learning. Students are encouraged to question, reflect, and integrate their experiences and readings while they learn from each other through small group brainstorming, problem solving, and discussions.

Fieldwork

120 hours of supervised fieldwork per course is required, regardless of whether the student intends to pursue the CDA. The fieldwork will be supervised by each course instructor. A vital source of evidence of the candidate's skill is actual hands-on work as a teacher with children and families. The fieldwork/internship is an opportunity to learn through experience. The fieldwork/internship offers the candidate an opportunity to see her practice in light of new knowledge from the CDA course work. Students currently employed by a *licensed* program serving children Birth - 5 years can utilize their place of employment for their fieldwork hours. Students who are not employed by a *licensed* program will be placed in a site that is agreed upon by the instructor and student. Students are required to complete **480** hours of fieldwork prior to completion of the certificate program.

Minor

Autism Spectrum Disorder Minor

Minors in Disability Studies

Students who wish to develop their knowledge of disability have an option of completing Disability Studies coursework comprising a minor in Intellectual and Developmental Disabilities, Autism Spectrum Disorder, Mental and Behavioral Health, or Interdisciplinary Disability Studies. While there are no prerequisite courses in the minor sequences, it is strongly recommended that students complete DSAB 200, Disability and Society first, or take it concurrently with other Disability Studies courses.

Minor Requirements

12 credits as follows:

Required

DSAB 200 - Disability and Society (3 Credits)

Prerequisite: None

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

DSAB 207 - Law, Policy and Disability (3 Credits)

Prerequisite: None

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

Take Two

DSAB 200 - Disability and Society (3 Credits)

Prerequisite: None

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

DSAB 207 - Law, Policy and Disability (3 Credits)

Prerequisite: None

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

to how these laws compose a public policy. Finally, the course concludes by briefly reviewing how the ADA has influenced the United Nations, which recently passed its own recommendations for disability rights laws.

DSAB 222 - Autism Narratives (3 Credits)

Prerequisite: None

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

DSAB 251 - Disability and Families (3 Credits)

Prerequisite: None

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

DSAB 321 - Using Assessments for Intervention, Planning and Placement (3 Credits)

Prerequisite: None

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

DSAB 322 - Teaching Strategies and Behavioral Supports (3 Credits)

Prerequisite: None

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

DSAB 221 - Asperger Syndrome Across the Life Cycle (3 Credits)

Prerequisite: None

This course will explore the benefits and challenges faced by individuals diagnosed with Asperger Syndrome, and Asperger's relation to the other Autism Spectrum Disorders (ASD). The focus of the course will be developing and providing effective supports to children, young people attending college, and adults who may need assistance in locating and maintaining

employment. The class will utilize the perspectives of people who have an Asperger diagnosis, through narratives, social media and videos, to illustrate course topics, and provide practical interventions, strategies and supports.

DSAB 225 - Speech and Communication Issues in Autism Spectrum Disorder (3 Credits)

Prerequisite: None

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

DSAB 224 - Inclusion: Principles in Practice (3 Credits)

Prerequisite: None

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

DSAB 223 - Autism Spectrum Disorder in Young People (3 Credits)

Prerequisite: None

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

Business Minor

The four-course, 12-credit General Business Minor is designed for non-business majors to enhance their resume with business knowledge and experience in business decision-making. The first course, BUS 200 - Introduction to Business (3 Credits), is required, and lays the foundation for what follows. Students must select 3 additional courses to complete the minor. The specific courses included in the list were chosen to expand on the foundation and provide breadth of exposure in several key functional areas. Since none of the courses have prerequisites, they are open to all students.

Minor Requirements

12 credits as follows:

Required Course - 3 credits

BUS 200 - Introduction to Business (3 Credits)

Prerequisite: None

The purpose of this survey course is to develop a fundamental understanding of the role of business in society, providing valuable exposure to the major functional areas of business: the global business arena, management, finance, accounting, and marketing.

Note that this course is intended for non-business majors, as the first course in any business minor (for non-business majors), for students whose major is undecided but who have not yet taken business courses, or to give business elective transfer credit for a similar course taken elsewhere prior to study at the CUNY School of Professional Studies.

Three courses from the following options - 9 credits

BUS 305 - Accounting Fundamentals (3 Credits)

Prerequisite: Any 200-level math course

This course provides the fundamentals for the identification, measurement, and reporting of financial and economic events of enterprises and businesses. The accounting concepts and standards studied will be used in conjunction with accounting software, and focuses on such topics as assets, liabilities, the accounting cycle, inventory, internal controls, accounting receivables, cash flow statements, financial statements and corporate accounting.

BUS 315 - Principles of Marketing (3 Credits)

Prerequisite: None

This survey course explores the various environments in which contemporary marketers operate, including the online digital world of e-marketing, and the problems and practices related to the planning of marketing strategies in the exchange process. Students learn how successful marketers focus on domestic and global market opportunities while being sensitive to cultural differences, including ethical and socially responsible decision-making, while focusing on issues of quality and technological change.

BUS 320 - Principles of Management (3 Credits)

Prerequisite: None

The purpose of the course is to develop an understanding of the four functions of management (planning, organizing, leading, and controlling) in today's rapidly-changing global environment. The course will emphasize the importance of effective and socially responsible management for all types of organizations. At the end of the course, students will understand the contribution of management process and the role of the manager at all levels of the organization.

BUS 325 - Principles of Management Information Systems (3 Credits)

Prerequisite: None

This course introduces the student to the use of management information systems as a business resource for achieving competitive advantage. Topics covered include: the major information technology (IT) applications used in business; the central role of databases and data warehouses; the importance of IT in the growth of e-commerce; the role of decision support systems and artificial intelligence; the IT infrastructure; the impact of outsourcing; information security. Case studies will be analyzed and discussed.

BUS 330 - Business Law I (3 Credits)

Prerequisite: None

This is a first course in law and its relationship to business and the American legal system. It will provide students with an introduction to substantive and procedural laws governing the relationships between persons and business organizations. Topics include: Anglo-American Jurisprudence; U.S. federal and state court systems; Constitutional Law; Litigation and Alternative Dispute Resolution Procedures; Business Crimes and Torts; Commercial and Sales Contract Formation; and Real and Personal Property, including Copyrights, Patents and Trademarks.

Communication and Media Minor

The Communication and Media minor provides broad exposure to the history, evolution and current state of media and mass communication in America. Students be introduced to the theory and execution of emerging technologies and will analyze the ethical questions that have become increasingly important in the use of media, media technology and public policy.

Minor Requirements

12 credits as follows:

CM 203 - Communications and Media (3 Credits)

Prerequisite: None

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

CM 301 - Mass Media Ethics: Issues, Cases and Moral Reasoning (3 Credits)

Prerequisite: None

This course is designed to give students an understanding of what it means to act "ethically," the tools to identify and analyze ethical issues, and knowledge of the ethical norms of print and broadcast journalism, photojournalism, advertising and public relations. It will examine various ethical decision-making models, theories and problems through selected case studies both from the textbook, supplemental readings and current events. After completing this course, students should be able to apply ethical theories, values and principles to the mass media, while developing their own ethical foundations and identities.

CM 302 - Communication Theory and Web Design (3 Credits)

Prerequisite: None

This course examines the role of the designer in interpreting and presenting data as clear and meaningful visual communication for the web. Particular emphasis is placed on core theories and techniques including website aesthetics, information architecture, page layouts, and user research. Each will be discussed as well as practiced.

CM 306 - Studies in Mass Communication (3 Credits)

Prerequisite: Completion of at least one 200 level Communication and Media course

This course examines the historical development of print, broadcast and digital media as well as major theories of communication. Topics will include political and social effects, propaganda and public opinion, and information versus entertainment.

Information Systems Minor

The minor in Information Systems (IS) provides non-IS majors with the opportunity to develop valuable exposure to key areas of technology. It is a flexible, four-course minor designed to give students an opportunity to select IS courses in line with their professional goals. To earn the IS minor, all students take IS 200 - Foundations of Information Systems (3 Credits), a course designed to help students gain a thorough grasp of the technology landscape and to develop their own perspective on the role of information systems in organizations and society. Students then select three additional IS courses-with the exception of the IS Internship and Capstone- that are in line with their own professional and academic aspirations. To view course offerings, visit: <https://sps.cuny.edu/academics/undergraduate/bachelor-science-information-systems-bs>.

Minor Requirements

IS 200 - Foundations of Information Systems (3 Credits)

Prerequisite: None

Information systems (IS) are an integral part of all business and organizational activities. This course introduces students to contemporary information systems, demonstrates how these systems are used throughout global organizations, and motivates students to think critically about these systems, in order to develop a holistic perspective on technology and its applications. The focus is on the key components of information systems-people, software, hardware, data, and communication technologies-and how these components can be integrated and managed to create competitive advantage. Students gain an understanding of how information is used in organizations and how information systems enable an organization to improve the delivery of its goods or services with regard to quality, speed, or agility. Also provided is an introduction to systems and development concepts, technology acquisition, and new and emerging application software. Students gain hands-on experience with stock and trade technologies, such as spreadsheets and databases. Several case studies are analyzed to learn how IS systems are used in various domains.

Three courses from the following options - 9 credits

- Choose three additional IS courses that form a coherent learning experience that is in line with the student's professional aspirations. The IS internship and Capstone courses are not included in the mix.

Intellectual/Developmental Disabilities Minor

Minors in Disability Studies

Students who wish to develop their knowledge of disability have an option of completing Disability Studies coursework comprising a minor in Intellectual and Developmental Disabilities, Autism Spectrum Disorder, Mental and Behavioral Health, or Interdisciplinary Disability Studies. While there are no prerequisite courses in the minor sequences, it is strongly recommended that students complete DSAB 200, Disability and Society first, or take it concurrently with other Disability Studies courses.

Minor Requirements

12 credits as follows:

Required

DSAB 200 - Disability and Society (3 Credits)

Prerequisite: None

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

Take One

DSAB 207 - Law, Policy and Disability (3 Credits)

Prerequisite: None

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

DSAB 208 - Disability in History (3 Credits)

Prerequisite: None

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

DSAB 209 - Disability Narratives (3 Credits)

Prerequisite: None

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

Take Two

DSAB 200 - Disability and Society (3 Credits)

Prerequisite: None

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

DSAB 207 - Law, Policy and Disability (3 Credits)

Prerequisite: None

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

DSAB 208 - Disability in History (3 Credits)

Prerequisite: None

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

DSAB 209 - Disability Narratives (3 Credits)

Prerequisite: None

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

DSAB 311 - Elements of Person Centered Planning (3 Credits)

Prerequisite: None

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

DSAB 312 - Supporting Children and Adults with Intellectual Disabilities (3 Credits)

Prerequisite: None

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

Intellectual Disabilities

DSAB 251 - Disability and Families (3 Credits)

Prerequisite: None

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

DSAB 212 - Introduction to Residential Services (3 Credits)

Prerequisite: None

This course focuses on the theoretical and practical principles of treatment and services in residential settings for those who need constant and consistent supervision in their living arrangements. The role of activities, routine, structure, group and group dynamics will be studied along with legal and regulatory aspects involved in providing residential services. Students will explore strategies to maintain individualized services to those living in a group setting.

DSAB 213 - Transition and Adulthood (3 Credits)

Prerequisite: None

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

DSAB 214 - Traumatic Brain Injury: Causes and Systems of Care (3 Credits)

Prerequisite: None

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

Systems of Care

DSAB 252 - Vocational Mentoring (3 Credits)

Prerequisite: None

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

DSAB 211 - Aging and Disability (3 Credits)

Prerequisite: None

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

Interdisciplinary Disability Studies Minor

Minors in Disability Studies

Students who wish to develop their knowledge of disability have an option of completing Disability Studies coursework comprising a minor in Intellectual and Developmental Disabilities, Autism Spectrum Disorder, Mental and Behavioral Health, or Interdisciplinary Disability Studies. While there are no prerequisite courses in the minor sequences, it is strongly recommended that students complete DSAB 200, Disability and Society first, or take it concurrently with other Disability Studies courses.

Minor Requirements

12 credits as follows:

Required

DSAB 200 - Disability and Society (3 Credits)

Prerequisite: None

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

Take One

DSAB 201 - Disability and Embodiment (3 Credits)

Prerequisite: None

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

DSAB 207 - Law, Policy and Disability (3 Credits)

Prerequisite: None

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

DSAB 208 - Disability in History (3 Credits)

Prerequisite: None

Disability has a long history, which has been hidden until recently. Specifically, as historian Douglas C. Baynton has written, "Disability is everywhere in history, once you begin to look for it, but conspicuously absent from the histories we write." This course questions the lack of inclusion of disability in the teaching of history up until recent years. In doing so, it constructs a history of persons with disabilities in the U.S. by concentrating primarily on the modern era beginning with institutionalization in

the Jacksonian and Civil War eras and ending with the modern Disability Rights, deinstitutionalization, parent advocacy and self-advocacy movements, as well as treatment of disabled veterans. The course reviews the history of persons with disabilities, including some of the Western, pre-modern notions of disability, such as the sacred or profane, ugly or grotesque, and highlighting the so-called hierarchy of disabilities.

DSAB 209 - Disability Narratives (3 Credits)

Prerequisite: None

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

Take two

DSAB 341 - Disability, Evolution, Eugenics and Genomics (3 Credits)

Prerequisite: None

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

DSAB 342 - Representations of Disability in Film and Literature (3 Credits)

Prerequisite: None

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

DSAB 246 - War, Veterans, and Disability (3 Credits)

Prerequisite: None

For centuries, war has disabled both soldiers and civilizations who survived its ravages. Recently, however, significant advances in battlefield medicine have moved beyond M*A*S*H to the near-miraculous, and severely wounded soldiers, who in earlier conflicts would have died swiftly in foreign lands, have returned home to uncertain and often unwelcoming futures. This course will address two major issues. First, it will trace the history of disabled veterans and their re-entry into society, briefly considering the ancient world and then taking up the American experience with the Civil War and continuing to the wars in Iraq

and Afghanistan; in doing so, we will explore Federal veterans policy, including benefits, rehabilitation, prosthetics and politics. Second, we will consider the philosophical question of whether war itself is a sign of a disabled or unbalanced society. Course materials will include fiction, drama, film, and scholarly secondary works.

DSAB 244 - Diversity and Disability (3 Credits)

Prerequisite: None

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

DSAB 245 - Universal Design and Assistive Technology (3 Credits)

Prerequisite: None

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

DSAB 242 - Disability and Mass Media (3 Credits)

Prerequisite: None

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

DSAB 243 - Disability, Music and The Arts (3 Credits)

Prerequisite: None

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

DSAB 241 - Disability and Comparative Religion (3 Credits)

Prerequisite: None

The ancient connection between faith and disability remains complex as well as conflicted and contradictory. On one hand, many traditions consider persons with disability as possessors of special insights or other seemingly magical powers; other traditions, or indeed sometimes the same traditions, consider disabled persons signs of the deity's vengeance, anger or disappointment for actual or supposed sins, either with respect to a particular family or an entire community. Differently formed infants have until recently been considered "monsters," and have been subject to infanticide. This course will examine issues such as these in the

three major monotheistic faiths, as well as in the faiths of the ancient world. The test of this examination will come in the form of ethical reflection and review, particularly in the contexts of bioethics and end-of-life issues.

Mental and Behavioral Health Minor

Minors in Disability Studies

Students who wish to develop their knowledge of disability have an option of completing Disability Studies coursework comprising a minor in Intellectual and Developmental Disabilities, Autism Spectrum Disorder, Mental and Behavioral Health, or Interdisciplinary Disability Studies. While there are no prerequisite courses in the minor sequences, it is strongly recommended that students complete DSAB 200, Disability and Society first, or take it concurrently with other Disability Studies courses.

Minor Requirements

12 credits as follows:

Required

DSAB 200 - Disability and Society (3 Credits)

Prerequisite: None

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

DSAB 207 - Law, Policy and Disability (3 Credits)

Prerequisite: None

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

Take Two

DSAB 332 - Introduction to Crisis-Intervention and Safety (3 Credits)

Prerequisite: None

This course will introduce students to the various types and prevalence of crisis situations that require professional intervention. Behaviors that include violence, suicide, homicide, self-injury, and sexual harassment are assessed. Specific considerations for those at high risk for a crisis situation are explored. This includes those who are experiencing bereavement, loss, depression, mental illness, substance abuse, a health crisis or life challenge. The maltreatment of minors, older adults, partners and the disabled are highlighted. Case studies and utilization of crisis-intervention techniques for specific situations are presented. Professional ethical standards for required interventions and their clinical application are reviewed.

DSAB 233 - Elements of Behavioral Health Counseling (3 Credits)

Prerequisite: None

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

DSAB 235 - Peer Wellness and Recovery (3 Credits)

Prerequisite: None

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

DSAB 234 - Mad People's History (3 Credits)

Prerequisite: None

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

DSAB 331 - Introduction to Mental, Behavioral and Developmental Disorders (3 Credits)

Prerequisite: None

This course will introduce students to the common disorders encountered in the field of mental health, behavioral health and developmental disabilities. This includes psychotic, mood, affective, personality, addiction, behavioral and developmental disorders. Students will become familiar with the most commonly utilized instruments and how they are used to assess symptom

criteria. The origins of these disorders, theoretical perspectives and implications for treatment will be examined. Case studies will enhance the application of case management and interventions in community based settings.

DSAB 232 - Dual Diagnosis (3 Credits)

Prerequisite: None

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

DSAB 252 - Vocational Mentoring (3 Credits)

Prerequisite: None

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

DSAB 231 - Community Mental Health (3 Credits)

Prerequisite: None

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

Psychological Development Minor

Minors In Psychology

The minors in Psychology offer students from other fields of study the chance to learn about characteristics of behavior and intervention strategies that are applicable across a wide range of work settings. As knowledge of human behavior is an important foundation for success in many professional roles, including those involving management and leadership responsibilities, a minor in Psychology will complement any area of study.

Minor Requirements

12 credits as follows:

Required

PSY 101 - General Psychology (3 Credits)

Prerequisite: None

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

PSY 230 - Learning and Cognition (3 Credits)

Prerequisite: PSY 101

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

Take Two

PSY 308 - Social and Emotional Development in Childhood (3 Credits)

Prerequisite: PSY 101

Inquiry will focus on social and emotional development from birth to age twelve, with theories and research findings as tools for analysis. Topics include: temperament, attachment, identity, achievement, gender roles, moral development, and conformity, along with the roles of family relationships, peers, play and schools.

PSY 360 - Abnormal Psychology (3 Credits)

Prerequisite: PSY 101

Analysis of the characteristics of various psychological disorders, along with their origins and diagnoses, including anxiety disorders, dissociative and personal disorders, mood disorders and schizophrenia will be the focus of this course. Different theoretical perspectives on psychological disorders and their implications for treatment will be compared.

PSY 337 - Risk and Resilience in Development (3 Credits)

Prerequisite: PSY 101

This course will analyze patterns of human development that contribute to psychological difficulties and, in contrast, to optimal psychological functioning. Research studies of the biological, emotional, cognitive, social, and institutional factors that influence developmental progress across the lifespan are analyzed. Case studies illustrate factors that serve protective or preventative functions, effective coping mechanisms and successful intervention strategies.

PSY 390 - Psychological Tests and Measurement (3 Credits)

Prerequisite: PSY 101

This course will introduce theoretical and practical approaches to the assessment of individuals, including intelligence testing and other assessments of cognitive functioning, achievement and aptitude testing, and personality testing. Factors that influence test-taking, the interpretation of test scores, and other variables will be examined, with special attention to the influence of cultural and gender differences and ethical issues associated with psychological tests and measurement.

Psychology of Management and Organizations Minor

Minors In Psychology

The minors in Psychology offer students from other fields of study the chance to learn about characteristics of behavior and intervention strategies that are applicable across a wide range of work settings. As knowledge of human behavior is an important foundation for success in many professional roles, including those involving management and leadership responsibilities, a minor in Psychology will complement any area of study.

Minor Requirements

12 credits as follows:

Required

PSY 315 - The Psychology of Work (3 Credits)

Prerequisite: PSY 101

This course will focus on the application of psychological concepts to the workplace, including recruitment, selection and retention of employees, job design, work motivation, job engagement and satisfaction, testing and performance review, management and leadership strategies, mediation and conflict resolution, and communication. Impact of the physical and social features of the work environment will be examined.

ORGD 341 - Organizational Change and Leadership (3 Credits)

Prerequisite: None

This course is designed to provide students with a conceptual framework and fundamental practical skills needed to plan, design, implement, and manage effective change within organizations. Specific attention is given to processes for assessing organizational functioning from a systems perspective, evaluating drivers of change and change strategies, and taking or leading action. Discover how to initiate and implement change, create solutions, and empower and motivate others to take action.

Take Two

PSY 390 - Psychological Tests and Measurement (3 Credits)

Prerequisite: PSY 101

This course will introduce theoretical and practical approaches to the assessment of individuals, including intelligence testing and other assessments of cognitive functioning, achievement and aptitude testing, and personality testing. Factors that influence test-taking, the interpretation of test scores, and other variables will be examined, with special attention to the influence of cultural and gender differences and ethical issues associated with psychological tests and measurement.

PSY 320 - Interviewing (3 Credits)

Prerequisite: PSY 101

This course will consider uses of interviewing in research, clinical assessment, and work settings, with attention to factors such as: preparing for an interview, constructing interview questions, communication styles, setting objectives, establishing rapport, active listening, managing difficult behaviors, analyses of verbal cues and non-verbal behavior, and using interview information in decision-making. Video and audio samples of interviews will be presented for analysis.

PSY 348 - Small Group Processes (3 Credits)

Prerequisite: PSY 101

This course will examine the key role of small groups in the workplace and in a variety of social contexts, both from the perspective of psychological theory and research and experientially. Students will participate in, chronicle, reflect upon, and analyze their experiences as part of a small group. In addition, they will critique case studies from different theoretical and research-based perspectives. Topics will include: leader-member relations, group development, communication, conflict, decision-making, and self-managed teams.

RM 201 - Introduction to Research Methods (3 Credits)

Prerequisite: None

This course provides an introduction to research approaches characteristic of the social and behavioral sciences. These involve observations of behavior and other strategies that result in descriptive accounts, including field studies, content analysis, and surveys. Statistical methods for analyzing descriptive data, including measures of central tendency and variability and graphing will be included, along with questions about validity and research ethics. The course engages students in the planning, conducting, reporting and evaluation of research.

Psychopathology Minor

Minors In Psychology

The minors in Psychology offer students from other fields of study the chance to learn about characteristics of behavior and intervention strategies that are applicable across a wide range of work settings. As knowledge of human behavior is an important foundation for success in many professional roles, including those involving management and leadership responsibilities, a minor in Psychology will complement any area of study.

Minor Requirements

12 credits as follows:

Required

PSY 360 - Abnormal Psychology (3 Credits)

Prerequisite: PSY 101

Analysis of the characteristics of various psychological disorders, along with their origins and diagnoses, including anxiety disorders, dissociative and personal disorders, mood disorders and schizophrenia will be the focus of this course. Different theoretical perspectives on psychological disorders and their implications for treatment will be compared.

PSY 327 - Clinical Methods: Theories and Process (3 Credits)

Prerequisite: PSY 101

This course will survey the theoretical and practical issues involved in helping people with behavioral and emotional problems, and will study of interventions used in response to specific diagnostic psychological disorders. Psychodynamic, cognitive, person-centered and behavioral approaches, including theoretical foundations as well as diagnostic and therapeutic strategies will be compared. The importance of culture, ethnicity, and gender in the psychotherapeutic process will be studied, both from the perspectives of client and therapist.

Take Two

PSY 390 - Psychological Tests and Measurement (3 Credits)

Prerequisite: PSY 101

This course will introduce theoretical and practical approaches to the assessment of individuals, including intelligence testing and other assessments of cognitive functioning, achievement and aptitude testing, and personality testing. Factors that influence test-taking, the interpretation of test scores, and other variables will be examined, with special attention to the influence of cultural and gender differences and ethical issues associated with psychological tests and measurement.

PSY 337 - Risk and Resilience in Development (3 Credits)

Prerequisite: PSY 101

This course will analyze patterns of human development that contribute to psychological difficulties and, in contrast, to optimal psychological functioning. Research studies of the biological, emotional, cognitive, social, and institutional factors that influence developmental progress across the lifespan are analyzed. Case studies illustrate factors that serve protective or preventative functions, effective coping mechanisms and successful intervention strategies.

PSY 317 - Family Psychology (3 Credits)

Prerequisite: PSY 101

This course will explore variations in family structure and functioning from a systems perspective. Specific relationships within

families, including cross-generational ties, will be analyzed from a cross-cultural viewpoint. Strategies for optimizing family functioning and for intervening with families will be included, with case studies as key resources.

Sociology - Cultural Sociology Minor

Sociology courses complement the curricula of other academic areas by placing a special emphasis on critical thinking, social research, ethics, and multiculturalism. The Sociology-General minor permits students to select courses from the sociology electives, allowing flexibility that enhances the student's area of major study. The Cultural Sociology minor enables students to acquire an in-depth understanding an important sociological sub-discipline.

Minor Requirements

any 12 credits (four courses) from the following:

SOC 226 - Sociology of Religion (3 Credits)

Prerequisite: None

This course provides an introduction to the study of religion from a sociological viewpoint: basic definitions and concepts in the sociology of religion; methods of studying religious beliefs and practices; group processes, organizational forms and religious leadership; secularization, church-state issues, and contemporary fundamentalism; religiosity and conversion; and religious beliefs/practices as these interact with socio-economic status, ethnicity, gender, and sexuality.

SOC 304 - Global Culture and Diversity (3 Credits)

Prerequisite: None

The contemporary world features astonishing cultural diversity, easily accessed through communication networks and international trade. How do recent technological developments in communication and media affect culture throughout the globe? Do we live in an age in which 'global culture' dominates local cultures? This course examines these and other questions utilizing classical and contemporary theories and research pertaining to economic disparity, cultural diversity and sustainable development in modernizing post-colonial

Note: For requirement purposes SOC 304 is the equivalent to CM 304.

SOC 320 - Sociology of the Body (3 Credits)

Prerequisite: None

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

SOC 405 - Sociology of Culture (3 Credits)

Prerequisite: None

This course provides an overview of sociological approaches to the production, distribution, consumption, interpretation and preservation of culture and cultural artifacts. Students will analyze how patterns of cultural consumption define social groups, how these consumption patterns both reflect and shape social status and power and how these relate to the sustainability of a cultural heritage. Students will develop an understanding of how sociological approaches to culture differ from those of other disciplines, notably the humanities.

SOC 406 - Sociology of Education (3 Credits)

Prerequisite: None

The course will provide an overview of the American Educational system as an institution. Students will learn and apply sociological theories of education, evaluate research on education, understand the role of education in social reproduction as well as social dynamics and change, and develop awareness of how education affects their own lives.

SOC 407 - Sociology of Health and Medicine (3 Credits)

Prerequisite: None

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

SOC 408 - Political-Legal Sociology (3 Credits)

Prerequisite: None

This course provides an introduction and overview to international human rights organizations, laws, and practices. Students will develop an understanding of national and international human rights standards, constitutionalism, the nature of human rights violations, and human rights advocacy within the framework of national and international legal systems designed to protect human rights. Students will develop analytic skills and a knowledge base with which to assess human rights violations and to implement as well as evaluate various strategies for addressing them.

