

Fall 2016 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.

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

ACADEMIC DIRECTOR: Jennifer Sparrow

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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	<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)
- ENG 102 - College Writing II (3 Credits)

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)
- MATH 215 - Introduction to Statistics (3 Credits)

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)
- BIO 200 - Human Biology (3 Credits)
- BIO 250 - Evolutionary Biology (3 Credits)
- CHEM 101 - General Chemistry (3 Credits)
- EAS 201 - The Nature of New York (3 Credits)
- EAS 250 - Oceanography (3 Credits)

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)
- CHIN 101 - Beginning Chinese I (3 Credits)
- CHIN 102 - Beginning Chinese II (3 Credits)
- ENG 211 - World Literature (3 Credits)
- HIST 102 - Origins of the Modern World, 1500 to the Present (3 Credits)
- HIST 202 - Twentieth Century World History (3 Credits)
- LAS 101 - Latin America and Caribbean Cultures (3 Credits)
- SPAN 