SOC 419 - The Digital Revolution and the Information Society (3 Credits)

Prerequisite: None

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

Sociology - General Minor

Sociology courses complement the curricula of other academic areas by placing a special emphasis on critical thinking, social research, ethics, and multiculturalism. The Sociology-General minor permits students to select courses from the sociology electives, allowing flexibility that enhances the student's area of major study. The Cultural Sociology minor enables students to acquire an in-depth understanding an important sociological sub-discipline.

Minor Requirements

12 credits as follows:

Required course:

SOC 101 - Introduction to Sociology (3 Credits)

Prerequisite: None

An introduction to the theoretical perspectives, concepts, methods, and core research areas in sociology. Active learning projects develop understanding of the discipline of sociology and demonstrate mastery of key concepts in the field.

Nine credits (three courses) from the following:

ORGD 341 - Organizational Change and Leadership (3 Credits)

Prerequisite: None

This course is designed to provide students with a conceptual framework and fundamental practical skills needed to plan, design, implement, and manage effective change within organizations. Specific attention is given to processes for assessing organizational functioning from a systems perspective, evaluating drivers of change and change strategies, and taking or leading action. Discover how to initiate and implement change, create solutions, and empower and motivate others to take action.

SOC 203 - Race, Class and Gender (3 Credits)

Prerequisite: None

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

SOC 206 - Sociology of the Family (3 Credits)

Prerequisite: None

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

SOC 207 - Introduction to Criminal Justice (3 Credits)

Prerequisite: None

This introductory course offers an overview of the history and trends of crime and justice within the United States. An examination of the different types of crime and the consequences will be discussed. Students will be introduced to the administration of police; court and correctional agencies; and the decision-making points from the initial investigation or arrest by police to the eventual release of the offender and his/her reentry into society. The role of the police, the prosecuting attorney, the defense attorney, judge, probation, corrections and parole will be examined individually and collectively.

SOC 208 - Urban Sociology (3 Credits)

Prerequisite: None

The course emphasizes the study of cities and societies from a variety of perspectives, and examines a broad range of theoretical and practical public policy issues, including race and gender, immigration patterns, economic growth and decay, urban politics and elections and population distribution.

SOC 216 - Social Problems (3 Credits)

Prerequisite: None

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

SOC 226 - Sociology of Religion (3 Credits)

Prerequisite: None

This course provides an introduction to the study of religion from a sociological viewpoint: basic definitions and concepts in the sociology of religion; methods of studying religious beliefs and practices; group processes, organizational forms and religious leadership; secularization, church-state issues, and contemporary fundamentalism; religiosity and conversion; and religious beliefs/practices as these interact with socio-economic status, ethnicity, gender, and sexuality.

SOC 304 - Global Culture and Diversity (3 Credits)

Prerequisite: None

The contemporary world features astonishing cultural diversity, easily accessed through communication networks and international trade. How do recent technological developments in communication and media affect culture throughout the globe? Do we live in an age in which 'global culture' dominates local cultures? This course examines these and other questions utilizing classical and contemporary theories and research pertaining to economic disparity, cultural diversity and sustainable development in modernizing post-colonial

Note: For requirement purposes SOC 304 is the equivalent to CM 304.

SOC 313 - Stratification (3 Credits)

Prerequisite: None

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

SOC 319 - Self and Social Interaction (3 Credits)

Prerequisite: None

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

SOC 320 - Sociology of the Body (3 Credits)

Prerequisite: None

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

SOC 405 - Sociology of Culture (3 Credits)

Prerequisite: None

This course provides an overview of sociological approaches to the production, distribution, consumption, interpretation and preservation of culture and cultural artifacts. Students will analyze how patterns of cultural consumption define social groups, how these consumption patterns both reflect and shape social status and power and how these relate to the sustainability of a cultural heritage. Students will develop an understanding of how sociological approaches to culture differ from those of other disciplines, notably the humanities.

SOC 406 - Sociology of Education (3 Credits)

Prerequisite: None

The course will provide an overview of the American Educational system as an institution. Students will learn and apply sociological theories of education, evaluate research on education, understand the role of education in social reproduction as well as social dynamics and change, and develop awareness of how education affects their own lives.

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Prerequisite: None

This course examines current issues in health, healing, and medicine from a sociological perspective. Students will use the sociological imagination to develop a deeper understanding of patterned relationships among social, cultural, political, organizational and economic contexts and individual health/illness definitions and outcomes. Course assignments will engage

students in empirical analysis and critical thinking about connections between demographic characteristics such as race, ethnicity, education and income, and health-related outcomes such as stress, health education, health maintenance, and chronic diseases. Student projects will evaluate the impact of social policies and/or of technologies on environmental factors, health education and health care delivery within broader institutional systems.

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SOC 418 - Social Movements and Collective Behavior (3 Credits)

Prerequisite: None

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

SOC 419 - The Digital Revolution and the Information Society (3 Credits)

Prerequisite: None

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

Non-Degree Programs

Children's Program Administrator Credential (CPAC) (Graduate)

Program Director: Sherry Cleary

NYC Early Childhood Professional Development Institute
16 Court Street, 31st Floor

Brooklyn, NY 11201

Email Contact: Kimberly Enoch, Kimberly.enoch@cuny.edu

The Program

CUNY SPS, in partnership with the New York City Early Childhood Professional Development Institute (PDI), offers early childhood education administration courses, which can lead to the Children's Program Administrator Credential (CPAC). Each of the 18 one-credit graduate-level courses addresses one of the 18 competency areas defined in the Children's Program Administrator Credential of New York State. The CPAC is designed to provide for - and be recognized as - a standard by which to measure program management, fiscal management, and the leadership abilities of early childhood and school-age administrators. Obtaining the CPAC also serves as a measure of individual professional achievement.

Developed by The New York State Association for the Education of Young Children, the CPAC is a credential for current early childhood program directors who desire to be more effective leaders, or require course work to meet the accreditation standards, new directors who are interested in administrator certification, and the next generation of leaders who require preparation as administrators.

Admission Criteria

Applicants to the Children's Program Administrator Credential program must possess a bachelor's degree from an accredited institution to qualify for admission. Current directors of early childhood education programs or those who aspire to leadership positions are encouraged to apply.

Curriculum

The courses reflect the competencies that New York State has identified as requirements to meet the criteria for the CPAC. Each course has been designed to demonstrate the competencies are through applied assignments, enabling each student to build the required portfolio as progress is made through the courses.

Each of the 18 courses addresses a different set of skills and/or content area. By bundling the courses into topic areas, you will find it easier and more efficient to obtain the CPAC. Please refer to the course descriptions for additional information.

Course Descriptions

Topic 1: Administering Children's Programs

ECE 601 - Organizational Management: Principles & Practices (1 Credit)

Prerequisite: None

Using organization and management theory as a foundation, students will learn how to administer a comprehensive organizational structure that supports and promotes a well articulated mission. Practical procedures, relevant resources, and specific guidelines will be offered to aid in the process of coming to "know" and lead an early childhood program.

ECE 602 - Personnel Management in Early Childhood Programs (1 Credit)

Prerequisite: None

People leading early childhood programs need to develop a skill set that serves the function of establishing and maintaining personnel policies and procedures and effective systems for staff recruitment, professional development, managements, and evaluation. Additional topics will include creating effective staff orientations and performance management. Assignments will be

completed in a format that can be used for the Portfolio required to earn the Children's Program Administrator Credential (CPAC), the statewide director's credential.

ECE 603 - Foundations of Staff Development (1 Credit)

Prerequisite: None

Strategies to support the growth and development of teachers will be explored, with particular emphasis on the director as visionary, coach and mentor in the process of change. Many and varied ways that a director can build a learning community will be presented and experienced, as participants "practice" at their sites, and report back to the group. How personality and leadership style impact the program will be a focusing question.

ECE 604 - Supervision of Early Childhood Teachers (1 Credit)

Prerequisite: None

This course will address effective supervisory practices in early childhood care and education settings. Using a clinical supervisory model, directors will learn how to help others with their teaching practices, with an emphasis on assessing individual teacher's needs using observation techniques, conducting supervisory conferences, and developing and moving towards performance goals with teachers. Using reflective journaling, directors will examine developmentally and culturally appropriate practices and how these impact their roles as they support teachers' and children's growth to maximize program quality.

Topic 2: Financial Planning and Management of Children's Programs

ECE 606 - Formulating a Financial Plan - Financial Planning and Management of Children's Programs (1 Credit)

Prerequisite: ECE 607, ECE 608 or permission of the Academic Director.

This course will enable early childhood program directors to understand and apply sound financial planning and management to the operation of children's programs. Participants will create a multi-year financial plan for their program.

ECE 607 - Budgets and Accounting - Financial Planning and Management of Children's Programs (1 Credit)

Prerequisite: ECE 608 or permission of the Academic Director

This course will enable early childhood program directors to develop and manage budgets and present budgetary information to constituents. Participants will learn how to effectively use budgets as a management tool. Tracking budgets, use of fund accounting, financial statements, and spreadsheets as tools for projecting and managing budgets will be introduced.

ECE 608 - Expenses and Resources - Financial Planning and Management of Children's Programs (1 Credit)

Prerequisite: None

This course will enable early childhood program directors to develop systems to manage the program's resources. Participants will learn how to determine the real cost of care and develop a financial resource plan. They will also be introduced to financial management tools.

Topic 3: Operations Management in Children's Programs

ECE 605 - Management Systems for Quality Children's Programs (1 Credit)

Prerequisite: None

Students will learn how a center's organizational system provides structures for communication, program planning, and the processes for change. They will discern differences between management and leadership, further developing both sets of skills to facilitate change and center improvements.

ECE 609 - Technology and Communication to Enhance Early Childhood Programs (1 Credit)

Prerequisite: None

This course will offer Early Childhood Education Directors information on how to use technology options to manage children's programs. Directors will learn ways in which technology can facilitate communication, and how to identify effective software programs for operations management, including computerized record-keeping systems. The use of technology applications in curriculum will be presented. The ethics issue of maintaining confidentiality and validating authoring when using technology will be reviewed.

ECE 610 - Systems to Ensure Health, Safety, and Nutrition in Children's Programs (1 Credit)

Prerequisite: None

The purpose of this course is to develop the skills, strategies, and methodology early childhood directors need to take a leadership role in implementing and monitoring systems and practices related to health, safety, and nutrition in early care and education programs.

Topic 4: External Environment and Children's Programs

ECE 611 - Legal and Regulatory Requirements in Administering Early Childhood Programs (1 Credit)

Prerequisite: None

People leading programs for young children must be able to administer programs in accordance with applicable federal, state, regional, and local laws, regulations, policies, procedures, and requirements of funding sources. This course will provide directors with a practical overview of the legal and regulatory requirements involved in the operation of early childhood programs in New York City. Additional topics include managing the requirements, guidelines, and inspections in a pro-active way to insure both compliance and quality. Accountability and responsible leadership will be underlying themes. Assignments will be completed in a format that can be used for the Portfolio required to earn the Children's Program Administrator Credential (CPAC), the statewide director's credential.

ECE 612 - Marketing Early Childhood Programs (1 Credit)

Prerequisite: None

The purpose of this course is to help students develop and implement effective publicity and marketing strategies to "showcase" their centers, incorporating an understanding of the relationship between marketing, financial planning, and quality programming. The varied role of the Director in the program's marketing approach will be a focus.

ECE 613 - Ethics and Professional Standards (1 Credit)

Prerequisite: None

The course, through reading, writing, and reflection, individually and with other participants, will prepare directors to consider and create plans to deal with ethical issues in their practice. Foci include: How professional standards and ethics intersect; how directors communicate, orally and in writing; the ethical values inherent in many daily decisions about children, families, and teachers; how maintaining confidentiality is inherent to ethical behavior; and how advocacy is a part of professional and ethical conduct.

Topic 5: Designing Programs that are Good for Children and Families

ECE 614 - Programming for the Whole Child (1 Credit)

Prerequisite: None

The focus in this course will be the role of the director in planning and implementing program that best supports the growth and development of young children. "Who is the child?" will be at the core of our thinking. Participants will learn how knowledge of developmental theory (Dewey, Piaget, Vgotsky, and Malaguzzi), cultural perspectives, along with various forms of assessment, help us come to "know" the child and to perceive and respond to differences in children. "What is teaching?" and "what is learning?" are other inquiries that will guide explorations of curriculum that meets children's interests and needs. Ongoing program assessment will be an underlying theme.

ECE 615 - A Leadership Approach to Programming for the Whole Family (1 Credit)

Prerequisite: None

This course is designed to help early childhood administrators and teachers create in-depth understandings of the various contributions and needs that different families bring to early childhood settings. Participants will discuss how these understandings can be used to establish effective communication and positive partnerships between families and school personnel. This will involve particular discussion of the relationship between family culture and ideas about childrearing.

ECE 616 - Programming for Children with Special Needs (1 Credit)

Prerequisite: None

The course will enable early childhood program directors to design and implement, with staff input, practices that meet the diverse needs of children, and provide the supports and resources necessary for children with disabilities. This includes learning to maintain a system for individualized, on-going child assessment and documentation that is related to planning programs, services, referrals and transitions to other services and programs. Participants will learn ways to adapt curriculum and the environment to meet individual needs and support strengths of all children, with a focus on children with special needs. We will brainstorm the challenges and review the rewards of creating a supportive, inclusive environment for all teachers, children and families. The role of director as member of an inter-disciplinary team will be emphasized.

Topic 6: Seminar in Children's Program Administration

ECE 617 - Integration Seminar in Children's Program Administration (1 Credit)

Prerequisite: Permission of the Academic Director.

In this culminating seminar, the framing question will be "How can we best use what's been learned about Management and Administration, about Children, Families and Curriculum, to improve program quality?" We'll consider how to fill in the gaps between current realities and vision, keeping in mind program demographics and its effect on planning and the impetus for change. Logs and journals will be created to help reflect upon a growing awareness of effective leadership, particularly as observed through the director's interactions with a program's various constituencies. Seminar participants will work collaboratively, building support and networking skills, as well as an awareness of available resources to support directors'

efforts. Avoiding burnout will be explored. Being part of a professional support group will be encouraged, as will being a strong advocate for Early Childhood Education.

ECE 618 - Assessment as an Administrator (1 Credit)

Prerequisite: None

The course, through reading, writing, and reflection, individually and with other participants, will prepare directors to recognize the importance of self-reflection and self-assessment as an important aspect of program quality. The participants will consider and create plans for their own professional growth and development.

Seminars on Science (Graduate)

Program Director: Brian Peterson

CUNY School of Professional Studies

119 West 31st Street, 10th Floor

New York, NY 10001

Email Contact: Kimberly Enoch, kimberly.enoch@cuny.edu

The Courses

Seminars on Science is an online professional development program from the [American Museum of Natural History](#). CUNY SPS offers graduate credit for the courses, which are in the life, Earth, and physical sciences. Each course is rich in essays, images, videos, interactive simulations and vibrant discussions that connect learners to the Museum's scientists, laboratories, expeditions and specimens.

Seminars on Science are designed to prepare, support, and inspire educators, whether they are new teachers seeking resources to use in the classroom or seasoned educators, looking to update lessons plans or knowledge in a specific content area.

The courses are co-taught by an experienced educator and a research scientist, and take place over six weeks, with a seventh week available for the completion of assignments.

The courses are designed to enhance educators' understanding of science and scientific inquiry. Each course includes a CD of resources for personal and classroom use.

Admission Criteria

Registrants must have earned a bachelor's degree from an accredited institution in order to seek credit from CUNY SPS.

Course Descriptions

GASTR 610 - The Solar System (3 Credits)

Prerequisite: None

This course provides an overview of what we know about the Solar System: how it began and evolved, its components and their properties, and how these elements interact as a system. However, much of our knowledge remains incomplete, and so unanswered questions and mysteries figure prominently in the story. The course addresses our scientific understanding of the Solar System, how we know what we know and many hotly debated questions at the cutting-edge of scientific research.

GBIO 610 - Evolution (3 Credits)

Prerequisite: None

This course draws on the Museum's long-standing leadership in the fields of paleontology, geology, systematics, and molecular biology to tell a modern story of evolution. Students will learn why evolution is the fundamental concept that underlies all life sciences and how it contributes to advances in medicine, public health and conservation.

The course begins by looking at how Charles Darwin developed his groundbreaking views on evolution by observing patterns in nature. Students then examine the use of molecular and phylogenetic techniques to reconstruct evolutionary history and determine the place of an organism on the Tree of Life, which documents the evolutionary relationships among all species. Mechanisms of evolution and speciation are then covered and are followed by the origin and evolution of humans. The course concludes by examining the practical impact of evolution in the areas of human health, agriculture and conservation.

GBIO 620 - Genetics, Genomics, Genethics (3 Credits)

Prerequisite: None

How will our growing knowledge of the genome affect our health, our societies, and the natural world? How do heredity and environment interact? This course explores a scientific frontier: how scientists are investigating and applying the information contained in genetic codes. It covers the science, technology and ethics of molecular biology, including a review of how genes are transmitted and expressed. Students are introduced to a structure for thinking ethically that will frame their exploration of the issues that arise as our knowledge of our genome increases. Specific topics studied include: the "nature and nurture" debate regarding the influence of genes and environment on human development; genetically modified food; the Human Genome Project; and cloning. The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.

GBIO 630 - The Brain: Structure, Function and Evolution (3 Credits)

Prerequisite: None

The human brain is an enormously complex system. It regulates all of our physical and mental functions and shapes who we are. This six-week course explores this remarkable organ: how it has evolved, how it works and how it changes over the course of our lives. Each week participants will draw from essays, media resources, textbook readings and online discussion forums to explore aspects of brain function - from sensing to decision-making to expressing ourselves. A weekly case study, written by a neuroscientist, will describe cutting-edge research in area as wide-ranging as functional MRIs as a diagnostic tool, the neurology of hearing and the evolution of mammalian brains. Students will complete the course with a solid grasp of how the brain works, how we know what we know and the exciting research prospects ahead.

GBIO 640 - The Diversity of Fishes: Classification, Anatomy and Morphology (3 Credits)

Prerequisite: None

Why study fish? They play a critical role in our understanding of evolution, as the first creatures with brains and bony jaws. Fish also represent an incredibly diverse species, making up half of all vertebrates alive today. They live everywhere from mountain streams to ocean depths. Despite this diversity, it is easy for scientists to determine what is and what is not a fish. This course demonstrates how ichthyologists classify fish through the study of evolution, diverse ecosystems and biogeography.

Students gain scientific research skills that they can apply to the study of fishes, other organisms and to other scientific disciplines. These skills include biological classification, observation methodologies, examining evidence, interpreting and analyzing data, and drawing conclusions. The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.

GBIO 660 - Sharks and Rays - Ecology, Classification and Evolution (3 Credits)

Prerequisite: None

This course explores one of the most easily recognized marine species and star of many myths and legends: the shark, and its close relative, the ray. Students will learn how sharks and rays are related; how they navigate the dark seas; and, what other extraordinary sensory and reproductive features they share, through the scientific study of fossil and living animals.

Course topics covered include evolution and the fossil record; diversity of living sharks and rays; their search for food; mating and reproduction; and conservation and protection efforts. Students will learn about key science concepts such as diversity and adaptation; anatomy and morphology; fossil evidence; and, how to interpret and analyze data, and draw conclusions. The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.

GBIO 670 - The Link Between Dinosaurs and Birds - Evolution and Classification (3 Credits)

Prerequisite: None

This course asks the question, "Did dinosaurs really go extinct 65 million years ago?" The course explores the overwhelming evidence suggesting that one branch of the dinosaur family tree managed to survive and lives among us today: we call them birds. Students will study the theropod group of dinosaurs (Tyrannosaurus rex and Velociraptor belonged to it), applying paleontologists' tools and techniques, to determine which of these dinosaurs are most closely related to modern birds. The course also explores how fossils are collected and prepared and how scientists uncover the evolutionary relationships between species. Students will study theropod anatomy, genealogy, biology and behavior; fossilization and collection of dinosaurs; the origin of birds; dinosaur extinction and relatedness; and, living dinosaurs and their history after the demise of traditional dinosaurs.

Key science concepts covered include biological evolution and classification; extinction; geologic time; and, how to examine evidence, interpret and analyze data, and draw conclusions. The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.

GBIO 680 - In the Field with Spiders - Classification, Anatomy and Morphology (3 Credits)

Prerequisite: None

This course explores an abundant predator that is never more than six feet away from us: the spider. Students will receive an introduction to the scientific study of spiders, the largest entirely carnivorous order of animals. As one branch of scientific study of invertebrates, the course explains the importance of counting and cataloging spiders, how each new species is a treasure, and why scientists who specialize in the study of spiders find them so interesting.

Key course topics include the spider's silk and web; its fangs and venom; and methods for field and laboratory research. Students will learn about species diversity, anatomy and morphology, biological classification, and how to make observations, interpret and analyze data, and draw conclusions. The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.

GESCI 610 - Earth: Inside and Out - Dynamic Earth Systems (3 Credits)

Prerequisite: None

This course asks the questions, "How has the Earth evolved?" and "What causes climate and climate change?" It explores the dynamic geological events and systems that have shaped the planet and make it habitable, focusing on earth processes and geologic change, the earth's geologic past and on how geologists study the earth. Topics studied include: the age of the earth and

ways of estimating that age; evolution of the earth's atmosphere; climate and climate change, including the ice ages; and why the earth is habitable.

It is designed to provide teachers and prospective teachers with study of geologic history and processes, along with investigation of their local geologic area. Coursework includes a final project; participants may choose to prepare earth science lessons or workshops for use at elementary/middle school levels. The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.

GESCI 620 - Climate Change (3 Credits)

Prerequisite: None

This course explores the science of climate change. Students will learn how the climate system works; what factors cause climate to change across different time scales and how those factors interact; how climate has changed in the past; how scientists use models, observations and theory to make predictions about future climate; and the possible consequences of climate change for our planet. The course explores evidence for changes in ocean temperature, sea level and acidity due to global warming. Students will learn how climate change today is different from past climate cycles and how satellites and other technologies are revealing the global signals of a changing climate. Finally, the course looks at the connection between human activity and the current warming trend and considers some of the potential social, economic and environmental consequences of climate change.

GESCI 650 - The Ocean System - Integrated Science (3 Credits)

Prerequisite: None

This course addresses the questions, "How do oceans form?" and "How is human activity affecting the ocean system?" The course investigates the complex ocean system by looking at the relationships between the oceans and climate, geological events, and weather. Students will learn how the physical characteristics of the ocean system have framed the origin and incredible diversification of life and fragile ecosystems, such as coral reefs and mangrove forests. The course also explores how oceanographers investigate the role of symbiotic relationships and other biological adaptations in the dynamics of oceans, and how those dynamics are threatened by human activities and consumption.

Topics studied include the relationship between the oceans and the geosphere and atmosphere; properties of water; ocean circulation, currents and climate; biological adaptation; and, conservation. The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.

GESCI 651 - Water: Environmental Science (3 Credits)

Prerequisite: None

Central to all ecosystems, water is essential to life as we know it. It shapes our planet on every level, from the chemical properties of the H₂O molecule to its central role in global climate. Poised to be to the 21st century what oil was to the 20th, water is also a critical environmental issue. Where do we find it? Is it safe to consume? Who has access to it? How can we manage this precious resource to provide an adequate supply to all the species that depend upon it? This course will focus on why water is such a critical resource, the effect of human consumption on aquatic and terrestrial ecosystems, and the social, economic, and environmental implications of water management.

GPHYS 630 - Space, Time and Motion (3 Credits)

Prerequisite: None

Throughout history, fascinated observers have grappled with questions concerning the physical origin, workings, and behavior of the universe. In this course, essays, online interaction, streaming video, and web resources are used to trace this historic path of

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

The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.

Transportation (Undergraduate)

Program Director: Greg Mantsios

CUNY School of Professional Studies

Joseph S. Murphy Institute for Worker Education

25 West 43rd Street

New York, NY 10036

Email Contact: Kevin Simmons, kevin.simmons@cuny.edu

The Courses

The continued modernization of public transit systems has important implications for urban communities and for the workforce that supports the transit industry. Offered by the Joseph S. Murphy Institute for Worker Education and Labor Studies at the request of the Transport Workers Union Local 100/New York City Transit Authority Training and Upgrading Fund, courses such as 'The Development of Mass Transit in New York City: The Industry and its Workers' and 'Worker Health and Safety' are designed to provide transit workers with an enhanced understanding of their working environment and to prepare them for promotional opportunities within the industry.

This program is not currently open to the general public. If you are interested in enrolling, please contact us at information@sps.cuny.edu or 212.652.2869 to indicate your interest, and we will let you know when the course is offered.

Course Descriptions

TRAN 301 - The Development of Mass Transit in New York City: The Industry and its Workers (3 Credits)

Prerequisite: None

This course provides an overview of key issues in contemporary public transportation for the New York City Transit Workers Union, Local 100, and its members. These issues include: the organization, development, and financing of the industry, and the union's development in this context; global and historical comparisons of transit systems and labor's role within these; the public-private hybrid nature of public authorities, such as the Metropolitan Transit Authority and New York City Transit, which manage New York City's public transit system; an overview of labor relations in New York City transit; the impact of transit policy on urban communities and on transit workers; and changing transit technology and the development of Intelligent Transportation Systems.

TRAN 302 - Worker Health and Safety (3 Credits)

Prerequisite: None

This course addresses all aspects of workers' health and safety in the urban mass transportation industry, with the goal of offering students a beginning understanding of the complete field of occupational safety and health. Specifically, the following areas of concern will be covered: legal and contractual requirements in regard to worker health and safety; New York City Transit

Worker's Union Local 100 perspectives; New York City Transit/MTA Policy Instructions; workers' compensations, disability, health benefits and pensions; and, specific risks and hazards in the public transit workplace in New York City, i.e., asbestos, lead, and ergonomics.

Other Programs

General Education

Academic Director: Jennifer Sparrow, PhD

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

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The General Education Curriculum, also called Common Core Curriculum, is an educational experience shared by all CUNY School of Professional Studies (CUNY SPS) students. The CUNY SPS General Education Curriculum is part of CUNY's Pathways General Education Framework, requirements that undergraduate students across CUNY must satisfy. The three elements of this framework: the Required Common Core, the Flexible Common Core, and the CUNY SPS College Option Core, foster knowledge of human culture and the natural world (in science, social science, mathematics, humanities and the arts), intellectual and practical skills (in communication, quantitative reasoning, information literacy, critical thinking and inquiry), and individual and social responsibility (civic engagement, ethical reasoning, and intercultural awareness).

Transfer Credit Evaluation

Undergraduate transcripts from other institutions are carefully evaluated to give applicants credit for courses taken elsewhere that fulfill Common Core requirements. If you have concerns about how courses completed at another institution have been evaluated for transfer credit, please contact your **advisor** to review your Transfer Evaluation Credit Report. If, after appealing your Transfer Evaluation Credit Report, CUNY SPS determines that additional credit is not warranted, SPS will issue its decision in writing within fifteen business days. If you wish to appeal CUNY SPS's decision, you may submit your appeal to **CUNY's Office of Academic Affairs**.

For more information about student rights and responsibilities under the Pathways Common Core Curriculum, [click here](#).

ePermit Students

Students who are currently enrolled in a degree program at a CUNY campus may register for CUNY SPS courses through ePermit (PDF). In many cases, CUNY SPS courses are considered equivalent to and may be substituted for courses in CUNY degree programs. Through ePermit, students file an online request to take a CUNY SPS course. As part of the ePermit process, registrars and faculty advisors at the student's home college must approve this request. Students are kept informed via email of the status of their permit requests. If the student's home college rejects the request, he or she is notified via email, with the reason indicated in the email message.

Categories	Overview & Curriculum	Credits
Required Core	The Required Core classes provide a foundation in vital critical thinking skills. They develop your ability to write clearly, problem-solve, analyze, interpret information, research, apply numerical data to a range of situations, and think creatively while	12

	<p>using different methodologies. These courses prepare you for the challenges of higher level coursework.</p> <ul style="list-style-type: none"> • English Composition (2 courses) • Mathematical and Quantitative Reasoning (1 course) • Life and Physical Sciences (1 course) 	
Flexible Core	<p>The Flexible Core classes continue to develop your critical thinking and communication abilities as you learn about not only the amazing diversity within our own country but also study the interactions between the U.S. and other nations and cultures around the world. You'll look at a range of issues while exploring the role of individuals in society, the significance of creativity to human life, and how scientific methods, discoveries, principles, and tools impact us on numerous levels.</p> <ul style="list-style-type: none"> • World Cultures and Global Issues (1 course) • U.S. Experience in Its Diversity (1 course) • Creative Expression (1 course) • Individual and Society (1 course) • Scientific World (1 course) • Students must also complete three credits in any of the above categories (1 course) 	18
SPS College Option Core	<p>As a central part of the new curriculum, each senior CUNY college offers special courses relevant to its particular mission. SPS's College Option Core is the heart of our General Education curriculum, with courses designed to focus on digital literacy, writing, critical thinking, and quantitative reasoning.</p> <ul style="list-style-type: none"> • SPS College Option Core (1-4 Courses) 	3-12

Note: Students who entered CUNY SPS before fall 2013 will automatically be required to continue with the General Education requirements in place at the time of their matriculation into their current degree program. However, they will have the option to follow the new Pathways General Education requirements as outlined below. To determine which path is right for you, contact your advisor. To view the General Education requirements prior to Fall 2013 visit http://sps.cuny.edu/filestore/1/5/9/9_c906f2c514a6211/1599_124d18a760d0e7b.pdf.

Course Descriptions

English Composition

Students are required to complete two courses (six credits) in English Composition. These courses will enable students to:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

ENG 101 - College Writing I (3 Credits)

Prerequisite: None

Practice in expository and analytical writing through reading and research-based assignments in varied academic formats such as reports, formal essays and research papers, making use of appropriate technology for composing, editing and sharing documents. Practice in conventions of academic reading and writing including clear and coherent use of standard English, use of digital libraries, and methods of ethical attribution and citation.

ENG 102 - College Writing II (3 Credits)

Prerequisite: ENG 101 or equivalent

A continuation of College Writing I with increased emphasis on expository and analytical writing through research-based assignments in varied academic formats such as reports, formal essays, and research papers across the disciplines, making use of appropriate technology for composing, editing and sharing documents. Research project requires students to use scholarly databases, provide proper attribution and documentation of primary and secondary sources, and argue an opinion based on well-chosen and compelling evidence.

Mathematical and Quantitative Reasoning

Students are required to complete one course (three credits) in Mathematical and Quantitative Reasoning. This course will require you to:

- Interpret quantitative representations (e.g. graphs, formulas)
- Use algebraic, numerical, graphical, or statistical methods
- Translate problems from language to math
- Effectively communicate answers to mathematical problems
- Evaluate solutions to mathematical problems
- Apply mathematical methods to problems in other fields of study

MATH 102 - Mathematics in Contemporary Society (3 Credits)

Prerequisite: None

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

MATH 215 - Introduction to Statistics (3 Credits)

Prerequisite: None

Introduces the basic principles of statistics and probability, with an emphasis on understanding the underlying concepts, real-world applications, and the underlying story that the numbers tell. Uses Microsoft Excel's statistical functions to analyze data. Provides an introduction to probability, descriptive statistics, hypothesis testing, and inferential statistics.

Life and Physical Sciences

Students are required to complete one course (three credits) in Life and Physical Sciences. This course will require you to:

- Identify and apply concepts and methods of science
- Apply the scientific method to explore natural phenomena
- Use scientific tools to carry out collaborative laboratory work
- Gather, analyze, and interpret data in reports
- Use research ethics and unbiased assessment

AST 101 - Introductory Astronomy (3 Credits)

Prerequisite: None

An exploration of our solar system's creation and the planets in our solar system using the latest scientific information, recent probe data, and new discoveries in the science of extra-solar planetary astronomy.

This course is based in part upon materials developed by the American Museum of Natural History and is used with permission by the School of Professional Studies for this course.

BIO 200 - Human Biology (3 Credits)

Prerequisite: None

A one semester course in anatomy and physiology. Describes the organization of the human body. Provides and defines the terminology used to describe the location and function of anatomical structures. Outlines the basic chemical concepts essential for understanding physiological processes. Topics include: homeostasis, cells, the skeletal system, the muscular system, the circulatory system, the respiratory system, the digestive system, the reproductive system and the endocrine system.

BIO 250 - Evolutionary Biology (3 Credits)

Prerequisite: None

A broad survey of evolutionary biology. Includes a history of evolutionary thought beginning with Darwin. Outlines topics such as the origin and history of life and the origin of genetic variation. Discusses mechanisms of evolution including natural selection, genetic drift, sexual selection, and speciation. Discusses mechanisms of evolution including sexual selection, cooperation and conflict, and speciation. Examines molecular evolution and phylogenetic techniques to reconstruct evolutionary history and determine the place of an organism on the Tree of Life, which documents the evolutionary relationships among all species. Concludes with the origin and evolution of humans and the impact of evolutionary theory in society. This course is based in part upon materials developed by the American Museum of Natural History and is used with permission by the School of Professional Studies for this course.

CHEM 101 - General Chemistry (3 Credits)

Prerequisite: None

General Chemistry is designed to provide students with a solid foundation in the principles of chemistry. The course covers the following topics: Scientific Notation and the Metric System, Atomic Structure, The Periodic Table, Bonding, Phases of Matter, The Mole, Solutions, and Acid and Bases. The focus is on critical thinking in the application of basic chemistry principles. The course will include a lab component.

EAS 201 - The Nature of New York (3 Credits)

Prerequisite: None

Provides an introduction to ecological reasoning through study of New York City's geologic origins and transformations over

time including natural and man-made environments, cultural history, biological diversity, habitats, and invasive species. Lectures, discussion, and field experiences show how various elements have formed the current urban metropolis.

EAS 250 - Oceanography (3 Credits)

Prerequisite: None

Oceanography is an interdisciplinary field studying the processes and interrelationships of geology, chemistry, geography, geophysics, meteorology, and biology. This course focuses on how scientific processes and scientific understanding are applied to questions such as: Which factors control life in the ocean? How do we know what we know about the ocean? What's at the bottom of the ocean? How does the water in the ocean move? How are human activities and climate change altering the ocean? Oceanographic data is used to understand the ocean and its interactions with the rest of the planet.

This course is based in part upon materials developed by the American Museum of Natural History and is used with permission by the School of Professional Studies for this course.

SCI 200 - Science Forward: A Framework for Scientific Inquiry (3 Credits)

A survey of life and physical sciences focusing on the common skills that all scientists use when they do science. Includes life and physical science contexts for these skills. Begins with an introduction to concepts in philosophy of science that help frame the interdisciplinarity and skills-focus of the course. Fields of science are then covered in roughly scale order, from large (Astronomy) to small (Medicine and Drug Design). Additional topics such as climate change, the water cycle, urban ecology, and neuroscience/artificial intelligence.

World Culture and Global Issues

Students are required to complete one course (three credits) in World Culture and Global Issues. This course will require you to do at least three of the following:

- Apply concepts and methods of a discipline or field to world cultures or global issues
- Analyze and describe culture, globalization, or global diversity
- Analyze the history of a non-U.S. society
- Analyze a major movement that has shaped a non-U.S. society
- Analyze the role of identity categories in a non-U.S. society
- Speak, read, and write in a language other than English

AFRS 101 - Ethnology of Africa (3 Credits)

Prerequisite: None

Applies the fundamental methods and concepts of cultural anthropology to the study of sub-Saharan African societies and nations, with emphasis on the impact of slavery and colonialism, current problems of economic and political development, and Africa's emerging place in 21st-century global interactions. Exploration of histories, politics, economics, family structures, gender, power, and health in different African cultures through analysis of ethnographies, text chapters, generalist summaries, historical research, news accounts, specialist articles, and literature.

CHIN 101 - Beginning Chinese I (3 Credits)

Prerequisite: None

An introduction to Mandarin Chinese designed for students who have no or little prior experience in the language. An integrated approach to basic language skills of listening, speaking, reading and writing, emphasizing pronunciation and tones, as well as the most basic structure and patterns of Chinese grammar.

CHIN 102 - Beginning Chinese II (3 Credits)

Prerequisite: CHIN 101

A continuation of elementary introduction to Mandarin Chinese aimed at developing the four language skills of listening, speaking, reading and writing. Emphasis is on pronunciation, tones and the basic structure of Chinese grammar and increasing knowledge of Chinese cultures.

ENG 211 - World Literature (3 Credits)

Prerequisite: None

Explores a selection of global literary works from antiquity to the present. Analyzes complete texts and extracts or episodes from texts that reference or connect literary traditions across time and cultures.

HIST 102 - Origins of the Modern World, 1500 to the Present (3 Credits)

Prerequisite: None

Analyzes global relationships in the contemporary world stemming from interactions between civilizations that began half a millennium ago. Introduces students to selected topics which illuminate these patterns and allow us to perceive our own world more clearly.

HIST 202 - Twentieth Century World History (3 Credits)

Prerequisite: None

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

LAS 101 - Latin America and Caribbean Cultures (3 Credits)

Prerequisite: None

Introduces texts and media from Latin American and Caribbean cultures, including film, music, and performance. Analyzes the distinguishing features of Latin American and Caribbean Cultures through study of cultural artifacts and issues related to history, politics, customs, and art. Required research on selected topics.

SPAN 101 - Beginning Spanish I (3 Credits)

Prerequisite: None

This course in conjunction with SPAN 102 provides a thorough grounding in Spanish grammar and vocabulary, including

intensive practice in speaking and listening through the use of audio-video resources. A microphone and speakers (or a headset) and a web camera to interact online with the instructor and to record individual, pair, and group work are required.

SPAN 102 - Beginning Spanish II (3 Credits)

Prerequisite: SPAN 101

Reviews and builds upon material learned in Spanish I through assignments and activities designed to increase mastery in listening, speaking, reading and writing. SPAN II presents more complex linguistic structures that build upon those learned in SPAN I and increase awareness of Spanish-American cultures. Individual and group reading, oral and written assignments increase exposure to and linguistic creation in the target language.

SPAN 110 - Spanish for Health Professions (3 Credits)

Prerequisite: None

Intended for students who have no background in the Spanish language, this course facilitates effective communication between patients and their healthcare providers (nurses, doctors, medical staff), through emphasis on basic, practical language needed to communicate with Spanish-speaking patients and their families in various settings. Building basic language fluency at the same time as medical terminology with cultural competency woven throughout, students will learn to gather and share basic information like greetings, goodbyes, patient intake, discussion of symptoms, location of pain and injuries, body parts, numbers, time, doses, and units of measure. Focus is on learning and becoming comfortable with basic medical Spanish phrases and medical Spanish vocabulary.

U.S. Experience in its Diversity

Students are required to complete one course (three credits) in U.S. Experience in its Diversity. This course will require you to do at least three of the following:

- Apply concepts and methods of a discipline or field to U.S. experience in its diversity
- Analyze and explain a major theme in U.S. history from multiple perspectives
- Evaluate the impact of indigenous populations, slavery, or immigration on the U.S.
- Explain and evaluate the role of the U.S. in international relations
- Identify, differentiate between, and analyze the influence of the legislative, judicial, and executive branches of government
- Analyze and discuss U.S. society in terms of race, ethnicity, class, gender, sexual orientation, belief, etc.

AMER 200 - American History and Culture (3 Credits)

Prerequisite: None

Explores race, class, and gender in American history and culture. Secondary source material by scholars of American Studies and primary source materials in a variety of genres, including music, poetry, art, and material culture, convey the ways in which American culture has been shaped by and has helped to shape ideas of race, class, and gender.

GEOG 301 - International Migration (3 Credits)

Prerequisite: None

This course is a quantitative and qualitative examination of historic and contemporary international migration patterns. Emphasis

is on spatial demographic impacts of immigration policy in the United States with special attention to major urban centers. A comparative analysis of ethnic and racial minorities in the United States will also be offered.

LANG 201 - Language in a Multicultural Setting (3 Credits)

Prerequisite: None

Introduces the foundations of linguistics and language acquisition. Analyzes language in multicultural American urban settings. Critiques bilingual/bidialectal families and bilingual education; language and gender; literacy in a changing, technological society; and different dialects and registers of American English. Appraises recent and classic scholarship in linguistics, literature, and related fields. Requires reflection and analysis of personal linguistic experiences and backgrounds.

POL 201 - Politics and Government of New York City (3 Credits)

Prerequisite: None

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

SOC 250 - Transformations of Work in America (3 Credits)

Prerequisite: None

Using historical and social science perspectives, this course provides an overview of and analyzes changes in the nature, organization, structure, and meaning of work in the U.S. since the dawn of the industrial revolution. What people do at work - using what materials, who works and who doesn't, why people work, where they do it, and for how long are fundamental questions that provide a framework for exploring the transformations. Topics covered include: the impact of technology on work; social attitudes and differentiation of participation in the workforce based on gender, race, class, age, sexual orientation, ability, and religion; work-related rights and obligations, human relations and organizational culture in the workplace; the globalization of work; location and design of the workplace, and shifts in conceptual and practical understandings of job, occupation, profession, and career.

Creative Expression

Students are required to complete one course (three credits) in Creative Expression. This course will require you to do at least three of the following:

- Apply concepts and methods of a discipline or field to creative expression
- Analyze and describe the significance of arts from diverse cultures of the past
- Articulate how the arts/communications interpret and convey meaning and experience
- Demonstrate knowledge of the skills involved in the creative process
- Conduct research and communicate using appropriate technologies

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

Prerequisite: None

Introduces art and the academic discipline of art history. Using the discipline's technical vocabulary, analyzes the standard visual, material and symbolic components of art. Addresses cultural products created from the Neolithic through to the end of the Western Middle Ages. Analyzes the purpose of art. Examines painting, drawing, sculpture and architecture in historical, political and cultural context. Analyzes art's function within society. Critiques how successive movements and styles are indebted to the past and to influences from other sources. Introduces key movements, important artworks and the biographies of individual artists.

ART 202 - Arts and Civilization: Renaissance through the 21st Century (3 Credits)

Prerequisite: None

Introduces art and the academic discipline of art history. Using the discipline's technical vocabulary, analyzes the standard visual, material and symbolic components of art. Addresses cultural products created from the Renaissance to the present. Examines Western painting, drawing, sculpture, architecture and photography in historical, political and cultural context. Analyzes art's function within society. Critiques how successive movements and styles are indebted to the past and to other sources. Introduces key movements, important artworks and the biographies of individual artists.

ART 210 - Modern Art in the City (3 Credits)

Prerequisite: None

Introduces students to 20th and early 21st century visual arts. Examines the biographies of artists and their cultural settings, and explores the products of creative expression as they have been realized through the eyes of painters, photographers, sculptors and architects.

ENG 301 - Science Fiction (3 Credits)

Prerequisite: None

Examines the history of science fiction literature and film, tracing the development of the "hard" and "soft" sub-genres. Identifies and explains some of the most common tropes, elements, concepts, and styles. Evaluates creative and societal responses to scientific fields such as space exploration, artificial intelligence, time travel, genetic engineering, and the development and future of cyberspace. Considers the impact that public fears of and fascination with science has on literature and film.

ENG 331 - Studies in the Folk Tale and the Classic Fairy Tale (3 Credits)

Prerequisite: None

Examines the development of folk tale from the oral form to what is known as the literary fairy tale (a tale never intended for children). Explores the global, historical and cultural origins of folk and fairy tales. Analyzes the universality of folk tales by examining the role that they play in the ethnography of diverse cultures. Traces the rise of the literary fairy tale from its origins in the oral folk tales to contemporary rewritings. Introduces diverse folk tales, literary fairy tales, critical essays, and films in order to come to a greater understanding of the complex cultural significance of folk and fairy tales.

FLM 307 - Film Literacies: Communicating Culture through Film (3 Credits)

Prerequisite: None

Introduces the discipline of film studies. Analyzes a nation's culture and social history through its film. Assesses the impact that historical events, and social, cultural and political movements had on a nation's cinematic expression. Evaluates the work of individual directors and explores the ways that they translated their perceptions and experiences into film.

MUS 101 - Music Appreciation

Prerequisite: None

Introduces the study of music's fundamental elements, forms, styles, and genres. Analyzes the historical development of music -- its social impacts and influences on various cultural aspects. Considers how musicians use art to portray, criticize, and transform their societies. Requires the recognition of selected works, styles, and musical forms through perceptive, active listening.

Individual and Society

Students are required to complete one course (three credits) in Individual and Society. This course will require you to do at least three of the following:

- Apply concepts and methods of a discipline or field to exploring the relationship between individual and society
- Examine how an individual's place in society affects their experiences, values, or choices
- Articulate and assess ethical views and their underlying premises
- Articulate ethical uses of data and other information to respond to problems and questions
- Identify and analyze local/national/global trends or ideologies and their impact on individual/collective decision-making

ANTH 110 - Urban Life and Culture (3 Credits)

Prerequisite: None

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

ECO 201 - Microeconomics (3 Credits)

Prerequisite: None

An investigation of the microeconomy as seen through the eyes of the individual consumer and firm. Economic concepts, including profits, employment and resources via supply and demand, elasticity, utility, costs, and market structures are applied to significant contemporary economics problems.

PHIL 101 - Introduction to Philosophy (3 Credits)

Prerequisite: None

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

PHIL 110 - Critical Thinking (3 Credits)

Prerequisite: None

Focuses on the techniques of rational inference and analytical judgment. These include the study of informal logic (arguing cogently and recognizing common informal fallacies), formal patterns of reasoning (syllogistic and propositional logic), and

some distinctive analytical methods used in scientific and professional disciplines. Provides students with the competencies that are requisite to successful career growth and life-long learning.

PHIL 201 - Bioethics for Health Professions (3 Credits)

Prerequisite: None

An exploration of complex contemporary ethical problems from healthcare, the environment, and bioethics. Issues include problems of human experimentation and informed consent, end of life issues, reproductive technology, genetic privacy, abortion, allocation of resources, and humans' relationship with their environment. Classical and contemporary ethical theories, moral theories, and the fundamentals of scientific integrity will be applied to make principled, defensible, moral judgments.

PHIL 301 - Computers, Ethics, Society and Human Values (3 Credits)

Prerequisite: None

Examines the impact of computers and information networks on society. Considers privacy and confidentiality, computer crime, harassment, identity, honesty, mechanization, secrecy, proprietary rights, and technological dependence. Evaluates issues related to information systems and communication networks.

SOC 101 - Introduction to Sociology (3 Credits)

Prerequisite: None

An introduction to the theoretical perspectives, concepts, methods, and core research areas in sociology. Active learning projects develop understanding of the discipline of sociology and demonstrate mastery of key concepts in the field.

SOC 216 - Social Problems (3 Credits)

Prerequisite: None

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

Scientific World

Students are required to complete one course (three credits) in Scientific World. This course will require you to do at least three of the following:

- Apply concepts and methods of a field or discipline to exploring the scientific world
- Demonstrate how problems can be analyzed and solved using tools of science, math, technology, or formal analysis
- Articulate and evaluate the empirical evidence that supports a scientific or formal theory
- Articulate and evaluate the impact of technologies and scientific discoveries on today's world
- Understand the scientific principles that underline science-related matters of policy or public concern

BIO 310 - Pathophysiology and Pharmacology (3 Credits)

Prerequisite: BIO 200

This course combines the study of human disease processes and treatments. The etiology and pathogenesis of diseases are

discussed along with the application of diagnostic procedures and patient care. The pathology and underlying principles of the human systems are presented, along with characteristics of typical drugs, side effects, cautions, and interactions.

HIST 201 - The Ascent of Man: An Introduction to the History of Science (3 Credits)

Prerequisite: None

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

PHE 200 - Introduction to Public Health (3 Credits)

Prerequisite: None

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

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

Prerequisite: None

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

This course is based in part upon materials developed by the American Museum of Natural History that are used with permission by the School of Professional Studies for this course.

PSY 101 - General Psychology (3 Credits)

Prerequisite: None

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

SPS College Option Core

As a central part of the new curriculum, each senior CUNY college offers special courses relevant to its particular mission. SPS's College Option Core is the heart of our General Education curriculum, with courses designed to focus on digital literacy, writing, critical thinking, and quantitative reasoning.

COM 110 - Digital Information in the Contemporary World (3 Credits)

Prerequisite: None

Exploring new communication technologies and their impact on contemporary understandings of identity and community to discover what it means to inquire, to communicate, to collaborate, and to research online.

COM 210 - Writing at Work (3 Credits)

Prerequisite: ENG 101 or equivalent

An overview of professional workplace writing, including audience assessment, preparation for writing and research, design, editing, and collaborative writing. Models of effective writing and practice in preparing business correspondence, reports, instructions, proposals, presentations, and web content develop competence in creating documents routinely required of professionals in organizations. Relevant for a wide variety of professions.

PHIL 110 - Critical Thinking (3 Credits)

Prerequisite: None

Focuses on the techniques of rational inference and analytical judgment. These include the study of informal logic (arguing cogently and recognizing common informal fallacies), formal patterns of reasoning (syllogistic and propositional logic), and some distinctive analytical methods used in scientific and professional disciplines. Provides students with the competencies that are requisite to successful career growth and life-long learning.

PLA 300 - Portfolio Development for Prior Learning Assessment (3 Credits)

Prerequisite: ENG 101 or equivalent and permission of the Registrar

Guides students in the process of identifying and documenting learning from experience in a prior learning assessment portfolio, with the aim of petitioning for college level credit. Examination of the literature of adult learning and its application to prior learning and future learning goals. This course is graded pass/fail and is open only to students enrolled in undergraduate degree programs at the CUNY School of Professional Studies.

QUAN 201 - Quantitative Reasoning and Society (3 Credits)

Prerequisite: None

An interdisciplinary introduction to the ways in which data can be used to enhance thinking and decision-making capacities, including using simple statistical techniques, creating visual representations of quantitative data, deriving accurate conclusions from quantitative data, and using data effectively in analyses and arguments. Assignments build capacity to evaluate and write clearly about quantitative evidence using methods for analyzing and communicating about data that do not require complex mathematics.

Notice of Non-Discrimination

It is the policy of The City University of New York-applicable to all colleges and units- to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without discriminating on the basis of actual or perceived race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity,

marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, status as a victim of domestic violence/stalking/sex offenses, unemployment status, caregiver or familial status, prior record of arrest or conviction, or any other legally prohibited basis in accordance with federal, state and city laws. This policy is set forth in CUNY's Policy on Equal Opportunity and Non-Discrimination.

CUNY's Policy on Sexual Misconduct prohibits all forms of sexual misconduct, including sexual harassment, gender harassment and sexual violence. Inquiries concerning sexual misconduct or sex discrimination may be made to the individuals specified in that Policy or may be referred to the U.S. Department of Education, Office for Civil Rights.

It is also the University's policy to provide reasonable accommodations and academic adjustments, when appropriate, to individuals with disabilities, individuals observing religious practices, individuals who have pregnancy or childbirth-related medical conditions and victims of domestic violence/stalking/sex offenses. The process for addressing these issues is set forth in CUNY's Procedures for Implementing Reasonable Accommodations and Academic Adjustments.

Retaliation for reporting or opposing discrimination, cooperating with an investigation of a discrimination complaint, or requesting an accommodation or academic adjustment is also prohibited.

To access CUNY's Policy and Procedures on Equal Opportunity and Non-Discrimination, Policy on Sexual Misconduct, and Procedures for Implementing Reasonable Accommodations and Academic Adjustments, please visit these links:

- [The City University of New York Policy on Equal Opportunity and Non-Discrimination](#)
- [The City University of New York Policy on Sexual Misconduct](#)
- [Reasonable Accommodations and Academic Adjustments](#)

The following person [or people if more than one] has been designated at (Add College or Unit Name) to handle inquiries and complaints relating to CUNY's Policy on Equal Opportunity and Non-Discrimination and Policy on Sexual Misconduct and to ensure compliance with CUNY's Procedures for Implementing Reasonable Accommodations and Academic Adjustments:

K. Maynard

Director, Office of Faculty and Staff Resources

Room 1016

119 West 31st Street

New York, NY 10001

646-664-8680

kristin.maynard@cuny.edu

The following federal, state, and local agencies enforce laws against discrimination:

- New York City Commission on Human Rights
- New York State Division on Human Rights,
- U.S. Equal Employment Opportunity Commission,
- United States Department of Justice,
- United States Department of Education, Office for Civil Rights,

Student Rights and University Policies

All general CUNY policies apply to the CUNY School of Professional Studies, including such issues as nondiscrimination, sexual harassment, and freedom of information. All of these policies and many more are available on the University website www.cuny.edu.

Campus Safety and Security Policies

A safe and secure campus depends on the cooperation and assistance of everyone to be aware of possible safety hazards and of the potential for crime on campus. Crime prevention and prompt reporting of unsafe conditions should be the objectives of every member of the CUNY SPS community.

Public safety officers make patrols in CUNY SPS buildings and an officer is stationed in the main lobby of 119 West 31st Street. Officers carry portable radios to communicate with other officers and to summon aid if necessary.

CUNY SPS's policy is that students and employees must report safety hazards, crimes, loss of property, illness, or injury. Proper reporting facilitates apprehension of criminals and assists in making CUNY SPS safe. Incidents can be reported to any uniformed peace or security officer by calling 646.664.8600, visiting the main Office of Public Safety in Room 217C at 119 W. 31st ST., or visiting the main lobby security station at 119 W. 31st St.. A member of this office is in constant touch with the local precinct to monitor and record off-campus crime.

A daily log is maintained in the public safety office that records by date any crime that occurred on or off campus within the campus patrol jurisdiction and was reported to the office or the 13th Precinct of the New York City Police Department. Entries into the log must include the nature, date, time, and general location of each crime and the disposition of the complaint, if known. The School is further required to issue a timely warning to the School community when a crime that the institution considers to be a threat to students and employees is reported to a campus security authority or a local police agency. This warning is immediate through CUNY ALERT. Entry into the log will be made within two business days unless disclosing this information is prohibited by law or would jeopardize the confidentiality of the victim. The 1998 amendments to the Clery Act also permit an institution to withhold this information if release of the information would jeopardize an ongoing criminal investigation or jeopardize the safety of an individual, cause a suspect to flee or evade detection, or result in the destruction of evidence. However, once the adverse effect of disclosing the crime information is no longer likely to occur, the institution must disclose the information.

The Office of Public Safety operates Monday thru Thursday 7:00am to 11:00pm, and 7:00am to 7:00pm Fridays and Saturdays. A Peace Officer is always present on campus while classes are in session, including weekends.

The Public Safety office is located at 119 West 31st Street. To report an emergency, call 646.664.8600. However, in the event of immediate danger, dial 911, New York City's emergency assistance phone number.

Personal Safety and Security on Campus

The Public Safety Office's primary methods of reducing crime are through vigilance and education of the CUNY SPS community about ways to minimize vulnerability. Vigilance includes limiting access to campus facilities to only those people who have proper CUNY SPS and CUNY identification.

Students, faculty, and staff must display identification cards while on campus. Invalid ID cards are subject to confiscation. Access to CUNY SPS buildings is accomplished by swiping ID cards through turnstiles. If a visitor does not have a valid CUNY or CUNY SPS identification card, he/she must show the officer on duty a government issued identification and sign a roster. When the School is not in session, advance notice must be given to the Office of Public Safety before access can be granted to any CUNY SPS building. The Office of Public Safety is in continuous contact with the Office of Campus Operations regarding security considerations related to campus projects.

Members of the security office provide guidance and assistance to crime victims in reporting incidents to the police. If a serious incident occurs on campus, the Public Safety Office and 911 should be called. The Public Safety Office's primary concern is the safety and well-being of the victim. Apprehension of the assailant and preservation of evidence of the crime are secondary but important considerations.

When an officer arrives, the initial information needed is a brief account of what happened, a physical description of the assailant, and the assailant's direction of flight. The sooner a crime is reported, the better the chance that the criminal will be caught. Even if a victim does not want to file an official police report, he/she can still provide the police with information that could help in an arrest and possible prevention of another crime. If necessary, a member of the CUNY SPS Public Safety Office will guide a victim through the criminal justice system.

Facilities

The CUNY School of Professional Studies occupies classrooms and administrative offices at the following locations. Access to each location varies in accordance with the public and private functions of each building.

Location: 119 W. 31st St.
New York, NY 10001

Hours:	Monday to Thursday:	8:00a.m. - 10:00p.m.
	Friday:	8:00a.m. - 6:00p.m.
	Saturday:	8:00a.m. - 6:00p.m.
	Sunday:	Closed

Access: Access to 119 W. 31st St. is granted to faculty, staff, and students upon presentation of a valid ID card from the CUNY School of Professional Studies, the Graduate School and University Center, or another CUNY college. All other visitors must show another form of picture identification and sign in at the lobby security desk. No one is permitted to enter the building during off hours.

Location: 101 W. 31st St. (6th & 7th Floors)
New York, NY 10001

Hours: Monday to Friday: 6:00a.m. - 10:00p.m.
Saturday: 10:00a.m. - 6:00p.m.
Sunday: Noon - 6:00p.m.

Access: 101 West 31st St. is a public building with a staffed security desk in the main entrance lobby. The building landlord issues ID cards for employees' building access. Students must show CUNY SPS ID to the building security guards for entry. Visitors are required to show ID and sign in at the security desk. Staff are encouraged to use the building's new guest pre-registration system.

Location: The Joseph S. Murphy Institute
25 West 43rd St.
(18th and 19th floors)
New York, NY 10036

Hours: Monday to Thursday: 9:00 a.m. - 10:00 p.m.
Friday: 9:00 a.m. - 5:00 p.m.
Saturday: 10:00 a.m. - 5:00 p.m. (fall and spring semesters only)

Access: Access to the 25 West 43rd Street is granted upon presentation of a valid ID card of the CUNY School of Professional Studies, the Graduate School and University Center, or any other CUNY college. Visitors during office hours and off-hour event attendees must show another form of picture identification and sign in at the lobby security desk.

Students or employees wishing access to the Murphy Institute beyond regular building hours must receive authorization from Institute staff. Permission will be granted for special classes, events, or meetings on a case-by-case basis. Members of the general public attending special events or meetings held during off-hours must show a form of picture identification and sign in at the building's lobby security desk on the main floor

Bicycle Policy

There is no bicycle storage at the CUNY School of Professional Studies, and no bicycles are permitted in the buildings.

- Always lock your bicycle securely, whether you're gone for a few minutes or a few hours.
- Use a U-lock, securing both wheels and the frame to a stationary object such as a post, fence, tree, or bike rack.
- For extra security, add a chain or cable with a good padlock. Always park your bike where it can be easily seen.
- Report suspicious persons or anyone loitering around bike racks for no apparent reason.

Demonstrations/Picketing

Picketing in an orderly manner is permitted in front of the building subject to New York City rules and regulations, which provide that there may not be interference with pedestrian traffic or with access to and egress from the building through all entrances. New York City regulations for picketing and demonstrations also provide that hand-held signs may not be mounted on sticks or other hard objects.

Emergency Closing Announcements

All locations of the CUNY School of Professional Studies, including the Murphy Institute, are part of the CUNY Graduate School and University Center. During weather emergencies, decisions to close the CUNY School of Professional Studies are governed by the closing of the Graduate School and University Center. This decision is made by the President of the Graduate School and University Center, in consultation with the CUNY Executive Vice Chancellor and Chief Operating Officer.

In the instance of a Non-CUNY closure (i.e.: a building-specific closure), the building landlord will communicate this imminent closure to the SPS Director of Campus Operations, who will alert the Public Safety Sergeant and the Associate Dean of Administration and Finance. Such closures will be posted on the CUNY SPS website at sps.cuny.edu

For information regarding CUNY SPS closings, consult the following media:

Telephone Numbers:

212.652.2869 - CUNY School of Professional Studies recorded message
718-330-1234 - New York City announcements, transportation conditions, and emergency bulletins
311 - New York City information line

Web sites:

http://sps.cuny.edu	CUNY School of Professional Studies
www.cuny.edu	CUNY information
www.gc.cuny.edu	CUNY Graduate School and University Center
www.nyc.gov	New York City
www.ny1.com	New York One (television)
www.nbcnewyork.com	WNBC (television)
www.1010wins.com	WINS (radio)

Radio:

AM 880 - WCBS
AM 1010 - WINS

Television:

Maintenance of Public Order

The Board of Trustees in compliance with Chapter 191 of the Laws of 1969 (Henderson Act) adopts the following rules and regulations for the maintenance of public order on college campuses and other college property used for educational purposes:

1. Rules Governing Members of the Academic Community and Visitors

A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he or she interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation and use of University/college equipment and/or supplies.

Theft from or damage to University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.

Each member of the academic community or an invited guest has the right to advocate his or her position without having to fear abuse-physical, verbal, or otherwise-from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights, or whose presence interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

Disorderly or indecent conduct on University/college-owned or -controlled property is prohibited.

No individual shall have in his or her possession a rifle, shotgun or firearm or knowingly have in his or her possession any other dangerous instrument or material that can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his or her possession any other instrument or material that can be used and is intended to inflict bodily harm on any individual or damage upon a building or the grounds of the University/college.

Any action or situation that recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/college premises, or as part of any University/college activities is prohibited. Employees of the University must also notify the college personnel director of any criminal drug statute conviction for a violation occurring in the workplace not later than five days after such conviction.

The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

2. Sanctions

2.1 Definitions

- a. Admonition: An oral statement to the offender that he or she has violated university rules
- b. Warning: Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct within a period of time stated in the warning, may be cause for more severe disciplinary action
- c. Censure: Written reprimand for violation of a specified regulation, including the possibility of more severe disciplinary sanctions in the event of a conviction for the violation of any University regulation within a period stated in the letter of reprimand
- d. Disciplinary Probation: Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time
- e. Restitution: Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages
- f. Suspension: Exclusion from classes and other privileges or activities, as set forth in the notice of suspension, for a definite period of time
- g. Expulsion: Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion
- h. Complaint to Civil Authorities
- i. Ejection

Admonition, warning, censure, and disciplinary probation shall be in addition to any other penalty provided by law or The City University.

2.2 Students

Any student engaging in any manner in conduct prohibited under this policy shall be subject to the following range of sanctions defined in this policy

- a. Admonition
- b. Warning
- c. Censure
- d. Disciplinary probation
- e. Restitution
- f. Suspension
- g. Expulsion
- h. Ejection
- i. Arrest by the civil authorities

2.3 Faculty and Staff

Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under this policy shall be subject to the following range of penalties:

- a. Warning
- b. Censure
- c. Restitution
- d. Fine not exceeding those permitted by law or by the Bylaws of the University
- e. Suspension with or without pay pending a hearing before an appropriate college authority
- f. Dismissal after a hearing
- g. Ejection

h. Arrest by the civil authorities

For engaging in the unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances on University/college premises, or as part of any University/college activities, such an individual may, alternatively, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff charged with engaging in any of these activities shall be entitled to be treated in accordance with applicable provisions of the Education Law or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of the University.

2.4 Visitors

Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under this policy shall be subject to ejection, and/or arrest by the civil authorities.

2.5 Organizations

Any organization that authorizes the conduct prohibited under this policy shall have its permission to operate on campus rescinded.

3. Dissemination of Rules and Regulations

A copy of these rules and regulations is filed with the Regents of the State of New York and with the Commissioner of Education. These rules and regulations are to be incorporated in each college bulletin.

4. Security Services On Campuses

All security and safety services provided on college-owned or leased facilities shall be the responsibility of the college President.

College responsibility for security and public safety applies to any building or property owned or controlled by the college and used by the college in direct support of, or related to, its educational purposes, and any building or property owned or controlled by student organizations recognized by the college. This includes student union buildings and other entities that bear the name of the college.

All security or security related functions at events in college facilities, such as performances, speeches, conferences, meetings, classes, and other special events, shall be managed by the college. No private security personnel, such as bodyguards or escorts acting in a security capacity-with the exception of security guards contracted for by the college-shall perform any campus security or security related functions. The use of armed private security guards is prohibited.

After consultation with the campus faculty and student constituencies, as well as with the appropriate University offices, the colleges are to establish security and safety guidelines for persons or organizations appearing at campus events or using campus facilities, consistent with this policy. Contracts for speakers or space rentals should contain conditions whereby events may be canceled or payments or deposits may be forfeited for failure to comply with college security policies and procedures. Additionally, any person or organization violating such an agreement may be denied future access to any University campus or related facility in addition to any other applicable college or lawful sanctions.

This policy does not apply to federal, state, county, or municipal sworn law enforcement officers, or to foreign or international law enforcement personnel who are officially charged with the responsibility of providing security for particular individuals, or who are involved in a law enforcement capacity-e.g. crowd control in conjunction with the security officers of the college.

This policy, which applies to all facilities and events whether fees are paid to speakers or funded through student fees, is not intended to limit or abridge individual access to or attendance at college events.

In the event that private security is necessary and requires an exception to this policy, such exceptions must be approved by the college President and the Chancellor and reported to the Board of Trustees' Committee on Fiscal Affairs, Facilities, and Contract Review at the earliest practicable time.

5. Campus Peace Officers

The Board of Trustees of the University has the power to appoint campus officers who shall have the powers of peace officers as set forth in the Criminal Procedure Law within the geographical area of the City of New York. The powers of such peace officers include making arrests, searches and issuing appearance tickets, but not the power to carry firearms. It is appropriate to authorize the Chancellor to withhold these powers of peace officers when they are undergoing background checks and training and to suspend them while they are under investigation for misconduct or poor performance, under a disciplinary penalty, and other circumstances.

The Board of Trustees authorizes the Chancellor or his or her designee to withhold and make the initial designation, and to suspend and reinstate the authority and powers as peace officers-under the Criminal Procedure Law of New York State-of campus peace officers who have been appointed by the Board of Trustees.

6. Outside Law Enforcement Intervention

A college president, or his or her designee, shall consult with the Chancellor or his or her designee prior to involving law enforcement agencies during a campus protest, including summoning the police, except in cases of immediate danger to personal safety or to property. In considering such action, the President, or his or her designee, shall make all possible efforts to consult with the student body president(s) and the chair of the faculty governance body. The Chancellor shall endeavor to consult with the student trustee on the President's intent to call the police.

The Chancellor shall develop a process to be followed by the colleges and the central office prior to calling the police.

7. Violent Felony Offenses and Missing Students

Each college shall adopt and implement a plan providing for the investigation of any violent felony offense occurring at, or, on the grounds of each such institution, and providing for the investigation of a report of any missing student who resides in a facility owned or operated by the college. Such plans shall provide for the coordination of the investigation of such crimes and reports with the New York City Police Department.

The Chancellor is authorized to execute such agreements as are necessary with the New York City Police Department providing for the prompt investigation of such violent felony offenses and missing student reports. The plans of each college shall include compliance with the terms of such agreement(s).

Each college plan must provide for the coordination of the investigation of such reports between the University Public Safety Peace Officer Service and the New York City Police Department in accordance with a written agreement. the University intends to have a master agreement for all of the University colleges with the Police Department. Although the law requires that college plans also include provisions for the reporting and investigation of missing students, this is limited to students residing in dormitories (i.e., facilities owned or operated by the college).

Policies and Procedures on Equal Opportunity, Non-Discrimination, and Against Sexual Harassment

I. Policy on Equal Opportunity and Non-Discrimination

The City University of New York ("University or "CUNY"), located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University.

It is the policy of the University to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, or status as a victim of domestic violence/stalking/sex offenses, or any other legally prohibited basis in accordance with federal, state and city laws.¹

It is also the University's Policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, or employees who are victims of domestic violence/stalking/sex offenses.

This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

¹ As a public university system, CUNY adheres to federal, state and city laws and regulations regarding non-discrimination and affirmative action. Should any federal, state or city law or regulation be adopted that prohibits discrimination based on grounds or characteristics not included in this Policy, discrimination on those additional bases will also be prohibited by this Policy.

Prohibited Conduct Defined

Discrimination is treating an individual differently or less favorably because of his or her protected characteristics-such as race, color, religion, gender, national origin, or any of the other bases prohibited by this Policy.

Harassment is unwelcome conduct based on a protected characteristic that has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment. Such conduct can be verbal, written, visual, or physical.

Retaliation is adverse treatment of an individual because he or she made a discrimination complaint, opposed discrimination, or cooperated with an investigation of a discrimination complaint.

II. Policy Against Sexual Harassment

Sexual harassment, a form of sex discrimination, is illegal under federal, state, and city laws, and will not be tolerated within the University. Members of the University community who believe they have been sexually harassed are strongly encouraged to report the allegations as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult to investigate the allegations.

Sexual Harassment Defined

Sexual harassment consists of unwelcome sexual advances or requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
- submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between a faculty member and student, supervisor and

employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (such as a student sexually harassing a faculty member).

Examples of Sexual Harassment

Sexual harassment may take different forms. Using a person's response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment include, but are not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, favorable grades, or recommendations);
- submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target finds, and a reasonable person would find, that an intimidating, hostile or abusive work or academic environment has been created. Examples of this kind of sexual harassment include, but are not limited to, the following:

- sexual comments, teasing, or jokes;
- sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse of a sexual nature;
- graphic or sexually suggestive comments about an individual's attire or body;
- graphic or sexually suggestive gestures;
- inquiries or discussions about sexual activities;
- pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- sexual touching, brushing up against another in a sexual manner, cornering, pinching, grabbing, kissing, or fondling;
- coerced sexual intercourse or sexual assault.

Consensual, Intimate Relationships

1. Relationships between faculty or employees and students

Amorous, dating or sexual activity or relationships ("intimate relationships"), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between students and faculty members and between students and employees who advise or evaluate them, such as athletic coaches or workplace supervisors. Such relationships necessarily involve issues of student vulnerability and have the potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty member or employee is required to evaluate the work or make personnel or academic decisions with respect to a student with whom he or she is having an intimate relationship. Finally, if the relationship ends in a way that is not amicable, the relationship may lead to charges of and possible liability for sexual harassment.

Therefore, faculty members and other employees are prohibited from engaging in intimate relationships with students for whom they have a professional responsibility, including undergraduates, graduate and professional students and postdoctoral fellows. For purposes of this section, professional responsibility for a student means responsibility over academic matters, including teaching, counseling, grading, advising for a formal project such as a thesis or research, evaluating, hiring, supervising, coaching, making decisions or recommendations that confer benefits such as admissions, registration, financial aid, other awards, remuneration, or fellowships, or performing any other function that might affect teaching, research, or other academic opportunities.

2. Relationships between supervisors and employees

Many of the concerns about intimate relationships between faculty members or employees and students also apply to relationships between supervisors and employees they supervise. Those relationships therefore are strongly discouraged. Supervisors shall disclose any such relationships to their supervisors in order to avoid or mitigate conflicts of interest in connection with the supervision and evaluation of the employees with whom they have a consensual relationship. Mitigation may involve the transfer of either the supervisor or employee, reassigning the responsibility to evaluate the employee to a different supervisor, or other appropriate action.

For purposes of this section, supervising an employee means supervising in an employment setting, including hiring, evaluating, assigning work, or making decisions or recommendations that confer benefits such as promotions, raises or other remuneration, or performing any other function that might affect employment opportunities.

Retaliation

This Policy prohibits retaliation for reporting or opposing sexual harassment, or cooperating with an investigation of a sexual harassment complaint.

III. Discrimination, Sexual Harassment and Retaliation Complaints

The City University of New York is committed to addressing discrimination and sexual harassment complaints promptly, consistently and fairly. There shall be procedures for making and investigating such complaints, which shall be applicable at each unit of the University.

IV. Academic Freedom

These policies shall not be interpreted so as to constitute interference with academic freedom.

V. Responsibility for Compliance

The President of each college of the University, the CUNY Executive Vice Chancellor and Chief Operating Officer, and the Deans of the Law School and Graduate School of Journalism will have ultimate responsibility for overseeing compliance with these policies at their respective units of the University. In addition, each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility must promptly consult with the Chief Diversity Officer if they become aware of conduct that may violate this policy. All members of the University community are required to cooperate in any investigation of a discrimination, sexual harassment, or retaliation complaint.

Policies adopted by CUNY Board of Trustees on November 26, 2012. These Policies supersede CUNY's prior non-discrimination and sexual harassment policies and became effective upon adoption.

Procedures for Reporting Discrimination and Against Sexual Harassment ²

1. Reporting Discrimination, Harassment and/or Retaliation

The University is committed to addressing discrimination, including harassment, and retaliation complaints promptly, consistently and objectively.

Members of the University community may promptly report any allegations of discrimination, including sexual harassment, or retaliation as specified below:

- Applicants, employees, and students with discrimination complaints should raise their concerns with the Chief Diversity Officer³ at their location.
- Applicants, employees, and students with sexual harassment complaints should raise their concerns with the Sexual Harassment Coordinator or Deputy Coordinator at their location.
- Students with complaints of sexual assault, stalking, domestic and intimate violence should follow the *Policy and Procedures Concerning Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students*.
- There are separate procedures under which applicants, employees, and students may appeal a decision concerning reasonable accommodations for a disability, which are set forth in CUNY's *Procedures on Reasonable Accommodation*.

2. Preliminary Review of Employee, Student, or Visitor Concerns

Individuals who believe they have experienced discrimination, harassment, and/or retaliation should promptly contact the Chief Diversity Officer at their location to discuss the issues, with or without filing a complaint. Following the discussion, the Chief Diversity Officer will inform the complainant of the options available. These include seeking informal resolution of the issues the complainant has encountered or asking that a full investigation be conducted. Based on the facts of the complaint, the Chief Diversity Officer may also advise the complainant that his or her situation is more suitable for resolution by another entity within the University.

²These Procedures govern any complaint of discrimination, sexual harassment, and/or retaliation whether addressed by the Chief Diversity Officer, Title IX Coordinator, Sexual Harassment Coordinator or Deputy Coordinator, or 504/ADA Coordinator. Additionally, these procedures are applicable to all of the units and colleges of the University. The Hunter College Campus Schools may make modifications to these procedures, subject to approval by the University, as appropriate to address the special needs of their elementary and high school students.

These Procedures are intended to provide guidance for implementing the University Policies on Equal Opportunity, Non-discrimination, and Against Sexual Harassment. These Procedures do not create any rights or privileges on the part of any others.

The University reserves the right to alter, change, add to, or delete any of these procedures at any time without notice.

³ Depending on the campus or location, the Chief Diversity Officer often serves the additional roles of 504/ADA Coordinator, addressing disability reasonable accommodation concerns, Title IX Coordinator, addressing sex discrimination allegations of students, and Sexual Harassment Coordinator or Deputy Coordinator.

3. Filing a Complaint

Following the discussion with the Chief Diversity Officer, individuals who wish to pursue a complaint of discrimination, harassment, and/or retaliation should be provided with a copy of the complaint form. Complaints should be in writing whenever possible, including in cases where the complainant is seeking an informal resolution.

4. Informal Resolution

Individuals who believe they have been discriminated or retaliated against may choose to resolve their complaints informally. Informal resolution is a process whereby parties can participate in a search for fair and workable solutions. The parties may agree upon a variety of resolutions, including, but not limited to, modification of a work assignment, training for a department, or an apology. The Chief Diversity Officer will determine if informal resolution is appropriate in light of the nature of the complaint. Informal resolution requires the consent of both the complainant and the accused and suspends the complaint process for up to thirty (30) working days, which can be extended, at the discretion of the Chief Diversity Officer, upon consent of both parties. Resolutions should be agreed upon, signed by, and provided to both parties. Once both parties reach an informal agreement, it is

final. Because informal resolution is voluntary, sanctions may be imposed against the parties only for a breach of the executed voluntary agreement.

The Chief Diversity Officer or either party may at any time, prior to the expiration of thirty (30) working days, declare that attempts at informal resolution have failed. Upon such notice, the Chief Diversity Officer may commence a full investigation.

If no informal resolution of a complaint is achieved, the complainant may request that the Chief Diversity Officer conduct a full investigation of the complaint.

5. Investigation

A full investigation of a complaint may commence when it is warranted after a review of the complaint, or after informal resolution has failed.

It is recommended that the intake and investigation include the following, to the extent feasible:

- a. Interviewing the complainant. The complainant should be informed that an investigation is being commenced, that interviews of the accused and possibly other people will be conducted, and that the President⁴ will determine what action, if any, to take after the investigation is completed.
- b. Interviewing the accused. The accused should be advised that a complaint of discrimination has been received and should be provided a copy of the complaint unless circumstances warrant otherwise. Additionally, the accused should be advised that an investigation has begun, which may include interviews with third parties, and that the President will determine what action, if any, to take after the investigation is completed. An accused employee who is covered by a collective bargaining agreement may consult with, and have, a union representative present during the interview.

The accused must be informed that retaliation against any person who files a complaint of discrimination, participates in an investigation, or opposes a discriminatory employment or educational practice or policy is prohibited under these policies and federal, state, and city laws. The accused should be informed that if retaliatory behavior is engaged in, he/she may be subject to disciplinary charges, which, if sustained, may result in penalties up to and including termination of employment, or permanent dismissal from the University if the accused is a student.

- c. Interviewing witnesses. The Chief Diversity Officer should determine if, in addition to the complainant, the accused, and those persons named by them, there are others who may have relevant information regarding the events in question and whether there is documentary evidence that may be relevant to the complaint. Persons interviewed should be advised to maintain confidentiality over discussions had during the investigative interview.

⁴ References to the President in these Procedures refer to the Executive Vice Chancellor and Chief Operating Officer and the Deans of the Law School and Graduate School of Journalism wherever those units are involved, rather than a college.

6. Withdrawing a Complaint

A complaint of discrimination may be withdrawn at any time during the informal resolution or investigation process. Only the complainant may withdraw a complaint. Requests for withdrawals must be submitted in writing to the Chief Diversity Officer. The University reserves the right to continue with an investigation if it is warranted. In a case where the University decides to continue with an investigation, it will inform the complainant.

In either event, the accused will be notified in writing that the complainant has withdrawn the complaint and whether University officials determined that continuation of the investigation is warranted for corrective purposes.

7. Timeframe

While some complaints may require extensive investigation, whenever possible, the investigation of complaints should be completed within sixty days of the receipt of the complaint. If there is an undue delay in completing the investigation, the Chief Diversity Officer should send the parties the Delay Notification Letter.

8. Action Following Investigation of a Complaint

- a. Promptly following the completion of the investigation, the Chief Diversity Officer will report his or her findings to the President, and in the event that the accused or complainant is a student, also to the Chief Student Affairs Officer.
- b. Following such report, the President will review the complaint investigation report and, when warranted by the facts, authorize such action as he or she deems necessary to properly correct the effects of or to prevent further harm to an affected party or others similarly situated. This can include commencing action to discipline the accused under applicable University Bylaws, policies or collective bargaining agreements.
- c. The complainant and accused should be apprised in writing of the outcome and action taken as a result of the complaint.
- d. For each investigation, the President will sign a form that will go into the investigation file, stating what, if any, action will be taken pursuant to the investigation.
- e. If the President is the accused, the Vice Chancellor of Human Resources Management will appoint an investigator who will report his/her findings to the Chancellor or his/her designee, who will determine what action will be taken and whose decision will be final.

9. Immediate Preventive Action

The President may take whatever action is appropriate to protect the college community.

10. False and Malicious Accusations

Members of the University community who make false and malicious complaints of discrimination, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

11. Anonymous Complaints

In the event that a complaint is anonymous, the complaint should be investigated as thoroughly as possible under the circumstances.

12. Responsibilities

a. Responsibilities of the President

1. Appoint a Chief Diversity Officer, a Sexual Harassment Coordinator and at least one Deputy Coordinator, a Sexual Harassment Awareness and Intake Committee,⁵ a 504/ADA Compliance Coordinator, and a Title IX Coordinator. The Chief Diversity Officer may be appointed to serve in multiple roles, such as Sexual Harassment Coordinator or Title IX Coordinator.
2. Ensure that the individuals appointed to handle allegations of discrimination, including sexual harassment and retaliation, are fully trained and equipped to carry out their responsibilities.
3. Ensure that supervisors receive training on these Policies.
4. Annually disseminate these Policies to the entire college community and include the names, titles and contact information of all appropriate resources at its location. Such information should be widely disseminated, including placement on the college website.

b. Responsibilities of Supervisors

Supervisory personnel exercise authority on behalf of the University. They include deans, directors, department chairpersons, executive officers, administrators, or other persons with supervisory responsibility. They must take steps to create a workplace free of discrimination, harassment and retaliation, and must take each and every complaint seriously. Supervisors must promptly consult with the Chief Diversity Officer if they become aware of conduct that may violate these Policies.

c. Responsibilities of the University Community-at-Large

1. Members of the University community who become aware of allegations of discrimination, including sexual harassment or retaliation should encourage the aggrieved individual to report the alleged behavior.
2. All employees and students are required to cooperate in any investigation.

d. Responsibilities of the Chief Diversity Officer

As the President's designee, the Chief Diversity Officer is responsible for providing consultation, informal complaint resolution, and investigation of all internal complaints of discrimination, harassment, and/or retaliation.

e. Responsibilities of the Sexual Harassment Coordinator, Deputy Coordinator and Sexual Harassment Awareness and Intake Committee ("SHAIC")

1. As the President's designee, the Sexual Harassment Coordinator is responsible for reviewing all complaints of sexual harassment from any member of the college community and for making efforts to resolve those complaints informally, if possible. When informal resolution is not possible, the Sexual Harassment Coordinator will investigate the complaint in accordance with these complaint procedures. The Sexual Harassment Coordinator will report to the President (and the Chief Student Affairs Officer, if the accused/complainant is a student) the results of the investigation. A Deputy Coordinator may also assume responsibility for the informal resolution or investigation of complaints, as assigned by the Sexual Harassment Coordinator.
2. SHAIC is responsible for educating employees about sexual harassment and its potential consequences to the University community, and for overseeing the sexual harassment training.
3. SHAIC members may explain the University complaint procedures and receive complaints and report them to the Sexual Harassment Coordinator or Deputy Coordinator, but not conduct any investigation. SHAIC members have an obligation to maintain confidentiality to the fullest extent possible.

⁵ It is recommended that a Sexual Harassment Awareness and Intake Committee consist of a minimum of five (5) persons, all of whom will be appointed by and serve at the pleasure of the President. Further, it is strongly recommended that the Committee reflect the diversity of the college and be composed of faculty members, staff, and students.

13. Some Relevant Laws Concerning Non-discrimination and Equal Opportunity

The CUNY community should be aware of the following laws relating to non-discrimination and equal opportunity:

Section 1324b of the Immigration and Nationality Act prohibits employers from intentional employment discrimination based upon citizenship or immigration status, national origin, and unfair documentary practices or "document abuse" relating to the employment eligibility verification or Form I-9 process. Document abuse prohibited by the statute includes improperly requesting that an employee produce more documents than required by the I-9 form, or a particular document, such as a "green card", to establish the employee's identity and employment authorization; improperly rejecting documents that reasonably appear to be genuine during the I-9 process; and improperly treating groups of applicants differently when completing the I-9 form.

Executive Order 11246, as amended, prohibits discrimination in employment by all institutions with federal contracts and requires affirmative action to ensure equal employment opportunities.

Title VII of the Civil Rights Act of 1964, as amended, prohibits discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other terms, conditions, and privileges of employment) on the basis of race, color, religion, national origin, or sex.

Title VI of the Civil Rights Act of 1964 prohibits discrimination or the denial of benefits because of race, color, or national origin in any program or activity receiving federal financial assistance.

Equal Pay Act of 1963, as amended, prohibits discrimination in compensation on the basis of sex.

Title IX of the Education Amendments of 1972 prohibits discrimination or the denial of benefits based on sex in any educational program or activity receiving federal financial assistance.

Age Discrimination in Employment Act, as amended, prohibits discrimination against individuals who are age 40 or older. *Section 504 of the Rehabilitation Act of 1973* defines and forbids acts of discrimination against qualified individuals with disabilities in employment and in the operation of programs and activities receiving federal financial assistance.

Section 503 of the Rehabilitation Act of 1973 requires government contractors and subcontractors to take affirmative action to employ and advance in employment qualified individuals with disabilities.

Vietnam Era Veterans' Readjustment Act of 1972, as amended, requires government contractors to take affirmative action to employ and advance in employment disabled and other protected veterans.

Uniformed Services Employment and Reemployment Rights Act of 1994, as amended, prohibits employment discrimination based on military status.

Americans with Disabilities Act of 1990, as amended, prohibits discrimination on the basis of disability.

Genetic Information Nondiscrimination Act of 2008 prohibits employment discrimination based on genetic information.

New York City Human Rights Law prohibits discrimination based on age, race, creed, color, national origin, gender, disability, marital status, partnership status, sexual orientation, alienage or citizenship status, arrest or conviction record, or status of an individual as a victim of domestic violence, sex offenses or stalking.

New York City Workplace Religious Freedom Act clarifies the employer's obligation to provide religious accommodation.

New York State Human Rights Law prohibits discrimination based on race, creed, color, national origin, sexual orientation, military status, sex, age, marital status, domestic violence victim status, disability, predisposing genetic characteristics or prior arrest or conviction record.

To access the Charge of Discrimination Form, visit <http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/finalnondeiscrippolicy121213.pdf>.

Nondiscrimination of Students on the Basis of Pregnancy, Childbirth and Related Conditions

The CUNY School of Professional Studies, as part of the Graduate School and University Center, does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodation from the Office of Accessibility at z.lobley@cuny.edu or 646.664.8615.

Disability Accommodations

The CUNY School of Professional Studies does not discriminate on the basis of disability in the admission and retention of students or the employment of faculty and staff. For information regarding services and facilities for students with disabilities, please refer to the "Student Services" section "Services for Students with Disabilities" and to the CUNY Disability Accommodations Procedure at http://sps.cuny.edu/filestore/2/1/3/3_93d012ea14e9f69/2133_aabb335752bec7f.pdf.

An internal grievance procedure provides for prompt and equitable resolution of complaints alleging any action prohibited by the Office of Civil Rights under section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. Grievances should be addressed to:

Dr. Zeita-Marion Lobley, Director of Student Services
CUNY School of Professional Studies
119 West 31st Street, 4th Floor
New York, New York 10001
z.lobley@cuny.edu

Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students

I. Policy Statement

The City University of New York seeks to create and maintain a safe environment in which all members of the University community—students, faculty and staff—can learn and work free from the fear of sexual assault and other forms of violence. The University's policies on Workplace Violence and Domestic Violence and the Workplace apply to all acts of violence that occur in the workplace or that may spill over into the workplace. The University's Sexual Harassment Policy prohibits many forms of unwelcome conduct, including but not limited to, physical conduct of a sexual nature. This policy is specifically directed towards sexual assault, domestic and intimate partner violence and stalking committed against students on and off-campus.

CUNY wants all victims of sexual assault, stalking and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained in the field to assist student victims in obtaining help, including immediate medical care, counseling and other essential services. If the alleged perpetrator is also a member of the CUNY community, the college will take prompt action to investigate, and, where appropriate, to discipline and sanction the alleged perpetrator. CUNY urges all victims to seek immediate help in accordance with the guidelines set forth in this policy with the assurance that all information received from a complaint will be handled as confidentially as possible. In order to eliminate sexual assaults and other forms of violence perpetrated against students, and to create a safe college community, it is critical to provide an appropriate prevention education program and have trained professionals to provide vital supportive services.

Accordingly, CUNY is committed to the following goals:

- Providing clear and concise guidelines for students to follow in the event that they or someone they know have been the victim of a sexual assault, domestic/intimate partner violence, or stalking.
- Assisting victims of sexual assault or abuse in obtaining necessary medical care and counseling, whether on or off-campus.
- Providing the most informed and up-to-date education and information to its students about how to identify situations that involve sexual assault, domestic and intimate partner violence, or stalking, and ways to prevent these forms of violence.
- Educating and training all staff members, including counselors, public safety officers and student affairs staff and faculty, to assist victims of sexual assault, domestic/intimate partner violence, or stalking.

- Ensuring that disciplinary procedures are followed in the event that the alleged perpetrator is a CUNY student or employee.

II. Procedures for Reporting Incidents of Sexual Assault and Other Forms of Violence

Obtaining assistance after a student is sexually assaulted, stalked or is in an abusive relationship is extremely important and can involve different points of on-campus contact for students, faculty and staff, including the Public Safety Department, Women's/Men's Centers and Counseling Departments, and/or the Dean of Student Development/Student Affairs. Each provides different forms of assistance which together address many of the needs of survivors.

• Contact Law Enforcement Personnel Immediately

CUNY urges any student who has been the victim of a sexual assault or other act of violence or abuse, or any student or employee who has witnessed a sexual assault or other act of violence against a student, to immediately report the incident to the college Public Safety Department if the attack occurred on-campus, or to call 911 or go to the local NYPD precinct if the incident took place off-campus. Each college shall be provided with a list of emergency contact numbers as part of its orientation and training programs.

• Seek Immediate Medical Attention

It is critical that victims of a physical assault receive comprehensive medical attention as soon as possible. For a sexual assault in particular, immediate treatment and the preservation of evidence of the attack (i.e. retain the clothing worn during the attack and do not shower) is crucial to a criminal investigation. If a student believes that she/he may be the victim of date rape by being drugged, she/he should go directly to a hospital to receive a toxicology examination since such drugs only remain in a person's system for a short period of time. In all other circumstances, public safety and police personnel can assist the victim in obtaining medical care. Each college shall be provided with a list of local hospitals, some of which are designated as SAFE (Sexual Assault Forensic Examiner) hospitals that are specially equipped to handle sexual assaults and are trained to gather minute evidence from such assaults. Rape crisis advocates at emergency rooms are also trained to handle domestic violence. EMS will be directed to bring victims to a SAFE hospital at their request. Medical attention is critical not only to treat internal and external injuries and to combat the possibilities of sexually transmitted infections and/or pregnancy, but also to collect evidence that can be used against the alleged perpetrator. It is also vital to ongoing safety and recovery that victims receive emotional support and professional counseling as soon as possible after the attack.

• Seek On-Campus Assistance

CUNY encourages student victims to contact the Dean of Student Affairs/Student Development to obtain assistance in accessing medical and counseling services, or to make any necessary changes to the student's academic program or residential housing situation. Public Safety can assist victims getting to and from campus safely, filing a police report and obtaining an order of protection against the alleged perpetrator. Victims can also file a complaint with the College against an alleged perpetrator who is a student or employee of the University with the Dean of Student Affairs/Student Development and the Public Safety Office

• Obtaining an On-Campus Advocate

Student victims of a sexual assault, stalking or domestic or intimate partner violence shall be provided with on-campus support in the form of an advocate from the Women's/Men's Center (if there is one on campus) or an appropriately

trained counselor to assist them in handling the various aspects of their ordeal, such as: 1) explaining to victims their options of whether or not to report the incident to campus or law enforcement authorities; 2) providing guidance if they require medical attention; 3) providing guidance in obtaining crisis intervention and/or ongoing counseling services (or a referral to obtain the necessary services if such services are not available on campus); and 4) assisting victims throughout the College's disciplinary process if they choose to file a complaint against another student in connection with the incident.

- **Handling Sexual Assault, Stalking and Domestic and Intimate Partner Violence Complaints On-Campus**

The Colleges shall act promptly in response to information that a student has been sexually assaulted, or has been the victim of domestic or intimate partner violence or stalking by another member of the CUNY community. Upon receipt of a complaint, the College shall undertake an appropriate investigation. If it appears that there is sufficient evidence to warrant disciplinary charges against a student or staff member, such charges shall be brought pursuant to the appropriate University procedures or collective bargaining agreement. If the alleged perpetrator is a student and the matter is brought before a hearing, the victim and alleged perpetrator are entitled to the same opportunities to have others present and to be informed of the outcome of the proceedings. The victim is entitled to a report of the results of the proceeding at her/his request. If a student is found guilty of committing a sexual assault or other act of violence against another CUNY student or employee after a disciplinary hearing, the penalties may include suspension, expulsion from residence halls, or permanent dismissal from CUNY.

In addition, if during the course of the investigation and/or disciplinary process the alleged perpetrator, or anyone on his/her behalf, seeks to contact the victim so as to harass, intimidate, threaten or coerce the victim in any way, the College reserves the right to bring additional disciplinary action against the actor. Such conduct by any member of the CUNY community will not be tolerated.

- **Confidentiality**

The University recognizes that confidentiality is particularly important to victims of sex crimes, domestic and intimate partner violence and stalking. If the victim seeks counseling with a licensed professional and/or works with an advocate from the campus, those communications will be confidential. CUNY encourages victims in all circumstances to seek counseling in order to speak about her/his options and to begin the recovery period.

While complete confidentiality cannot be guaranteed, every effort will be made to maintain confidentiality on a "need to know" basis. Generally, the wishes of a victim not to report a sexual assault or incident of domestic/intimate partner violence or stalking to the police will prevail, though the College reserves the right to notify the police when it believes that such reporting is necessary for the protection of the College community. Such notification, however, will generally be done without divulging the victim's identity and for the purpose of providing a campus-wide safety alert. In addition, the College must adhere to legal mandates such as Title IX, medical reporting laws, and the Campus Security Act. For example, CUNY is required to make an annual report documenting the occurrences of violent crimes on campus, including sexual assault. However, this report does not include any information identifying the individuals (including the victims) linked to these crimes.

III. Implementation of the Policies and Procedures Concerning Sexual Assault and Other Forms of Violence Against Students

The President and Vice President for Student Affairs/Student Development of each college shall be responsible for implementing this policy in accordance with the most up-to-date information and resources pertaining to sexual assault, stalking and domestic/intimate partner violence education and prevention, and victim assistance. The following steps must be taken to implement this policy:

1. Publication: A copy of this policy shall be easily accessible on the CUNY website and on the website administered by each College. A summary shall also be incorporated into every College student handbook. In addition, copies of the policy and procedures shall be made available in student centers, residence halls, student affairs/student development offices, women's/men's centers, counseling centers, health clinics and public safety departments, and shall be distributed to all new students during orientations.
2. Prevention/Risk Reduction Education: Each College shall develop materials and programs to educate its students, faculty and staff on the nature, dynamics, common circumstances and effects of sexual assault, domestic/intimate partner violence and stalking, and the means to reduce their occurrence and prevent them. Prevention education should provide up-to-date and relevant information, such as education pertaining to bystander intervention, the importance of peer networks and the significance of fostering a community of responsibility.

Prevention education materials and programs shall be incorporated into campus orientation activities for all incoming undergraduate and graduate students (including transfers), and shall be made available to all student activity groups, clubs and athletic teams. In addition, all residence halls shall have a mandatory orientation on sexual assault, stalking and domestic/intimate partner violence prevention. Colleges are encouraged to assist in the organization of peer education groups and to provide resources to such groups so that the groups can provide training and outreach to other students throughout the academic year. Since the abuse of alcohol is frequently involved in occurrences of sexual assault and other forms of violence, it is important that the education program include education about the deleterious effects of alcohol abuse.

3. Professional Training: Each College shall provide periodic training relating to the prevention and handling of sexual assaults, stalking and domestic/intimate partner violence for all relevant personnel, including public safety officers, counselors, student affairs staff and residence hall assistants by experts trained in the field. Education and training shall also be made available to any interested faculty and staff member. Each campus must have at least one qualified staff or faculty member serve as a designated liaison and trainer.
4. Oversight by CUNY Central Administration: The University Vice Chancellor for Student Affairs shall monitor compliance with this policy at all of the campuses, shall review the policies and procedures on an annual basis, and shall make recommendations in the event that updates to prevention and education information are necessitated. In addition, the Office of the Vice Chancellor for Student Affairs shall provide educational materials that may be needed to ensure full implementation of this policy on every campus. Liaisons will be identified from each campus who will receive standardized training in order to fulfill their responsibilities on their campuses. The policies, procedures and outreach materials and programs will be subject to a periodic process of assessment in order to maintain efficacy.

Workplace Violence Prevention Policy

1. Policy Statement

The City University of New York (the "University" or "CUNY") is committed to the prevention of workplace violence and will respond promptly to any threats and/or acts of violence. For purposes of this Policy, Workplace Violence is defined as any physical assault or acts of aggressive behavior occurring where an employee performs any work-related duty in the course of his or her employment, including but not limited to

- i. An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;
- ii. Any intentional display of force that would give an employee reason to fear or expect bodily harm;
- iii. Intentional and wrongful physical contact with an employee without his or her consent that entails some injury; and
- iv. Stalking an employee in a manner that may cause the employee to fear for his or her physical safety and health when such stalking has arisen through and in the course of employment.

Workplace Violence presents a serious occupational safety hazard to CUNY and its employees. The University will respond promptly to threats and/or acts of violence. All employees are responsible for helping to create an environment of mutual respect and for assisting in maintaining a safe and secure work environment and will participate in the annual Workplace Violence Prevention Training Program. Individuals who violate this Policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution.

Incidents involving Workplace Violence will be given the serious attention they deserve. Employees are responsible for reporting any incidents of Workplace Violence of which they become aware. The procedure for reporting incidents of suspected or alleged Workplace Violence can be found in the campus specific Workplace Violence Prevention Programs at Paragraph 7. The procedure for reporting complaints of a potential violation of the CUNY Workplace Violence Prevention Policy and Programs can be found in the campus specific Workplace Violence Prevention Programs at Paragraph 9.

The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies when an employee or student anticipates that an act of violence may result from an encounter with said individual(s).

Employee participation in the implementation of this Policy will be through their authorized employee representatives, who will be invited to participate in:

(1) scheduled physical risk assessment site evaluation(s) to determine the presence of risk factors which may place employees at risk of workplace violence; (2) the development and annual review of a Workplace Violence Prevention Program promulgated by each College for the implementation of the Policy; (3) the annual review of the Campus Workplace Violence Incidents Report prepared annually by each College; and (4) as appropriate, following a serious incident of Workplace Violence.

Footnotes:

1. *Complaints of sexual harassment are covered under the University's Policy Against Sexual Harassment.*
2. *Students are not directly covered by this Policy, but they should contact the Department of Public Safety to report concerns about workplace violence.*

Domestic Violence and the Workplace Policy

Policy Statement

The City University of New York ("CUNY") disapproves of violence against women, men, or children in any form, whether as an act of workplace violence or in any employee's personal life. Domestic violence can spill over into the workplace, compromising the safety of both victims and co-workers and resulting in lost productivity, increased health care costs, increased absenteeism, and increased employee turnover. CUNY is committed to full compliance of all applicable laws governing domestic violence in the workplace, to promoting the health and safety of its employees, and to making a significant and continual difference in the fight to end domestic violence. CUNY will review this policy annually and will notify all employees and the New York State Office for the Prevention of Domestic Violence ("OPDV") of any revisions.

Definitions

For purposes of this policy, the following terms will be defined as follows.

Domestic Violence: A pattern of coercive tactics, which can include physical, psychological, sexual, economic and emotional abuse, perpetrated by one person against an adult intimate partner, with the goal of establishing and maintaining power and control over the victim.

Intimate Partner: Includes persons legally married to one another; persons formerly married to one another; persons who have a child in common, regardless of whether such persons are married or have lived together at any time; couples who live together or have lived together; or persons who are dating or who have dated in the past, including same sex couples.

Abuser: A person who perpetrates a pattern of coercive tactics which can include physical, psychological, sexual, economic, and emotional abuse against an adult intimate partner, with the goal of establishing and maintaining power and control over the victim.

Victim: The person against whom an abuser directs coercive and/or violent acts.

Policy

I. Employee Awareness

1. CUNY will provide its Domestic Violence and the Workplace Policy to all employees.
2. CUNY employees will review and follow this policy and procedures.
3. CUNY will provide to all employees, and post in locations of high visibility, such as bulletin boards and break rooms, health/first aid offices, university phone directories, and on-line information data bases, a list of resources for survivors and perpetrators of domestic violence, the phone numbers and descriptions of national and local domestic violence resources batterers' intervention programs as well as the information for the New York State Office for the Prevention of Domestic Violence. Also posted prominently will be the names and contact information of CUNY personnel who are trained and available to serve as confidential sources of information, support, and referral.
4. Included in the documentation provided to all employees will be information advising employees that New York State law prohibits insurance companies and health maintenance organizations from discriminating against domestic violence victims. The law prohibits designation of domestic violence as a pre-existing condition. An insurance company cannot deny or cancel an insurance policy or require a higher premium or payment because the insured is or has been a domestic violence victim. [§2612 of the Insurance law].

II. CUNY will integrate information on domestic violence into existing materials and literature, policies, protocols, and procedures, including its Workplace Violence Prevention Policy & Procedures and existing health and wellness programs, as appropriate. CUNY will take all reasonable actions to educate employees regarding the effects of domestic violence, ways to prevent and curtail violence, and methods to report such violence to authorities.

Non-Discriminatory and Responsive Personnel Policies for Victimized Employees

1. CUNY will not discriminate against victims of domestic violence or persons perceived as domestic violence victims in employment determinations and will be responsive to the needs of victims of domestic violence.
2. CUNY will not make inquiries about a job applicant's current or past domestic violence victimization and employment decisions will not be based on any assumptions about or knowledge of such exposure.
3. CUNY will abide by all relevant New York State laws making it a crime for employers to penalize an employee who, as a victim or witness of a criminal offense, is appearing as a witness, consulting with a district attorney, or exercising his/her rights. CUNY, with at least one prior day notification, will allow time off for victims or subpoenaed witnesses to exercise their rights as provided in the Criminal Procedure law, the Family Court Act, and the Executive law [Penal law §215.14]. If there are any questions or concerns regarding the leave that must be granted to victims or subpoenaed witnesses, employees should contact their human resources director for assistance and clarification.
4. CUNY, upon request of the employee, will assist the employee in determining the best use of his/her attendance and leave benefits when an employee needs to be absent as a result of being a victim of domestic violence. If an employee requests time off to care for and/or assist a family member who has been a victim of domestic violence, CUNY will evaluate the employee's request for leave for eligibility under existing law and collective bargaining agreements applicable to the employee.
5. In instances when an employee victim of domestic violence has difficulty producing the documentation necessary to justify absences due to his/her status as such victim, CUNY will make all reasonable efforts, in consultation with employee victims of domestic violence, to identify the documentation necessary to justify absences from work and assist the employee with his/her safety-related needs to satisfactorily meet the identified documentation requirement without compromising the employee's safety.
6. When appropriate, available and permissible, employees who are victims of domestic violence and who separate from a spouse (or terminate a relationship with a domestic partner, if covered), will be allowed to make reasonable changes in benefits at any time during the calendar year where possible, in accordance with statute, regulation, contract and policy.
7. CUNY encourages victims of domestic violence who are subject to discipline due to job performance or conduct problems, to notify appropriate supervisory, managerial or human resources staff of their situation. Said employees will

be afforded all of the proactive measures outlined in this policy, and will be provided clear information about performance expectations, priorities, and performance evaluation. If a disciplinary process is initiated, special care will be taken to consider all aspects of the victimized employee's situation, and all available options in trying to resolve the performance problems will be exhausted, including making a referral to any Employee Assistance Program, consistent with existing collective bargaining agreements, statutes, regulations and policy.

8. CUNY encourages any employee who is terminated or voluntarily separates from employment due to domestic violence-related performance problems to notify appropriate human resources staff in order to investigate the employee's potential eligibility for unemployment insurance. CUNY will respond quickly to any requests for information that may be needed in the claims process. New York State law provides that a victim of domestic violence who voluntarily separates from employment may, under certain circumstances, be eligible for unemployment insurance benefits. [§593 of NYS labor law.]

III. Workplace Safety Plans

Each campus within the CUNY system has prepared a domestic violence workplace safety response plan and each campus and worksite is prepared to provide reasonable means and personnel to assist victimized employees in developing and implementing individualized domestic violence workplace safety plans, consistent with existing collective bargaining agreements, statutes and regulations. Said workplace safety response plans are on file on each campus and worksite with the relevant security personnel and with the University-level liaison to OPDV.

1. CUNY has designated a University liaison to OPDV to ensure University-wide implementation of the domestic violence and the workplace policy, and to serve as the primary liaison with OPDV regarding the domestic violence and the workplace policy. Said liaison's name and contact information will be provided with copies of this policy to employees and will be listed on all additional literature and postings.
2. CUNY has designated campus-level liaisons on each campus to further ensure campus-level implementation of the domestic violence and the workplace policy, to serve as the campus-level liaison within CUNY regarding the domestic violence and the workplace policy, and to be available to employees in need of support.
3. Each campus-level liaison will be identified in University and college-level materials and his/her name, phone number and office location will be clearly posted.
4. CUNY is committed to compliance and assistance with enforcement of all known court orders of protection, particularly orders in which abusers have been ordered to stay away from the work site of the victim. If requested by the victim of domestic violence or law enforcement, CUNY will cooperate in situations concerning an alleged violation of an order of protection. Employees are encouraged to bring their Orders of Protection (OP) to the attention of the Director of Campus Security/Public Safety or the Deputy Director of Campus Security/Public Safety. Once the OP has been brought forward, the document will be kept in a secure location accessible only to the Director of Campus Security/Public Safety or the Deputy Director of Campus Security/Public Safety. In the case of a workplace emergency requiring the presentation of the OP to law enforcement, if the Director of Campus Security/Public Safety or the Deputy Director of Campus Security/Public Safety is unavailable to obtain the document, a designated member in the Office of Campus Security/Public Safety will have access to the secure location. The Director of Campus Security/Public Safety or the Deputy Director of Campus Security/Public Safety will discuss with the employee a plan on how to best proceed to ensure the safest possible work environment for the employee and the rest of the staff. With the permission of the employee, this may include: providing a copy of the OP and/or photo of perpetrator to security or front desk personnel; a discussion of who should be told if there is no security or front-desk staff, including identifying a supervisor or colleagues who would be able to assist with the identification of the perpetrator; blocking the subject/perpetrator of the OP form from the workplace; and creating a personal workplace safety plan. The employee is responsible to notify the Director of Campus Security/Public Safety or the Deputy Director of Campus Security/Public Safety if there are any changes to the OP.
5. In the event that a person is observed engaging in threatening behavior, each CUNY campus public safety department will implement its emergency security response plan, including procedures for contacting the appropriate law enforcement agency, and will provide employees with clear instructions about what to do and whom to contact.
6. Upon notice from a victimized employee, each campus public safety department, working with the employee, the campus-level liaison and the employee's supervisor will develop and implement individualized workplace safety plans, which may include, when appropriate, advising co-workers and, upon request, the employee's bargaining

representative, of the situation; setting up procedures for alerting security and/or the police; temporary relocation of the victim to a secure area; options for voluntary transfer or permanent relocation to a new work site; change of work schedule; reassignment of parking space; escort for entry to and exit from the building; responding to telephone, fax, e-mail or mail harassment; and keeping a photograph of the abuser and/or a copy of any existing court orders of protection in a confidential on-site location and providing copies to security personnel. Plans must address additional concerns if the victim and the offender are both employed by CUNY.

IV. Accountability for Employees Who Are Offenders

CUNY will not tolerate nor excuse conduct that constitutes workplace domestic violence. CUNY will hold accountable any and all employees who engage in the following behavior:

1. using CUNY resources to commit an act of domestic violence;
2. committing an act of domestic violence from or at the workplace or from any other location while on official CUNY business; or
3. using their job-related authority and/or CUNY resources in order to negatively affect victims and/or assist perpetrators in locating a victim and/or in perpetrating an act of domestic violence.
 1. In cases in which CUNY has found that an employee has threatened, harassed, or abused an intimate partner at the workplace using CUNY resources such as work time, workplace telephones, FAX machines, mail, e-mail or other means, said employee will be subject to corrective or disciplinary action in accordance with existing collective bargaining agreements, statutes and regulations. If appropriate, law enforcement will be contacted, which may result in arrest, criminal charges, and/or prosecution.
 2. In cases in which CUNY has verification that an employee is responsible for a domestic violence-related offense, or is the subject of any order of protection, including temporary, final or out-of-state order, as a result of domestic violence, and said employee has job functions that include the authority to take actions that directly impact victims of domestic violence and/or actions that may protect abusers from appropriate consequences for their behavior, CUNY will determine if corrective action is warranted, in accordance with existing collective bargaining agreements, statutes and regulations.
 3. In cases in which any employee intentionally uses his/her job-related authority and/or intentionally uses state resources in order to negatively impact a victim of domestic violence, assist an abuser in locating a victim, assist an abuser in perpetrating acts of domestic violence, or protect an abuser from appropriate consequences for his behavior, said employee will be subject to corrective or disciplinary action, in accordance with existing collective bargaining agreements, statutes and regulations. If appropriate, law enforcement will be contacted, which may result in arrest, criminal charges, and/or prosecution.

V. Firearms

1. Pursuant to New York State and federal law, a person convicted of a domestic violence-related crime or subject to an order of protection, under certain circumstances, forfeits the right to legally possess a firearm or long gun. Additionally, federal law contains prohibitions relating to shipping, transportation, or receiving firearms or ammunition.
2. In addition to complying with the law, employees who are authorized to carry a firearm as part of their job responsibilities are required to notify CUNY if they are arrested on a domestic violence-related offense and/or served with an order of protection. Under certain circumstances, such employees are responsible for surrendering their firearms to the issuing agency or to the appropriate police agency.
3. Should an employee fail to comply with the requirements set forth above, said employee will be subject to corrective or disciplinary action, in accordance with existing collective bargaining unit agreements, statutes or regulations. In addition, the appropriate law enforcement agency will be notified for possible criminal action.

VI. Training

CUNY will train management and supervisory personnel on this policy and will provide continuing educational opportunities for employees using materials provided by or approved by OPDV.

1. All persons designated as liaisons, whether the University-level liaison or college-level liaison, and all liaison-identified support personnel will complete OPDV's one-day training on Domestic Violence and the Workplace as soon as practicable after the appointment is made. Training will prepare support personnel to identify possible signs and indicators of victimization, make appropriate referrals to domestic violence service providers, work with professionals to assist identified victims with safety planning, and develop individualized responses. Training will also include information on the physical, social and cultural realities that may affect victims of domestic violence, the ways in which domestic violence impacts the workplace, including the potential impact on worker productivity and the safety risks to on-site personnel and visitors.
2. Campus-level liaisons will designate, as appropriate, managers, supervisors, employee assistance professionals, human resources personnel, union and labor representatives or security staff for additional training on domestic violence issues which may include the one-day OPDV training.
3. CUNY will also make training in the prevention and awareness of domestic violence and its impact on the workplace available for all staff. Training will include information on the physical, social and cultural realities that may affect victims of domestic violence, the ways in which domestic violence impacts the workplace, including the potential impact on worker productivity and safety risks.

VII. Reporting Requirements

As directed by OPDV, CUNY is obligated to document all incidents of domestic violence that happen in the workplace, including the number of employees who report domestic violence, the number of employees who request information/services, and the number of referrals made to domestic violence service providers. The information gathered will not contain any identifying personal information. Said information will be forwarded by each college to the University liaison to OPDV for further reporting to OPDV at the time and in a manner determined by OPDV. Such documents will be kept confidential to the extent permitted by law and policy and the provisions of section (VIII) detailed below.

VIII. Confidentiality

Information related to an employee being a victim of domestic violence will be kept confidential, to the extent permitted by law and policy, and will not be divulged without the consent of the victimized employee, unless CUNY determines that maintaining said confidentiality puts the victim or other employees at risk of physical harm, is required by law, or is deemed necessary to enforce an order of protection. The limitations on confidentiality will be discussed with each victim who seeks assistance from supervisory or security staff. In such circumstances where a determination has been made that maintaining confidentiality puts the victim or other employees at risk of physical harm, is required by law, or is deemed necessary to enforce an order of protection, only those individuals (employees and/or safety and security personnel and/or rescue and first aid personnel) as deemed necessary by CUNY to protect the safety of the victim and/or other employees or to enforce an order of protection will be given information concerning incidents of domestic violence.

CUNY will disclose only the minimum amount of information necessary to protect the safety of the victim and/or other employees or to enforce an order of protection. Where possible, CUNY will provide to the victim of domestic violence notice of the intent to provide information to other employees and/or safety personnel. Nothing herein will prevent CUNY from investigating an act or acts of domestic violence that happen within the workplace. Examples of situations where confidentiality cannot be maintained include the following:

1. Supervisors/managers may be informed about a domestic violence incident that happens in the workplace, or a report of domestic violence, if it is necessary to protect the safety of the employee or the employee's co-workers.
2. First-aid and safety personnel may be informed about a domestic violence incident that happens in the workplace or a report of domestic violence, if it is necessary to protect the safety of the employee or the employee's co-workers.
3. Government officials investigating a domestic violence incident that happens in the workplace, or a report of domestic violence, will be provided relevant information on request.

IX. Law Enforcement and Legislation

CUNY will cooperate to the fullest extent legally possible with law enforcement and other appropriate government agencies. In addition, this policy will be interpreted and applied in accordance with all applicable local, state and federal laws as well as all existing collective bargaining agreements, policies and regulations.

Notice of Access to Campus Crime Statistics, the Campus Security Report, and Information on Registered Sex Offenders

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires colleges and universities to publish an annual security report. The report contains information regarding campus security including such topics as: emergency procedures, crime prevention, university law enforcement authority, crime reporting policies, sexual assault prevention, disciplinary procedures and other matters of importance related to security on campus. It also contains crime statistics for the previous three calendar years.

2014 Annual Security Report: http://sps.cuny.edu/filestore/2/1/1/1_3e5e1c6d898ba6c/2111_ad5b7b2bf09dde3.pdf

2014 CUNY School of Professional Studies Crime Statistics Report:

http://sps.cuny.edu/filestore/2/1/1/3_d59241993a5ef14/2113_8e01fa01d16fe24.pdf

If you would like to receive a hard copy of the Security Policies and Crime Reporting Procedures pamphlet, please call the Office of Public Safety at 646.664.8600.

Policy on Drugs Alcohol

The City University of New York ("CUNY") is an institution committed to promoting the physical, intellectual, and social development of all individuals. As such, CUNY seeks to prevent the abuse of drugs and alcohol, which can adversely impact performance and threaten the health and safety of students, employees, their families, and the general public. CUNY complies with all federal, state, and local laws concerning the unlawful possession, use, and distribution of drugs and alcohol.

Federal law requires that CUNY adopt and implement a program to prevent the use of illicit drugs and abuse of alcohol by students and employees. As part of its program, CUNY has adopted this policy, which sets forth (1) the standards of conduct that students and employees are expected to follow; (2) CUNY sanctions for the violation of this policy; and (3) responsibilities of the CUNY colleges/units in enforcing this policy. CUNY's policy also (1) sets forth the procedures for disseminating the policy, as well as information about the health risks of illegal drug and alcohol use, criminal sanctions for such use, and available counseling, treatment, or rehabilitation programs, to students and employees; and (2) requires each college to conduct a biennial review of drug and alcohol use and prevention on its campus.

This policy applies to all CUNY students, employees and visitors when they are on CUNY property, including CUNY residence halls, as well as when they are engaged in any CUNY-sponsored activities off campus.

CUNY Standards of Conduct

The unlawful manufacture, distribution, dispensation, possession, or use of drugs or alcohol by anyone, on CUNY property (including CUNY residence halls), in CUNY buses or vans, or at CUNY-sponsored activities, is prohibited. In addition, CUNY employees are prohibited from illegally providing drugs or alcohol to CUNY students. Finally, no student may possess or consume alcoholic beverages in any CUNY residence hall, regardless of whether the student is of lawful age, except for students

living in the Graduate School and University Center's graduate housing facilities who may lawfully possess and consume alcoholic beverages. For purposes of this policy, a CUNY residence hall means a residence hall owned and/or operated by CUNY, or operated by a private management company on CUNY's behalf.

In order to make informed choices about the use of drugs and alcohol, CUNY students and employees are expected to familiarize themselves with the information provided by CUNY about the physiological, psychological, and social consequences of substance abuse.

CUNY Sanctions

Employees and students who violate this policy are subject to sanctions under University policies, procedures and collective bargaining agreements, as described below. Employees and students should be aware that, in addition to these CUNY sanctions, the University will contact appropriate law enforcement agencies if they believe that a violation of the policy should also be treated as a criminal matter.

Students

Students are expected to comply with the CUNY and college policies with respect to drugs and alcohol. Any student found in violation may be subject to disciplinary action under Article 15 of the Bylaws of the Board of Trustees, which may result in sanctions up to and including expulsion from the University.

In addition, any student who resides in a CUNY residence hall and who is found to have violated any CUNY or college policy with respect to drugs and alcohol may be subject to sanctions under the CUNY Residence Hall Disciplinary Procedures, up to and including expulsion from the residence hall.

In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the student must see a counselor or successfully participate in a drug and alcohol treatment program.

In accordance with the Federal Educational Rights and Privacy Act ("FERPA"), CUNY may also choose-when appropriate-to contact parents or legal guardians of students who have violated the CUNY policy on drugs and alcohol.

Employees

Any employee found to have violated this CUNY policy may be subject to disciplinary action, in accordance with the procedures set forth in applicable CUNY policies, rules, regulations, and collective bargaining agreements. Sanctions may include a reprimand, suspension without pay, or termination of employment. In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the employee must successfully participate in a drug or alcohol treatment program.

Responsibilities of CUNY Colleges/Units

Each college or unit of the University should make its best efforts to educate employees and students about this policy and the risks associated with the unlawful possession, use, or distribution of illegal drugs and alcohol. The President of each college or unit may choose to ban alcohol at on-campus functions or at any particular function. This policy, together with information about the health risks of illegal drug and alcohol use, criminal sanctions for such use, and counseling, treatment, or rehabilitation programs available to employees or students, must be distributed annually to all employees and students. The Chief Student Affairs Officer shall be responsible for the distribution of this material to students, and the Director of Human Resources shall be responsible for the distribution of the material to employees.

The Vice President for Administration, or person performing the equivalent function at each college or unit of CUNY, shall be responsible for conducting a biennial review to determine the effectiveness of CUNY's drug and alcohol program at its college or

unit, and to ensure that sanctions for drug and alcohol violations are consistently enforced. Upon completion, the biennial review must be sent to the University's Executive Vice Chancellor and Chief Operating Officer. This biennial review must include the number of drug and alcohol-related violations and fatalities that occur on the college's campus or as part of the college's activities, as well as the number and type of sanctions imposed as a result of drug and alcohol-related violations and fatalities that occur at the college as part of its activities.

Tobacco Free Policy

The following shall be prohibited at The City University of New York: (i) the use of tobacco on all grounds and facilities under CUNY jurisdiction, including indoor locations and outdoor locations such as playing fields; entrances and exits to buildings; and parking lots; (ii) tobacco industry promotions, advertising, marketing, and distribution of marketing materials on campus properties; and (iii) tobacco industry sponsorship of athletic events and athletes.

CUNY Protocol on Infectious Disease Notification

(Revised: February 1, 2012)

From time to time, CUNY students or employees may contract an infectious disease that can be spread through casual contact. In such circumstances, which could impact the health and safety of the CUNY community, students and employees should follow this protocol. If a student or an employee is in doubt whether an infectious disease is covered, he/she should contact the Director of Campus Operations.

When students contract an infectious disease that can be spread through casual contact, they should immediately report it to the Director of Campus Operations.

When employees contract an infectious disease that can be spread through casual contact, they should immediately report it to the Director of Faculty & Staff Resources who is responsible for reporting it to the Graduate Center's Human Resources Office. Employees should also inform their supervisor.

The campus Public Safety office should report cases involving students to the campus Chief Student Services Administrator, and cases involving employees to the Director of Faculty and Staff Resources.

Reporting should include as much information as possible, including:

- Names of the individuals involved
- All available contact information for the individuals involved:
 - Phone numbers (e.g., cell, home, office)
 - Email address(es)
 - Emergency contact information
- Student information (if applicable):
 - Classes
 - Clubs
 - Friends and/or faculty members and their respective contact information
- The date and time of the following:
 - Diagnosis and/or symptoms
 - Treatment
 - Campus notification

Members of the University community who become aware of a student or an employee who has contracted an infectious disease that can be spread through casual contact are also encouraged to contact the Director of Campus Operations or the Director of Faculty and Staff Resources.

The Chief Student Services Administrator and the Graduate School's Director of Human Resources are responsible for notifying the NYC Department of Health and Mental Hygiene (as required), and other appropriate campus officials via e-mail or phone, and for notifying the University Director of Environmental, Health, Safety, and Risk Management and the University Director of Mental Health and Wellness Services via e-mail to healthreporting@cuny.edu.

Confidentiality of personal information, including medical information and the name of the individual, must be respected to the fullest extent possible. Such information shall be disclosed only on a need-to-know basis.

If contact tracking is required, the Chief Student Affairs Administrator, for students, or the Director of Faculty and Staff Resources, for employees, is responsible. Once contact tracking is complete, or if contact tracking is not required, these supervisors must document the tracking or the decision not to track.

Freedom of Information Law

The Provost's Office of the Graduate School and University Center of the City University of New York is responsible for ensuring compliance with the regulations of the Freedom of Information Law, Section 88, on public access. The Vice President for Student Affairs has been designated as the Records Access Officer. Requests for access to public records may be made in person or in writing. Records requested will be available for inspection and copying in the Office of Student Affairs, Room 7301, between the hours of 9 a.m. and 5 p.m., Monday through Friday. No fee is charged for the search for records, inspection, or certification. A fee not to exceed 25 cents per sheet may be charged for copying of records.

Student Rights Concerning Religious Observances

Education Law Section 224-a, stating the rights and privileges of students unable to attend classes on certain days because of religious beliefs, appears below, as mandated by New York State law.

1. No person shall be expelled from or be refused admission as a student for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study, or work requirements.
3. It shall be the responsibility of the faculty and the administrative officials to make available to each student who is absent from school because of his or her religious beliefs, an equivalent opportunity to register for classes or to make up any examination, study, or work requirements, which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged for making available to the said student such equivalent opportunity.
4. If registration, classes, examinations, study, or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study, or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his/her availing himself/herself of the provisions of this section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which the institution is located for the enforcement of his or her rights under this section.

Student Rights Regarding Access to Education Records

The federal Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See Section "6," below, on your right to prevent the disclosure of directory information. The FERPA rights of students are as follows:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access.

Students should submit to the Registrar, Vice President for Student Affairs, Executive Officer of the academic program, or other appropriate officials, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the CUNY School of Professional Studies official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Pursuant to the guidelines issued by the Board of Trustees of the City University of New York, all requests shall be granted or denied in writing within 15 days of receipt. If the request is granted, the student will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 15 days, the student may appeal. Additional information regarding the appeal procedures will be provided to the student if a request is denied.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write to the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate education interest if access is reasonably necessary in order to perform his or her instructional, research, administrative, or other duties and responsibilities.

Upon request, the college discloses education records to officials of another school in which a student seeks or intends to enroll.

4. The right to appeal the alleged denial of FERPA rights. The appeal should be directed to the General Counsel and Vice Chancellor for Legal Affairs, The City University of New York, 205 East 42nd Street, New York, NY 10017.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.
6. The following directory information may be made available concerning current and former students by the college to those parties having a legitimate interest in the information: Name, attendance dates (periods of enrollment), addresses, telephone number, electronic mail address, date and place of birth, photograph, full- or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major and minor fields of study, previous

schools attended, and degrees and awards received. By filing a form with the Registrar's office, any student or former student may request all of the information stated above not be released without his or her prior written consent. This form is available in the Registrar's office and may be filed, withdrawn, or modified at any time.

Academic Records and Transcripts

Academic enrollment records are maintained by the CUNY School of Professional Studies. Students can review their records at any time by logging into CUNYfirst. To request an official transcript at any time during the course of study, the student may send a letter to: Assistant Dean of Registrar and Student Services, 119 West 31st Street, New York, NY 10001 or an email to: thomas.jennings@cuny.edu. The letter should include the student's current name and address, former name (if different from that on the transcript) social security number, date of entry into the program and student's signature as well as full information about where to send the transcript. There is a \$7 charge (please enclose a check) for a transcript to be sent to an institution outside of the CUNY system. There is no charge for sending a transcript to any CUNY institution.

Student Rights Regarding Release of Information

Per regulations, the CUNY School of Professional Studies does not release student information (name, attendance dates, address, telephone, email address, fields of study and degrees received), except to those documenting a legitimate interest. By filing a request with the Office of the Executive Director of Enrollment Services and Senior Registrar, a student may ask that such information not be released without the individual student's written consent.

See [Student Rights Concerning Educational Records](#) and the [Freedom of Information Law Notice](#) on the University website www.cuny.edu for additional information.

Withholding Student Records

Students who are delinquent and/or in default in any of their financial accounts with the college, the university or an appropriate state or federal agency for which the university acts as either a disbursing or certifying agent, and students who have not completed exit interviews as required by the federal Perkins Loan Program, the federal Family Education Loan Programs, the William D. Ford Federal Direct Loan Program, and the Nursing Student Loan Program, are not permitted to complete registration, or issues a copy of their grades, a transcript of academic record, certificate, or degree, nor are they to receive funds under the federal campus-based student assistance programs or the federal Pell Grant Program unless the designated office, in exceptional hardship cases and consistent with federal and state regulations, waives in writing the application of this regulation.

CUNY Policy on Academic Integrity

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

1. Definitions and Examples of Academic Dishonesty

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

Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.

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

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

Examples of plagiarism include:

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

1.3 **Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

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

1.4 **Falsification of Records and Official Documents**

Examples of falsification include:

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

2. Methods for Promoting Academic Integrity

2.1. Packets containing a copy of the CUNY Policy on Academic Integrity and, if applicable, the college's procedures implementing the Policy, and information explaining the Policy and procedures shall be distributed to all current faculty and, on an annual basis to all new faculty (full and part-time) These packets also shall be posted on each college's website. Orientation sessions for all new faculty (full and part-time) and students shall incorporate a discussion of academic integrity.

2.2. All college catalogs, student handbooks, faculty handbooks, and college websites shall include the CUNY Policy on Academic Integrity and, if applicable, college procedures implementing the policy and the consequences of not adhering to the Policy.

2.3. Each college shall subscribe to an electronic plagiarism detection service and shall notify students of the fact that such a service is available for use by the faculty. Colleges shall encourage faculty members to use such services and to inform students of their use of such services.

3. Reporting

3.1. Each college's president shall appoint an Academic Integrity Officer in consultation with the elected faculty governance leader. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty. The Academic Integrity Officer may be the college's Student Conduct Officer, another student affairs official, an academic affairs official, or a tenured faculty member. Additional duties of the Academic Integrity Officer are described in Sections 4.1, 4.2.1, 4.2.2, 4.3 and 4.4.

3.2. A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall report such incident on a Faculty Report Form in substantially the same format as the sample annexed to this Policy and shall submit the Form to the college's Academic Integrity Officer. Each college shall use a uniform form throughout the college, which shall contain, at a minimum, the name of the instructor, the name of the student, the course name and number and section number, the date of the incident, a description of the incident and the instructor's contact information.

3.3. The Academic Integrity Officer shall update the Faculty Report Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer of each college shall place the Form in a confidential academic integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each Form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless the student is exonerated, written decisions on academic integrity matters after adjudication also shall be placed in the student's academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students' academic integrity files.

4. Procedures for Imposition of Sanctions

4.1. Determination on academic vs. disciplinary sanction The Academic Integrity Officer shall determine whether to seek a disciplinary sanction in addition to an academic sanction. In making this determination, the Academic Integrity Officer shall consult with the faculty member who initiated the case and may consult with student affairs and/or academic affairs administrators as needed. Before determining which sanction(s) to seek, the Academic Integrity Officer also shall consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken. Prior violations include both violations at the student's current college and violations that occurred at any other CUNY college. In making the determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY colleges and, if so, shall request and be given access to the academic integrity files, if any, at such other CUNY colleges.

The Academic Integrity Officer should seek disciplinary sanctions only if (i) there is a substantial violation; or (ii) the student has previously violated the Policy; or (iii) academic sanctions are unable to be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include but are not limited to forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; sabotaging another student's work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. The college also should consider any mitigating circumstances in making this determination.

4.2. Procedures in Cases Involving Only Academic Sanctions

4.2.1. Student Admits to the Academic Dishonesty and Does Not Contest the Academic Sanction

If a faculty member wishes to seek only an academic sanction (i.e., a reduced grade) and the student does not

contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the Academic Integrity Officer decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion. A reduced grade may be an "F" or another grade that is lower than the grade that the student would have earned but for the violation.

The faculty member shall inform the Academic Integrity Officer of the resolution via email and the Officer shall update the applicable Faculty Report Form to reflect that resolution.

4.2.2. Student Admits to the Academic Dishonesty but Contests the Academic Sanction

In a case where a student admits to the alleged academic dishonesty but contests the particular academic sanction imposed, the student may appeal the academic sanction through the college's grade appeal process. The student shall be allowed, at a minimum, an opportunity to present a written position with supporting evidence. The committee reviewing the appeal shall issue a written decision explaining the justification for the academic sanction imposed.

4.2.3. Student Denies the Academic Dishonesty

In a case where a student denies the academic dishonesty, a fact-finding determination shall be made, at each college's option, by an Academic Integrity Committee established by the college's governance body or by the Student-Faculty Disciplinary Committee established under Article XV of the CUNY Bylaws. Each college's Academic Integrity Committee shall adopt procedures for hearing cases. (If a college opts to use its Student-Faculty Disciplinary Committee for this purpose, that Committee shall use Article XV procedures.) Those procedures, at a minimum, shall provide a student with (i) written notice of the charges against him or her; (ii) the right to appear before the Committee; and (iii) the right to present witness statements and/or to call witnesses. Those procedures also shall provide the faculty member with the right to make an appearance before the Committee. The Committee may request the testimony of any witness and may permit any such witness to be questioned by the student and by the administrator presenting the case. Academic Integrity Committees and Student-Faculty Disciplinary Committees, as applicable, shall issue written decisions and send copies of their decisions to the college's Academic Integrity Officer. The Academic Integrity Officer may not serve on a college's Academic Integrity Committee.

4.3 Procedures in Cases Involving Disciplinary Sanctions

If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college's Faculty-Student Disciplinary Committee.

If the college seeks to have both a disciplinary and an academic sanction imposed, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance by using the PEN grade established for this purpose, pending the Committee's action. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed.

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Officer shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

4.4 Required Action in Cases of No Violation

If either the Academic Integrity Committee or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Officer shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.

5. Implementation

Each college, in accordance with its governance plan, shall implement this Policy and may adopt its own more specific procedures to implement the Policy. Colleges' procedures must be consistent with the policy and procedures described in the Policy.

CUNY Policy on Acceptable Use of Computer Resources

I. Introduction

CUNY's computer resources are dedicated to the support of the university's mission of education, research and public service. In furtherance of this mission, CUNY respects, upholds and endeavors to safeguard the principles of academic freedom, freedom of expression and freedom of inquiry.

CUNY recognizes that there is a concern among the university community that because information created, used, transmitted or stored in electronic form is by its nature susceptible to disclosure, invasion, loss, and similar risks, electronic communications and transactions will be particularly vulnerable to infringements of academic freedom. CUNY's commitment to the principles of academic freedom and freedom of expression includes electronic information. Therefore, whenever possible, CUNY will resolve doubts about the need to access CUNY computer resources in favor of a user's privacy interest.

However, the use of CUNY computer resources, including for electronic transactions and communications, like the use of other university-provided resources and activities, is subject to the requirements of legal and ethical behavior. This policy is intended to support the free exchange of ideas among members of the CUNY community and between the CUNY community and other communities, while recognizing the responsibilities and limitations associated with such exchange.

II. Applicability

This policy applies to all users of CUNY computer resources, whether affiliated with CUNY or not, and whether accessing those resources on a CUNY campus or remotely.

This policy supersedes the CUNY policy titled "CUNY Computer User Responsibilities" and any college policies that are inconsistent with this policy.

III. Definitions

1. "CUNY Computer resources" refers to all computer and information technology hardware, software, data, access and other resources owned, operated, or contracted by CUNY. This includes, but is not limited to, personal computers, handheld devices, workstations, mainframes, minicomputers, servers, network facilities, databases, memory, and associated peripherals and software, and the applications they support, such as e-mail and access to the internet.
2. "E-mail" includes point-to-point messages, postings to newsgroups and listservs, and other electronic messages involving computers and computer networks.
3. "Faculty" includes full-time, part-time, and adjunct faculty.
4. "FOIL" is the New York State Freedom of Information Law.
5. "Non-Public University Information" has the meaning set forth in CUNY's IT Security Policies and Procedures found at security.cuny.edu, namely: personally identifiable information (such as an individual's Social Security Number;

driver's license number or non-driver identification card number; account number, credit or debit card number, in combination with any required security code, access code, or password that would permit access to an individual's financial account; personal electronic mail address; Internet identification name or password; and parent's surname prior to marriage); information in student education records that is protected under the Family Educational Rights and Privacy Act of 1974 (FERPA) and the related regulations set forth in 34 CFR Part 99; other information relating to the administrative, business, and academic activities and operations of the University (including employee evaluations, employee home addresses and telephone numbers, and other employee records that should be treated confidentially); and any other information available in University files and systems that by its nature should be treated confidentially

6. "User" means a user of CUNY Computer Resources, including all current and former users, whether affiliated with CUNY or not, and whether accessing those resources on a CUNY campus or remotely.

IV. Rules for Use of CUNY Computer Resources

1. Authorization

- a. Users may not access a CUNY Computer Resource without authorization or use it for purposes beyond the scope of authorization. This includes attempting to circumvent CUNY Computer Resource system protection facilities by hacking, cracking or similar activities, accessing or using another person's computer account, and allowing another person to access or use the User's account.
- b. Notwithstanding subsection 1.a. above, a User may authorize a colleague or clerical assistant to access information under the User's account on the User's behalf while away from a CUNY campus or when the User is unable to efficiently access the information on the User's own behalf (including as a result of a disability), but delegated access will be subject to the rules of Section 10 - Security, below.
- c. CUNY Computer Resources may not be used to gain unauthorized access to another computer system within or outside of CUNY. Users are responsible for all actions performed from their computer account that they permitted or failed to prevent by following ordinary security precautions. CUNY advisories and resources are available at security.cuny.edu.

2. Purpose

- a. Use of CUNY Computer Resources is limited to activities relating to the performance by CUNY employees of their duties and responsibilities and by students in connection with their college courses and activities. For example, use of CUNY Computer Resources for private commercial or not-for-profit business purposes, for private advertising of products or services, or for any activity meant solely to foster personal gain, is prohibited. Similarly, use of CUNY Computer Resources for partisan political activity is also prohibited.
- b. Except with respect to CUNY employees other than faculty, where a supervisor has prohibited it in writing, incidental personal use of CUNY Computer Resources is permitted so long as such use does not interfere with CUNY operations, does not compromise the functioning of CUNY Computer Resources, does not interfere with the User's employment or other obligations to CUNY, and is otherwise in compliance with this policy, including subsection 2.a. above. Users should be aware that personal messages, data and other information sent or received through a User's CUNY account or otherwise residing in a CUNY Computer Resource are subject to CUNY review pursuant to Section 13 of this policy and may also be subject to public disclosure pursuant to FOIL.

3. Compliance with Law

- a. CUNY Computer Resources may not be used for any purpose or in any manner that violates CUNY rules, regulations or policies, or federal, state or local law. Users who engage in electronic communications with persons in other states or countries or on other systems or networks may also be subject to the laws of those other states and countries, and the rules and policies of those other systems and networks. Users are responsible for ascertaining, understanding, and complying with the laws, rules, policies, contracts, and licenses applicable to their particular use.

- b. Examples of applicable federal and state laws include those addressing defamation, invasion of privacy, obscenity and child pornography, and online gambling, as well as the following:

- Computer Fraud and Abuse Act
- Copyright Act of 1976
- Electronic Communications Privacy Act
- Export control regulations issued by the U.S. Departments of Commerce, State and Treasury
- Family Educational Rights and Privacy Act
- FOIL
- New York State Law with respect to the confidentiality of library records

- c. Examples of applicable CUNY rules and policies include those listed below. Other rules and policies may be found in the Manual of General Policy and on the CUNY Legal Affairs website:

- Gramm-Leach-Bliley Information Security Program
- IT Security Policies & Procedures
- Policy on Maintenance of Public Order (the "Henderson Rules")
- Sexual Harassment Policy
- University Policy on Academic Integrity
- Web Site Privacy Policy

4. Licenses and Intellectual Property

- a. Users may use only legally obtained, licensed data or software and must comply with applicable licenses or other contracts, as well as copyright, trademark and other intellectual property laws.
- b. Much of what appears on the internet and/or is distributed via electronic communication is protected by copyright law, regardless of whether the copyright is expressly noted. Users should generally assume that material is copyrighted unless they know otherwise, and not copy, download or distribute copyrighted material without permission unless the use does not exceed fair use as defined by the federal Copyright Act of 1976. Protected material may include, among other things, text, photographs, audio, video, graphic illustrations, and computer software. Additional information regarding copyright and file sharing is available on the CUNY Legal Affairs website.

5. False Identity and Harassment.

Users may not employ a false identity, mask the identity of an account or computer, or use CUNY Computer Resources to engage in abuse of others, such as sending harassing, obscene, threatening, abusive, deceptive, or anonymous messages within or outside CUNY.

6. Confidentiality

- a. Users may not invade the privacy of others by, among other things, viewing, copying, redistributing, posting such data to the Internet, modifying or destroying data or programs belonging to or containing personal or confidential information about others, without explicit permission to do so.
- b. CUNY employees must take precautions by following all IT Security Policies and Procedures to protect the confidentiality of Non-Public University Information encountered in the performance of their duties or otherwise.

7. Integrity of Computer Resources.

Users may not install, use or develop programs intended to infiltrate or damage a CUNY Computer Resource, or which could reasonably be expected to cause, directly or indirectly, excessive strain or theft of confidential data on any computing facility.

This includes, but is not limited to, programs known as computer viruses, Trojan horses, and worms. Users should consult with the IT director at their college before installing any programs on CUNY Computer Resources that they are not sure are safe or may cause excess strain.

8. Disruptive Activities

- a. CUNY Computer Resources must not be used in a manner that could reasonably be expected to cause or does cause, directly or indirectly, unwarranted or unsolicited interference with the activity of other users, including:
 - i. chain letters, virus hoaxes or other e-mail transmissions that potentially
 - ii. disrupt normal e-mail service;
 - iii. spamming, junk mail or other unsolicited mail that is not related to CUNY business and is sent without a reasonable expectation that the recipient would welcome receiving it;
 - iv. the inclusion on e-mail lists of individuals who have not requested membership on the lists, other than the inclusion of members of the CUNY community on lists related to CUNY business; and
 - v. downloading of large videos, films or similar media files for personal use.
- b. CUNY has the right to require Users to limit or refrain from other specific uses if, in the opinion of the IT director at the User's college, such use interferes with efficient operations of the system, subject to appeal to the President or, in the case of central office staff, to the Chancellor.

9. CUNY Names and Trademarks

- a. CUNY names, trademarks and logos belong to the University and are protected by law. Users of CUNY Computer Resources may not state or imply that they speak on behalf of CUNY or use a CUNY name, trademark or logo without authorization to do so. Affiliation with CUNY does not, by itself, imply authorization to speak on behalf of CUNY.
- b. Notwithstanding subsection 9.a. above, CUNY employees and students may indicate their CUNY affiliation on e-mail, other correspondence, and in academic or professionally-related research, publications or professional appearances, so long as they do not state or imply that they are speaking on behalf of the University.

10. Security

- a. CUNY employs various measures to protect the security of its computer resources and of Users' accounts. However, CUNY cannot guarantee such security. Users are responsible for engaging in safe computing practices such as guarding and not sharing their passwords, changing passwords regularly, logging out of systems at the end of use, and protecting Non-Public University Information, as well as for following CUNY's IT Security Policies and Procedures.
- b. Users must report incidents of non-compliance with IT Security Policies and Procedures or other security incidents to the University Chief Information Officer and Chief Information Security Officer, and the Chief Information Officer at the affected User's college.

11. Filtering.

CUNY reserves the right to install spam, anti-malware, and spyware filters and similar devices if necessary in the judgment of CUNY's Office of Information Technology or a college IT director to protect the security and integrity of CUNY Computer Resources. CUNY will not install filters that restrict access to e-mail, instant messaging, chat rooms or websites based solely on content, unless such content is illegal, such as child pornography sites.

12. Confidential Research Information.

Principal investigators and others who use CUNY Computer Resources to collect, examine, analyze, transmit or store research information that is required by law or regulation to be held confidential or for which a promise of confidentiality has been given are responsible for taking steps to protect such confidential research information from unauthorized access or modification. In general, this means storing the information on a computer or auxiliary hard drive that provides strong access controls (passwords) and encrypting files, documents, and messages for protection against inadvertent or unauthorized disclosure while in storage or in transit over data networks. Robust encryption and passwords must be used to protect Non-Public University Information, and is strongly recommended for information stored electronically on all computers, especially portable devices such as notebook computers, Personal Digital Assistants (PDAs), and portable data storage (e.g., auxiliary hard drives, memory sticks) that are vulnerable to theft or loss, as well as for information transmitted over public networks. Software and protocols used should be reviewed and approved by CUNY's Office of Information Technology. In addition, the steps taken to protect such confidential research information should be included in submissions to the CUNY Institutional Review Board reviewing the research protocol.

13. CUNY Access to Computer Resources.

- a. Copying. CUNY may copy a User's account and/or hard drive on a CUNY Computer Resource, without monitoring or inspecting the contents of such account and/or hard drive, at any time for preservation of data or evidence, without notice to the User.
- b. General Monitoring Practices. CUNY does not routinely monitor, inspect, or disclose individual usage of CUNY Computer Resources without the User's consent. In most instances, if the University needs information located in a CUNY Computer Resource, it will simply request it from the author or custodian. However, CUNY IT professionals and staff do regularly monitor general usage patterns as part of normal system operations and maintenance and might, in connection with these duties, observe the contents of web sites, e-mail or other electronic communications. Except as provided in this policy or by law, these individuals are not permitted to seek out contents or transactional information, or disclose or otherwise use what they have observed. Nevertheless, because of the inherent vulnerability of computer technology to unauthorized intrusions, Users have no guarantee of privacy during any use of CUNY computer resources or in any data in them, whether or not a password or other entry identification or encryption is used. Users may expect that the privacy of their electronic communications and of any materials stored in any CUNY Computer Resource dedicated to their use will not be intruded upon by CUNY except as outlined in this policy.
- c. Monitoring without Notice
 - i. Categories. CUNY may specifically monitor or inspect the activity and accounts of individual users of CUNY computer resources, including individual login sessions, e-mail and other communications, without notice, in the following circumstances:
 - A. when the User has voluntarily made them accessible to the public, as by posting to Usenet or a web page;
 - B. when it is reasonably necessary to do so to protect the integrity, security, or functionality of CUNY or other computer resources, as determined by the college chief information officer or his or her designee, after consultation with CUNY's chief information officer or his or her designee;
 - C. when it is reasonably necessary to diagnose and resolve technical problems involving system hardware, software, or communications, as determined by the college chief information officer or his or her designee, after consultation with CUNY's chief information officer or his or her designee;
 - D. when it is reasonably necessary to determine whether CUNY may be vulnerable to liability, or when failure to act might result in significant bodily harm, significant property loss or damage, or loss of evidence, as determined by the college president or a vice president designated by the president or, in the case of the Central Office by the Chancellor or his or her designee, after consultation with the Office of General Counsel and the Chair of the University Faculty Senate (if a current CUNY faculty member's account or activity is involved) or Vice Chair if the Chair is unavailable;
 - E. when there is a reasonable basis to believe that CUNY policy or federal, state or local law has been or is being violated, as determined by the college president or a vice president designated by the president or, in the case of the Central Office by the Chancellor or his or her designee, after consultation with the Office of General Counsel and the Chair of the University Faculty Senate (if a

- c. The General Counsel shall consult with the CUNY's chief information officer and the president of the applicant's college (or, if the applicant is a Central Office employee, the Chancellor) or their designees, prior to making a determination regarding the application.
- d. Users should be aware that CUNY cannot waive federal, state or local law; for example, the contents of CUNY Computer Resources (including confidential research information) may be subject to a valid subpoena regardless of the terms of any waiver.

15. Enforcement

- a. Violation of this policy may result in suspension or termination of an individual's right of access to CUNY Computer Resources, disciplinary action by appropriate CUNY authorities, referral to law enforcement authorities for criminal prosecution, or other legal action, including action to recover civil damages and penalties.
- b. Violations will normally be handled through the University disciplinary procedures applicable to the relevant User. For example, alleged violations by students will normally be investigated, and any penalties or other discipline will normally be imposed, by the Office of Student Affairs.
- c. CUNY has the right to temporarily suspend computer use privileges and to remove from CUNY Computer Resources material it believes violates this policy, pending the outcome of an investigation of misuse or finding of violation. This power may be exercised only by the president of each college or the Chancellor.

16. Additional Rules.

Additional rules, policies, guidelines and/or restrictions may be in effect for specific computers, systems, or networks, or at specific computer facilities at the discretion of the directors of those facilities. Any such rules which potentially limit the privacy or confidentiality of electronic communications or information contained in or delivered by or over CUNY Computer Resources will be subject to the substantive and procedural safeguards provided by this policy.

17. Disclaimer

- a. CUNY shall not be responsible for any damages, costs or other liabilities of any nature whatsoever with regard to the use of CUNY Computer Resources. This includes, but is not limited to, damages caused by unauthorized access to CUNY Computer Resources, data loss, or other damages resulting from delays, nondeliveries, or service interruptions, whether or not resulting from circumstances under the CUNY's control.
- b. Users receive and use information obtained through CUNY Computer Resources at their own risk. CUNY makes no warranties (expressed or implied) with respect to the use of CUNY Computer Resources. CUNY accepts no responsibility for the content of web pages or graphics that are linked from CUNY web pages, for any advice or information received by a user through use of CUNY Computer Resources, or for any costs or charges incurred by a user as a result of seeking or accepting such advice or information.
- c. CUNY reserves the right to change this policy and other related policies at any time. CUNY reserves any rights and remedies that it may have under any applicable law, rule or regulation. Nothing contained in this policy will in any way act as a waiver of such rights and remedies.

Online Etiquette and Anti-Harassment Policy

The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies.

Online harassment can be any conduct involving the use of the internet that has the intent or effect of unreasonably interfering with an individual or group's educational or work performance at the University or that creates an intimidating, hostile, or

offensive educational, work, or living environment. In some cases, online harassment may also be a violation of applicable criminal and/or civil laws. Online harassment on the basis of race, color, gender, disability, religion, national origin, sexual orientation, or age includes harassment of an individual in terms of a stereotyped group characteristic, or because of that person's identification with a particular group. Statements constituting "hate speech" toward an individual or a group are a violation of this policy.

Generally, a statement posted on an internet site, such as Blackboard, general message board, internet blogs, and the like, is libelous if it is false and injurious to the reputation of another. The intentional posting of libelous statements may also subject the responsible party to applicable civil penalties in a court of law.

The University is committed under this policy to stopping online harassment and associated retaliatory behavior. The University will promptly investigate any reported incidents suspected of violating the foregoing section. Anyone wishing to report any such incidents should first contact the Director of Student Services. A preliminary investigation into the matter will be conducted and the findings reported to the Dean for further investigation and action, if appropriate.

Any member of the CUNY online community who has experienced incidents of harassment is encouraged to report the complaint.

This University considers violations of this online etiquette policy to be a serious offense. Anyone found to have used the University's online services in violation of this policy is subject to punishment, including failing grades, suspension, and expulsion. As noted above, serious offenses may lead to criminal and/or civil liability.

CUNY Student Complaint Procedure

Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings

- I. **Introduction.** The University and its Colleges have a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area not generally covered by other procedures concerns student complaints about faculty conduct in the classroom or other formal academic settings. The University respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the University recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff.
- II. **Determination of Appropriate Procedure.** If students have any question about the applicable procedure to follow for a particular complaint, they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.
- III. **Informal Resolution.** Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.
- IV. **Formal Complaint.** If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the college president. (This person will be referred to below as the "Fact Finder."
 - A. The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an attempt at informal resolution. The complaint shall be as specific as possible in describing the conduct complained of.
 - B. The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the

student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the college president a written request stating the reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion, replace the department chairperson as the Fact Finder.

- C. The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate informal resolution.
 - D. If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, establish that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member and other persons with relevant knowledge and information and shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty member shall have the right to have a representative (including a union representative, student government representative or attorney) present during the initial meeting, the interview and any post-investigation meeting.
 - E. At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and recommendations, with particular focus on whether the conduct in question is protected by academic freedom, and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.
- V. Appeals Procedure. If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report. The chief academic officer shall convene and serve as the chairperson of an Appeals Committee, which shall also include the chief student affairs officer, two faculty members elected annually by the faculty council or senate and one student elected annually by the student senate. The Appeals Committee shall review the findings and recommendations of the report, with particular focus on whether the conduct in question is protected by academic freedom. The Appeals Committee shall not conduct a new factual investigation or overturn any factual findings contained in the report unless they are clearly erroneous. If the Appeals Committee decides to reverse the Fact Finder in a case where there has not been an investigation because the Fact Finder erroneously found that the alleged conduct was protected by academic freedom, it may remand to the Fact Finder for further proceedings. The committee shall issue a written decision within 20 calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.
- VI. Subsequent Action. Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college must comply with the bylaws of the University and the collective bargaining agreement between the University and the Professional Staff Congress.
- VII. Campus Implementation. Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members and students and post them on the college website.

Bias-related Crimes Prevention

Hate-Crime and Bias-Related Incidents

Bias or hate crimes are crimes motivated by the perpetrator's bias or attitude against an individual victim or group based on

perceived or actual personal characteristics, such as their race, religion, ethnicity, gender, sexual orientation, or disability. Hate/bias crimes have received renewed attention in recent years, particularly since the passage of the federal Hate/Bias Crime Reporting Act of 1990 and the New York State Hate Crimes Act of 2000.

Bias-related incidents are behaviors which constitutes an expression of hostility, against the person or property of another because of the targeted person's race, religion, sexual orientation, ethnicity, national origin, gender, age, or disability. According to New York Penal Law Section 485, a person commits a hate crime when he or she commits a specified criminal offense and either:

1. intentionally selects the person against whom the offense is committed or intended to be committed in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct, or
2. intentionally commits the act or acts constituting the offense in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct.

Examples of hate crimes may include, but are not limited to: threatening phone calls, hate mail (including electronic mail), physical assaults, vandalism, destruction of property, and fire bombings. The Graduate Center is required to report statistical incidence of bias crimes on or around campus annually as part of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the "Clery Act"). Bias crime statistics can be found at the end of this report.

Penalties for bias-related crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence or previous conviction of the offender. Students, staff or faculty who commit bias crimes are also subject to university disciplinary procedures where a range of sanctions is available both up to and including suspension, expulsion or termination of employment.

In order to effectively handle incidents of bias related crimes and prevent future occurrences of such crimes, victims or witnesses of a hate crime are encouraged to immediately report incidents to the Office of Security and Public Safety by calling x7777. Please remember that any evidence such as graffiti, e-mails, written notes or voice mail messages should be preserved. The Office of Security and Public Safety will investigate and follow the appropriate college adjudication procedures. Victims of bias crime can also avail themselves of counseling and support services through the Office of the Vice President for Student Affairs.

Netiquette Guide

Netiquette in an Online Academic Setting:

A Guide for CUNY School of Professional Studies Students

I. Welcome to the CUNY School of Professional Studies

Congratulations on your admission to the CUNY School of Professional Studies!

As a new student embarking to complete your studies online - this guide is meant to introduce you to an essential aspect of the online learning experience - netiquette: etiquette on the internet. Netiquette is essential for students to understand because course participation is documented by students' postings on course discussion boards. The course discussion boards must maintain an academic atmosphere and, therefore, students should learn how to write and behave online in a manner consistent with academic excellence.

Whether you are new to online learning, completed online coursework in the past, or have experience posting in online discussion boards - please review this guide carefully and thoroughly before posting.

II. Why Netiquette?

Begin with making an excellent impression - and keep it. How a person behaves online reflects one's reputation, willingness to learn, seriousness and motivation both as a student and as an individual. In most if not all cases of online learning, how one behaves online will be the only way for an instructor to judge the character of a student. With traditional classes - character, willingness, and motivation are often used as indicators by instructors to take note of the seriousness of a student. That seriousness corresponds to how deserving a student is for a particular grade. Consequently, the presence or lack of seriousness on behalf of a student may affect the outcome of a grade in a course. Therefore proper netiquette in an online academic setting is paramount to create an excellent impression for instructors and fellow classmates. Remember to make an excellent impression.

III. What is Netiquette?

As mentioned on the introduction - netiquette is etiquette on the internet. Several points are valuable to keep in mind when posting on course discussion boards.

- 1) Remember the human on the other side of the line. While the text posted on discussion boards seems to be attached to ambiguous usernames of people whom we may not have met in person - it is very important to remember that those usernames belong to real people with real minds, thoughts, and feelings.
- 2) Use the Golden Rule "Treat people the way in which you want to be treated" is as true as ever - especially in an online learning environment. Consider carefully before posting: "Would I say what I wrote to the other person's face?"
- 3) Think before you post. Is your post relevant to the topic on the discussion board? Will your post give an accurate representation of your academic abilities with consideration to the course that you are taking? Is your post written clearly with proper grammar and spelling? If you answered yes to the above questions, then your post is highly likely to create a positive academic discussion favored by students and the instructor.

IV. Dos and Don'ts of Netiquette in an Academic Setting

Below is a comprehensive list of dos and don'ts applicable to course discussion boards.

Suggestions for Posting to Discussion Boards, Chats, Blogs, and Wikis

Do:

- Post in a manner that reflects your preparation, motivation, and knowledge of the course content.
- Post messages relevant to the discussion topic thread.
- Post messages that make a positive and intellectual contribution.
- Post messages that contribute to a civilized debate.
- Ask relevant questions.

Do Not:

- Do not take a discussion thread off-topic.
- Do not double-post. If possible, edit your post instead of adding one post after another by yourself.

- Do not plagiarize. Ask your instructor or academic advisor for more details about plagiarism, or alternatively read detailed information concerning Academic Integrity policies at the CUNY School of Professional Studies at the following link: <https://sps.cuny.edu/about/dean/policies/academic-and-student-policies/academic-integrity>

Spelling and Grammar

Do:

- Write complete and coherent sentences with proper punctuation, capitalization, and grammar.
- Use italics to emphasize a point.
- Write in a manner that reflects your command of the English language as well as your competence of course content.

Do Not:

- Do not use all-caps when posting a message. Messages posted in all-caps are interpreted as shouting and are considered very rude and inappropriate. Use italics instead in selected areas of your text to emphasize an important point on your message.
- Do not write incoherent sentences, run-ons, or drop punctuation or capitalization.
- Do not use smilies. The course message boards are academic in nature.
- Do not use internet acronyms. (Examples: lol, omg)
- Do not use abbreviations. (Examples: "u" for "you," "ne1" for "anyone")
- Do not use swearing or curse words.

Under no circumstances:

Do not start or contribute to flame wars or flame other students or the instructor. Flame wars are disruptive posts often revolving around two or more individuals. The posts may contain anger, resentment, incivility, personal attacks, or a combination thereof. Flame wars disrupt the learning process and may make other students uncomfortable.

If other persons start a flame war on a discussion board - do not reply or post on the topic.

Reminder:

The content posted by students on course discussion boards, chat rooms, blogs, and wikis is used by instructors to determine the level at which a student is achieving and how serious the student is towards their studies. Make every opportunity to give an excellent impression and follow the standards of netiquette as applicable to an academic setting explained above.

Remember: Post early, often and in an appropriate and thoughtful manner

THE CITY UNIVERSITY OF NEW YORK POLICY ON SEXUAL MISCONDUCT

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I. Policy Statement

Every member of The City University of New York community, including students, employees and visitors, deserves the opportunity to live, learn and work free from sexual harassment, gender-based harassment and sexual violence. Accordingly, CUNY is committed to:

1. Defining conduct that constitutes prohibited sexual harassment, gender-based harassment and sexual violence;
2. Providing clear guidelines for students, employees and visitors on how to report incidents of sexual harassment, gender-based harassment and sexual violence and a commitment that any complaints will be handled respectfully;
3. Promptly responding to and investigating allegations of sexual harassment, gender-based harassment and sexual violence, pursuing disciplinary action when appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;
4. Providing ongoing assistance and support to students and employees who make allegations of sexual harassment, gender-based harassment and sexual violence;
5. Providing awareness and prevention information on sexual harassment, gender-based harassment and sexual violence, including widely disseminating this policy, as well as a "students' bill of rights" and implementing training and educational programs on sexual harassment, gender-based harassment and sexual violence to college constituencies; and
6. Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of incidents.

This is the sole policy at CUNY addressing sexual harassment, gender-based harassment and sexual violence and is applicable at all college and units at the University. The CUNY community should also be aware of the following policies that apply to other forms of sex discrimination, as well as to other types of workplace violence and domestic violence that affect the workplace:

- The CUNY Policy on Equal Opportunity and Nondiscrimination prohibits discrimination on the basis of numerous protected characteristics in accordance with federal, state and local law. That policy addresses sex discrimination other than sexual harassment, gender-based harassment or sexual violence covered by this policy. [Link](#)
- The CUNY Campus and Workplace Violence Prevention Policy addresses workplace violence and the CUNY Domestic Violence in the Workplace Policy addresses domestic violence in or affecting employees in the workplace. [Link](#)

In addition, campus crime statistics, including statistics relating to sexual violence, which CUNY is required to report under the Jeanne Clery Act, are available from the Office of Public Safety at each college and/or on its Public Safety website.

II. Prohibited Conduct

A. Sexual Harassment, Gender-Based Harassment and Sexual Violence

This policy prohibits sexual harassment, gender-based harassment and sexual violence (together "sexual misconduct") against any CUNY student, employee or visitor.

Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities.

Gender-based harassment is unwelcome conduct of a nonsexual nature based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities.

Sexual violence is an umbrella term that includes: (1) sexual activity without affirmative consent, such as sexual assault, rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking/cyberstalking ("stalking") as defined in this policy.

The complete definitions of these terms, as well as other key terms used in this policy, are set forth in Section XI below.

B. Retaliation.

This policy prohibits retaliation against any person who reports sexual harassment, gender-based harassment or sexual violence, assists someone making such a report, or participates in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence complaint.

C. Certain Intimate Relationships.

This policy also prohibits certain intimate relationships when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility as set forth in Section X below.

III. Title IX Coordinator

Each college or unit of CUNY has an employee who has been designated as the Title IX Coordinator. This employee is responsible for compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination, including sexual harassment, gender-based harassment and sexual violence, in education programs. The Title IX Coordinator has overall responsibility for implementing this policy, including overseeing the investigation of complaints at her/his college or unit and carrying out the other functions of that position set forth in this policy. All Title IX Coordinators shall receive annual training on sexual harassment, gender-based harassment and sexual violence as required by law. The name and contact information for all Title IX Coordinators at CUNY can be found on the university's dedicated Title IX website.

IV. Immediate Assistance in Cases of Sexual Violence

A. Reporting to Law Enforcement

Students or employees who experience any form of sexual violence on or off-campus (including CUNY-sponsored trips and events) and visitors who experience sexual violence on a CUNY campus are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division or their local police precinct, or contacting their college public safety office, which is available 24 hours a day, 7 days a week. Each college public safety office shall have an appropriately trained employee available at all times to provide the complainant with information regarding options to proceed, including information regarding the criminal justice process and the preservation of evidence. Campus public safety officers can also assist the complainant with filing a complaint both on and off-campus, and in obtaining immediate medical attention and other services.

B. Obtaining Immediate Medical Attention and Emotional Support

CUNY is committed to assisting anyone who experiences sexual violence to seek comprehensive medical attention as soon as possible to treat injuries, obtain preventative treatment for sexually transmitted diseases, and preserve evidence, among other things. For rapes in particular, immediate treatment and the preservation of evidence of the incident are important for many reasons, including facilitating a criminal investigation. In addition, individuals who have experienced or witnessed sexual violence are encouraged to seek emotional support as soon as possible, either on or off-campus.

On-campus resources include nurses and/or nurse practitioners at campus health offices and counselors at campus counseling centers. Counselors are trained to provide crisis intervention and provide referrals for longer-term care as necessary.

For off-campus resources, CUNY maintains a list of emergency contacts and resources, including rape crisis centers, available throughout New York City on its dedicated web page. [Link](#) This list includes a designation of which local hospitals are designated as SAFE (Sexual Assault Forensic Examiner) hospitals, which are specially equipped to handle sexual assaults and trained to gather evidence from such assaults.

V. Reporting Sexual Harassment, Gender-Based Harassment or Sexual Violence to the College

CUNY encourages individuals who have experienced sexual harassment, gender-based harassment or sexual violence (referred to in this policy as "complainants") to report the incident(s) to campus authorities, even if they have reported the incident to outside law enforcement authorities, and regardless of whether the incident took place on or off-campus (including "study abroad" programs.) Such reporting will enable complainants to get the support they need, and provide the college with the information it needs to take appropriate action. However, students should be aware that there are

employees at their college/unit whom they can speak with on a strictly confidential basis before determining whether to make a report to college authorities. See Section VI below.

A. Filing a Complaint with Campus Authorities

i. Students

Students who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

- Title IX Coordinator;
- Office of Public Safety;
- Office of the Vice President for Student Affairs and/or Dean of Students;
- Residence Life staff

ii. Employees

Employees who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

- Title IX Coordinator;
- Director of Human Resources;
- Office of Public Safety.

iii. Visitors

Visitors who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

- Title IX Coordinator;
- Office of Public Safety;
- Residence Life staff in CUNY owned or operated housing, including Resident Assistants.

Once any of the individuals or offices above is notified of an incident of sexual harassment, gender-based harassment or sexual violence, she/he will coordinate with the appropriate college offices to address the matter in accordance with this policy, including taking appropriate interim and supportive measures. These individuals will maintain a complainant's privacy to the greatest extent possible, and all information in connection with the complaint, including the identities of the complainant and the respondent, will be shared only with those who have a legitimate need for the information.

B. **Support Assistance for Complainants**

i. Students

When a Title IX Coordinator receives a complaint of sexual misconduct from a student, she/he will work with the Chief Student Affairs Officer to identify a trained staff member to assist the complainant with support services.

ii. Employees

When a Title IX Coordinator receives a complaint of sexual misconduct from an employee, she/he will work with the Human Resources Director to assist the complainant with support services.

C. Request that the College Maintain a Complainant's Confidentiality, Not Conduct an Investigation, or Not Report an Incident to Outside Law Enforcement

After a report of an alleged incident of sexual harassment, gender-based harassment or sexual violence has been made to the Title IX Coordinator, a complainant may request that the matter be investigated without her/his identity or any details regarding the incident being divulged further. Alternatively, a complainant may request that no investigation into a particular incident be conducted or that an incident not be reported to outside law enforcement.

In all such cases, the Title IX Coordinator will weigh the complainant's request against the college's obligation to provide a safe, non-discriminatory environment for all students, employees and visitors, including the complainant. A decision to maintain confidentiality does not mean that confidentiality can be absolutely guaranteed in all circumstances, but only that all efforts will be undertaken to keep information confidential consistent with law. Notwithstanding the decision of the Title IX Coordinator regarding the scope of any investigation, the college will provide the complainant with ongoing assistance and support, including, where appropriate, the interim and supportive measures set forth in Section VII of this policy.

If the Title IX Coordinator determines that she/he will maintain confidentiality as requested by the complainant, the college will take all reasonable steps to investigate the incident consistent with the request for confidentiality. However, a college's ability to meaningfully investigate the incident and pursue disciplinary action may be limited by such a request.

In any event, the college is required to abide by any laws mandating disclosure, such as the Jeanne Clery Act and New York's Campus Safety Act. However, notification under the Jeanne Clery Act is done without divulging the complainant's identity, and notification of sexual violence under the New York Campus Safety Act is not required and will not be done if the complainant requests confidentiality.

If the Title IX Coordinator determines that the college must report the incident to outside law enforcement, the college will cooperate with any criminal investigation, which may include providing the outside law enforcement agency with any evidence in its possession relating to the incident.

D. Action by Bystanders and Other Community Members

While those employees designated as "responsible" employees are required reporters as set forth in Section VI below, CUNY encourages all other community members, including faculty, students and visitors, to take reasonable and prudent actions to prevent or stop an act of sexual harassment, gender-based harassment or sexual violence that they may witness. Although these actions will depend on the circumstances, they include direct intervention, calling law enforcement, or seeking assistance from a person in authority.

In addition, CUNY encourages all community members to report an incident of sexual harassment, gender-based harassment or sexual violence that they observe or become aware of to the Title IX Coordinator, and/or the offices of Public Safety and the Vice President of Students Affairs and/or Dean of Students at their college and, in the case of employees, the Human Resources office. Community members who take action in accordance with this paragraph will be supported by the college, and anyone who retaliates against them will be subject to disciplinary charges.

E. Amnesty for Drug and Alcohol Use

CUNY strongly encourages students to report instances of sexual harassment, gender-based harassment or sexual

violence as soon as possible, even if those reporting or the alleged victim may have engaged in the inappropriate or unlawful use of alcohol or drugs. Therefore, in accordance with CUNY's Drug/Alcohol Use Amnesty Policy, a student acting in good faith who reports or experiences sexual harassment, gender-based harassment or sexual violence will not be disciplined by the college for any violation of CUNY's Policy Against Drugs and Alcohol in connection with the reported incident.

F. Reporting Suspected Child Abuse

Certain members of the CUNY community who interact with, supervise, chaperone, or otherwise oversee minors in programs or activities at CUNY or sponsored by CUNY are required to report immediately to the New York State Maltreatment Hotline if they have reasonable cause to suspect abuse or maltreatment of individuals under the age of 18. Information regarding mandated child abuse reporting is available on the Office of the General Counsel web page. If anyone other than New York State mandated reporters has reasonable cause to believe that a minor is being or has been abused or maltreated on campus, she/he should notify either the Title IX Coordinator or Director of Public Safety. If any CUNY community member witnesses child abuse while it is happening, she/he should immediately call 911.

G. Reporting Retaliation

An individual may file a complaint with the Title IX Coordinator if she/he has been retaliated against for reporting sexual harassment, gender-based harassment or sexual violence, assisting someone making such a report, or participating in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence complaint. All retaliation complaints will be investigated in accordance with the investigation procedures set forth in Section VIII of this policy, and individuals who are found to have engaged in retaliation will be subject to disciplinary action.

VI. Reporting/Confidentiality Obligations of College and University Employees

An individual who speaks to a college or CUNY employee about sexual harassment, gender-based harassment or sexual violence should be aware that employees fall into three categories: (1) "confidential" employees, who have an obligation to maintain a complainant's confidentiality regarding the incident(s); (2) "responsible" employees, who are required to report the incident(s) to the Title IX Coordinator; and (3) all other employees, who are strongly encouraged but not required to report the incident(s).

A. Confidential Employees

i. **For Students.** Students at CUNY who wish to speak to someone who will keep all of the communications strictly confidential should speak to one of the following:

- Counselor or other staff member at their college counseling center;
- Nurse, nurse practitioner or other staff member in the college health office;

- Pastoral counselor (i.e., counselor who is also a religious leader) if one is available at their college; or
- Staff member in a women's or men's center, if one exists at their college.

The above individuals will not report any information about an incident to the college's Title IX Coordinator or other college employees without the student's permission. The only exception is in the case where there is an imminent threat to the complainant or any other person.

A student who speaks solely to a "confidential" employee is advised that, if the student wants to maintain confidentiality, the college may be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. However, these professionals will assist the student in receiving other necessary support. A student who first requests confidentiality may later decide to file a complaint with the college or report the incident to local law enforcement and thus have the incident investigated.

ii. **For Employees.** Although there is no one directly employed by CUNY to whom CUNY employees can speak on a confidential basis regarding sexual harassment, gender-based harassment or sexual violence, free confidential support services are available through CUNY's Work/Life Program, which is administered by an outside company. Confidential community counseling resources are also available throughout New York City.

B. "Responsible" Employees

"Responsible" employees have a duty to report incidents of sexual harassment, gender-based harassment or sexual violence, including all relevant details, to the Title IX Coordinator. Such employees are not permitted under any circumstances to maintain a complainant's confidentiality, except that the Title IX Coordinator may honor a request for confidentiality under the circumstances described in Section V (C) above. However, these employees will maintain a complainant's privacy to the greatest extent possible, and information reported to them will be shared only with the Title IX Coordinator, the "responsible" employee's supervisor, and other people responsible for handling the college's response to the report.

Before a complainant reveals any information to a responsible employee, the employee shall advise the complainant of the employee's reporting obligations-and if the complainant wants to maintain confidentiality, direct the complainant to confidential resources.

CUNY has designated the following individuals as "responsible" employees:

- i. Title IX Coordinator and her/his staff
- ii. Office of Public Safety employees (all)
- iii. Vice President for Student Affairs and Dean of Students and all staff housed in those offices
- iv. Residence Life staff in CUNY owned or operated housing, including Resident Assistants (all)
- v. College President, Vice Presidents and Deans
- vi. Athletics Staff (all)
- vii. Department Chairpersons/Executive Officers
- viii. Human Resources staff (all)
- ix. University Office of the General Counsel employees (all)
- x. College/unit attorney and her/his staff
- xi. College/unit labor designee and her/his staff
- xii. Faculty members at times when they are leading or supervising student on off-campus trips
- xiii. Faculty or staff advisors to student groups
- xiv. Employees who are Managers (all)
- xv. SEEK/College Discovery staff (all)
- xvi. College Childcare Center staff (all)

xvii. Directors of "Educational Opportunity Centers" affiliated with CUNY colleges

C. All Other Employees

Employees other than those identified in subsections "A" and "B" above are permitted but not required to report any possible sexual harassment, gender-based harassment or sexual violence; however, they are strongly encouraged by CUNY to make such a report.

It is important to emphasize that faculty members other than those specifically identified in subsection "B" above have not been designated as "responsible" employees and do not have an obligation to report the matter to the Title IX Coordinator, although they are strongly encouraged to do so.

VII. Interim and Supportive Measures

The college will take immediate steps to protect the complainant and other affected parties, as well as the college community at large, following an allegation of sexual harassment, gender-based harassment or sexual violence. In general, when taking such interim and supportive measures, the college will seek to minimize the burden on the complainant. The complainant and the respondent shall each be afforded, upon request, a prompt review of the need for and terms of any interim or supportive measure that directly affects him or her and shall be permitted to submit evidence in support of his/her request. The request for such a review shall be made to the college's Chief Student Affairs Officer, if either the complainant or the respondent is a student or to college's Director of Human Resources if both the complainant and the respondent are employees. If a request is made in a case involving both a student and an employee, the Chief Student Affairs Officer shall consult with the Director of Human Resources.

A. Types of Interim and Supportive Measures

Interim and supportive measures may include, among other things:

- i. Making necessary changes to academic programs, including a change in class schedule, making appropriate accommodations to permit the complainant to take an incomplete or drop a course or courses without penalty, permitting the complainant to attend a class via skype or other alternative means where appropriate, providing an academic tutor, or extending deadlines for assignments;
- ii. Making necessary changes to residential housing situations or providing assistance in finding alternate housing;
- iii. Changing an employee's work assignment or schedule;
- iv. Providing the complainant with an escort to and from class or campus work location;
- v. Arranging appropriate transportation services to ensure safety;
- vi. Prohibiting contact between the complainant and the respondent ("no contact" orders);
- vii. Offering counseling services to the complainant, to the respondent, and, where appropriate, to witnesses, through the college Counseling Center or other appropriate college office, or a referral to an off-campus agency;
- viii. Providing the complainant assistance in obtaining medical and other services, including access to rape crisis centers;
- ix. Providing the complainant assistance with filing a criminal complaint and seeking an order of protection;
- x. Enforcing an order of protection;
- xi. Addressing situations in which it appears that a complainant's academic progress is affected by the alleged incident;

xii. In exceptional circumstances, seeking an emergency suspension of a student or an employee under applicable CUNY Bylaws, rules, policies and collective bargaining agreements.

B. Process for Review of "No Contact" Orders

The complainant and the respondent shall each be afforded, upon request, a prompt review of the need for and terms of a "no contact" order (including possible modification or discontinuance of the order), and shall be allowed to submit evidence to support their request. The request for such a review shall be made to the college's Chief Student Affairs Officer, if either the complainant or the respondent is a student, or to the college's Director of Human Resources, if both the complainant and the respondent are employees. If possible, the college shall establish an appropriate schedule for the complainant and the respondent to access college facilities when they are not being used by the other party to enable both parties to use college facilities to the maximum extent feasible, without violation of the "no contact" order.

VIII. Investigating Complaints of Sexual Harassment, Gender-Based Harassment or Sexual Violence

The college will conduct an investigation when it becomes aware, from any source (including third-parties not connected to the college or university), that sexual harassment, gender-based harassment or sexual violence may have been committed against a student, employee or visitor, unless the complainant has requested that the college refrain from such an investigation and the college has determined that it may do so.

A. The Investigation

The college Title IX Coordinator is responsible for conducting the investigation in a prompt, thorough, and impartial manner. The college Title IX Coordinator shall inform the respondent that an investigation is being commenced and shall provide the respondent with a written summary of the allegations of the complaint. The Title IX Coordinator shall coordinate investigative efforts with other college offices, and may designate another trained individual to conduct all or part of the investigation. A respondent employee who is covered by a collective bargaining agreement may consult with and have a union representative present at any interview of that employee conducted as part of such investigation.

The college Title IX Coordinator shall take prompt and effective steps reasonably calculated to end any sexual harassment, gender-based harassment or sexual violence, including: (i) taking interim measures; (ii) preventing retaliation; (iii) providing the complainant and the respondent with periodic status updates of the investigation and notice of outcome of the investigation; (iv) informing the complainant of her/his right to file a criminal complaint; (v) coordinating with law enforcement agencies, as appropriate, after consultation with Public Safety; (vi) maintaining all documents of the investigation; and (vii) drafting a report of findings, which is to be submitted to the College President.

B. Conflicts

If any administrator designated by this policy to participate in the investigation or resolution of a complaint (including but not limited to the Title IX Coordinator) is the respondent, the College President will appoint another college administrator to perform such person's duties under this policy. If the President is the respondent, the investigation will be handled by the University Title IX Coordinator or her/his designee.

C. Mediation

While mediation is not permitted in cases where sexual violence is alleged, it may be appropriate where sexual harassment or gender-based harassment allegations have been made by a student or employee but there is no allegation of sexual violence. Mediation is a process whereby the parties can participate in a search for fair and workable solutions. Mediation requires the consent of both the complainant and the respondent, but does not require the complainant and respondent to meet face-to-face. Either party, however, has the right to end the mediation at any time and proceed with the investigation process. A respondent who is covered by a collective bargaining agreement may consult with and have a union representative present at any mediation session. Unless the mediation results in a timely resolution agreed to in writing by the complainant, the respondent and the college, the college shall end the mediation and resume the investigation.

D. Timing

The college shall make every reasonable effort to ensure that the investigation and resolution of a complaint are carried out as timely and efficiently as possible. However, the college may need to temporarily delay the fact-finding portion of its investigation during the evidence-gathering phase of a law enforcement investigation. Temporary delays may not last more than ten days except when law enforcement specifically requests and justifies a longer delay. While some complaints may require extensive investigation, whenever possible, the investigation of complaints should be completed within sixty (60) calendar days of the receipt of the complaint. If there is a delay in completing the investigation, the Title IX Coordinator shall notify the complainant and the respondent in writing.

E. **Report of Findings**

Following the completion of the investigation, the Title IX Coordinator shall report her/his findings to the College President in writing. Following such report, the College President shall review the complaint investigation report and authorize such action as she/he deems necessary to address the issues raised by the findings. In the event the complainant or the respondent is a student, the report shall also be sent to the Chief Student Affairs Officer. A copy of the report shall be maintained in the files of the Title IX Coordinator.

F. **Disciplinary Action**

Following an investigation, the College President may recommend that disciplinary action be commenced against the respondent student or employee.

i. Discipline Against Students

In cases where a student is charged with a violation of this policy, including retaliation, the matter shall be referred to the college's Office of Student Affairs and action shall be taken in accordance with Article XV of the CUNY Bylaws, which contains the student disciplinary process at CUNY. Under the student disciplinary process, complainants have the same right as respondents to receive notice of the charges, to attend and participate fully in a disciplinary hearing, to be represented by an attorney or advisor of their choice, to receive notice of the decision of the faculty-student disciplinary committee, and to appeal. Penalties for students instituted after a hearing before the faculty-student disciplinary committee range from a warning to suspension or expulsion from the University.

ii. Discipline Against Employees

In cases where an employee is charged with a violation of this policy, including retaliation, the matter shall be referred for disciplinary action in accordance with the applicable CUNY policies, rules and collective bargaining agreements. Penalties for employees include reprimand, suspension or termination of employment following applicable disciplinary procedures. For many respondent employees, these procedures may include a hearing before a non-CUNY fact-finder, as required by collective bargaining agreements.

iii. Action Against Visitors

In cases where the person accused of sexual harassment, gender-based harassment or sexual violence is neither a CUNY student nor a CUNY employee, the college's ability to take action against the accused is extremely limited. However, the college shall take all appropriate actions within its control, such as restricting the visitor's access to campus. In addition, the matter shall be referred to local law enforcement for legal action where appropriate.

iv. No Disciplinary Action

In cases where a determination is made not to bring disciplinary action, the Title IX Coordinator shall inform the complainant and the respondent of that decision contemporaneously, in writing, and shall offer counseling or other support services to both the complainant and the respondent.

G. Malicious Allegations

Members of the CUNY community who make false and malicious complaints of sexual harassment, gender-based harassment or sexual violence, as opposed to complaints which, even if erroneous, are made in good faith, may be subject to disciplinary action.

H. Relationship of CUNY's Investigation to the Action of Outside Law Enforcement

In cases where the complainant files a complaint with outside law enforcement authorities as well as with the college, the college shall determine what actions to take based on its own investigation. The college may coordinate with outside law enforcement authorities in order to avoid interfering with their activities and, where possible, to obtain information regarding their investigation. Neither a law enforcement determination whether to prosecute a respondent, nor the outcome of any criminal prosecution, is dispositive of whether the respondent has committed a violation of this policy.

I. Filing External Complaints

Complainants have the right at any time to file complaints with the Office for Civil Rights ("OCR") of the U.S. Department of Education, alleging violations of Title IX, and to file complaints with other appropriate agencies alleging violations of other federal, state or local laws. Contact information for OCR and other relevant agencies is set forth on the CUNY Title IX web page.

IX. College Obligations Under This Policy

In addition to addressing possible violations of this policy, colleges/units of CUNY have the following obligations:

A. Dissemination of Policies, Procedures and Notices

The college Title IX Coordinator, in coordination with the Office of Student Affairs, Office of Public Safety, Human Resources Department and other appropriate offices, is responsible for the wide dissemination of the following on her/his campus: (i) this Policy; (ii) CUNY's Notice of Non-Discrimination; (iii) the Title IX Coordinator's name, phone number, office location, and email address; and (iv) contact information for the campus Public Safety Office. Such dissemination shall include posting the documents and information on the college website and including it in any student or faculty handbooks and in residence life materials. In addition, the Students' Bill of Rights, which is appended to and made a part of this policy, must be distributed to any individual reporting an incident of sexual misconduct at the time the report is made. It must also be distributed annually to all students, made available on the college's website and posted in college campus centers and in CUNY owned and operated housing.

B. Training and Educational Programming

The college Title IX Coordinator, in coordination with other applicable offices, including Public Safety, Human Resources and Student Affairs, is responsible for ensuring that the college provides training to college employees on their obligations under this policy; provides education on this policy and on sexual misconduct (including domestic violence, dating violence, stalking and sexual assault) to new and continuing students; and promotes awareness and prevention of sexual harassment, gender-based harassment and sexual violence among all students and employees. Specific required trainings include the following:

i. Training For Responsible and Confidential Employees

The college shall provide training to all employees who are required to report incidents of sexual harassment, gender-based harassment or sexual violence under this policy, as well as those employees who have been designated as confidential employees.

ii. Student Onboarding and Ongoing Education

Each college shall adopt a comprehensive student onboarding and ongoing education campaign to educate students about sexual misconduct, including domestic violence, dating violence, stalking, and sexual assault. During the student onboarding process, all new first-year and transfer students shall receive training on this policy and on a variety of topics relating to sexual misconduct. In addition, each college shall offer and administer appropriate educational programming to residence hall students, athletes, and student leaders. Each college shall also provide such educational programming to any other student groups which the college determines could benefit from education in the area of sexual harassment, gender-based harassment and sexual violence. The college shall also share information on domestic violence, dating violence, stalking and sexual assault prevention with parents of enrolling students.

C. Campus Climate Assessments

Each college of the University shall conduct, no less than every other year, a climate assessment using an assessment instrument provided by the University central office, to ascertain its students' general awareness and

knowledge of the University's policy and procedures regarding sexual misconduct, including but not limited to student experiences with and knowledge of reporting, investigation and disciplinary processes. The assessment instrument shall include all topics required to be included under applicable law, including Section 129-B of the New York State Education Law. The University shall publish the results of the surveys on its Title IX web page. The published results shall not contain any information which would enable a reader to identify any individual who responded to the climate assessment.

X. Rules Regarding Intimate Relationships

A. Relationships between Faculty or Employees and Students

Amorous, dating or sexual activity or relationships ("intimate relationships"), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between students and faculty members and between students and employees who advise or evaluate them, such as athletic coaches or workplace supervisors. Such relationships necessarily involve issues of student vulnerability and have the potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty member or employee is required to evaluate the work or make personnel or academic decisions with respect to a student with whom he or she is having an intimate relationship. Finally, if the relationship ends in a way that is not amicable, the relationship may lead to charges of and possible liability for sexual harassment.

Therefore, faculty members and other employees are prohibited from engaging in intimate relationships with students, for whom they have a professional responsibility, including undergraduates, graduate and professional students and postdoctoral fellows.

For purposes of this section, professional responsibility for a student means responsibility over academic matters, including teaching, counseling, grading, advising for a formal project such as a thesis or research, evaluating, hiring, supervising, coaching, making decisions or recommendations that confer benefits such as admissions, registration, financial aid, other awards, remuneration, or fellowships, or performing any other function that might affect teaching, research, or other academic opportunities.

B. Relationships between Supervisors and Employees

Many of the concerns about intimate relationships between faculty members or employees and students also apply to relationships between supervisors and employees they supervise. Those relationships therefore are strongly discouraged. Supervisors shall disclose any such relationships to their supervisors in order to avoid or mitigate conflicts of interest in connection with the supervision and evaluation of the employees with whom they have an intimate relationship. Mitigation may involve the transfer of either the supervisor or employee, reassigning the responsibility to evaluate the employee to a different supervisor, or other appropriate action.

For purposes of this section, supervising an employee means supervising in an employment setting, including hiring, evaluating, assigning work, or making decisions or recommendations that confer benefits such as promotions, raises or other remuneration, or performing any other function that might affect employment opportunities.

XI. Definitions of Terms in this Policy

A. **Affirmative Consent** is a knowing, voluntary and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression.

Consent may be initially given but withdrawn at any time. Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.

In order to give consent, one must be of legal age (17 years or older). Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol. Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by lack of consciousness or being asleep, being involuntarily restrained, or if the individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

When consent is withdrawn or can longer be given, sexual activity must stop.

B. **Complainant** refers to the individual who alleges that she/he has been the subject of sexual harassment, gender-based harassment or sexual violence, and can be a CUNY student, employee (including all full-time and part-time faculty and staff), or visitor. Under this policy, the alleged incident(s) may have been brought to the college's attention by someone other than the complainant.

C. **Complaint** is an allegation of sexual harassment, gender-based harassment or sexual violence made under this policy.

D. **Dating, Domestic and Intimate Partner Violence** is a pattern of coercive behavior that can include physical, psychological, sexual, economic and emotional abuse, perpetrated by one person against an intimate partner. Such violence may occur in all kinds of intimate relationships, including married couples, people who are dating, couples who live together, people with children in common, same-sex partners, and people who were formerly in a relationship with the person abusing them.

E. **Forcible Touching/Fondling** is intentionally touching the sexual or other intimate parts of another person without the latter's consent for the purpose of degrading or abusing such person; or for the purpose of gratifying the actor's sexual desire.

F. **Gender-Based Harassment** is unwelcome conduct of a nonsexual nature based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities. The effect will be evaluated based on the perspective of a reasonable person in the position of the complainant. An example of gender-based harassment would be persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.

G. **Managers** are employees who have the authority to either (a) make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities; or (b) make recommendations on tangible employment decisions that are given particular weight. Managers include vice presidents, deans, directors, or other persons with managerial responsibility, including, for purposes of this policy, department chairpersons and executive officers.

H. **Rape and Attempted Rape** is the penetration or attempted penetration, no matter how slight, of any body part by a sex organ of another person, without the consent of that person.

I. **Respondent** refers to the individual who is alleged to have committed sexual harassment, gender-based harassment or sexual violence against a CUNY student, employee, or visitor.

J. **Retaliation** is adverse treatment of an individual as a result of that individual's reporting sexual harassment, gender-based harassment or sexual violence, assisting someone with a report of sexual harassment, gender-based harassment or sexual violence, or participating in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence report. Adverse treatment includes threats, intimidation and reprisals by either a complainant or respondent or by others such as friends or relatives of either a complainant or respondent.

K. **Sexual Activity** is

- penetration, however slight, of the vulva or the anus by the penis, hand/fingers or other object;
- contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus;
- intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person; or=
- intentional touching, either directly or through the clothing of any other body part, with an intent to abuse, humiliate, harass, degrade or arouse or gratify the sexual desire of any person.

L. **Sexual Assault** is any form of sexual activity that occurs without consent.

M. **Sexual Harassment** is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct of a sexual nature when:

i. submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo);

or

ii. such conduct is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with, an individual's educational or work experience by creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of a complainant.

Conduct is considered "unwelcome" if the individual did not request or invite it and considered the conduct to be undesirable or offensive.

While it is not possible to list all circumstances that might constitute sexual harassment, the following are some examples of conduct that might constitute sexual harassment depending on the totality of the circumstances:

- i. Inappropriate or unwelcome physical contact or suggestive body language, such as touching, groping, patting, pinching, hugging, kissing, or brushing against an individual's body;
- ii. Verbal abuse or offensive comments of a sexual nature, including sexual slurs, persistent or pervasive sexually explicit statements, questions, jokes or anecdotes, degrading words regarding sexuality or gender, suggestive or obscene letters, notes, or invitations;
- iii. Visual displays or distribution of sexually explicit drawings, pictures, or written materials; or
- iv. Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures.

For purposes of this policy, sexual harassment also includes acts that violate an individual's right to privacy in connection with her/his body and/or sexual activity such as:

- i. Recording images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness without that person's consent;
- ii. Disseminating images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure;
- iii. Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent.

N. **Sexual Misconduct** is sexual harassment, gender-based harassment or sexual violence, as defined in this policy.

O. **Sexual Violence** is an umbrella term that includes: (1) sexual activity without affirmative consent, such as sexual assault rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking as defined below.

P. **Stalking** is intentionally engaging in a course of conduct directed at a specific person with whom the perpetrator currently has, previously has had, or desires to have, some form of sexual or romantic relationship, that:

1. is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person's immediate family or a third party with whom such person is acquainted; or
2. causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person's immediate family or a third party with whom such person is acquainted; or
3. is likely to cause such person to reasonably fear that her/his employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person's place of employment or business, and the actor was previously clearly informed to cease that conduct.

Q. **Visitor** is an individual who is present at a CUNY campus or unit but is not a student or an employee.

The City University of New York Students' Bill of Rights

CUNY students who experience campus-related sexual or gender-based harassment or sexual violence, including sexual assault, stalking, domestic violence, intimate partner violence or dating violence, are entitled to the following rights:

- To report the incident to your campus.
- To report the incident to the University or campus public safety department and/or to file a criminal complaint with the NYPD, or to choose not to report.
- To receive assistance from your campus or others in filing a criminal complaint, which may include seeking an Order of Protection.
- To describe the incident only to those campus officials who need the information in order to properly respond and to repeat the description as few times as practicable.
- To request that the campus file conduct charges against the respondent(s). The decision on whether to bring charges rests with the campus.
- To be protected by your campus from retaliation for reporting the incident, and to have any allegations of retaliation addressed by the campus.
- To receive assistance and resources from your campus, including confidential and free on-campus counseling, and to be notified of other available services on- and off-campus, including, among other resources, the New York State Office of Victim Services.
- To receive assistance in seeking necessary medical services or treatment, including a Sexual Assault Forensic Examination (SAFE exam), on or off campus.
- To obtain, where appropriate, changes with respect to campus academic and living arrangements, no-contact orders, and other interim remedial measures to enable you to continue your education without undue stress or trauma.
- To have your complaints handled respectfully by the campus, and to be informed about how the campus will protect your privacy and confidentiality.
- To have your complaint investigated in a prompt, impartial and thorough manner by individuals who have received appropriate training in conducting investigations and the issues related to sexual harassment and sexual violence, and to be accompanied by a person of your choice at all meetings or hearings related to the process.
- To have your complaint against a student adjudicated by individuals who have received appropriate training on issues related to sexual harassment and sexual violence.
- To report incidents of sexual harassment or sexual violence that you experience while under the influence of alcohol or drugs without receiving discipline for your alcohol or drug use.
- To have the same opportunity as the respondent(s) to participate in a student disciplinary hearing before a faculty-student disciplinary committee, including the right to be present, to be assisted by a person of your choice, including an attorney, to present evidence, call witnesses, cross-examine witnesses, have your prior sexual history with persons other than the respondent(s) excluded from the hearing, have your prior mental health diagnosis and/or treatment excluded from the hearing, receive written notice of the outcome of the hearing, and to appeal from the decision.
- To participate in the investigative and disciplinary processes of the campus without interference with your civil rights or practice of religion.

Questions about CUNY's sexual misconduct policy and procedures may be directed to your campus Title IX Coordinator.

Information on resources and the process for filing a complaint is available on CUNY's Title IX web page.

Policy adopted by the Board of Trustees on 12/1/2014 Cal. 4.C., with effective date of 1/1/2015. Amended by the Board of Trustees on 10/1/2015. Cal. 6.B.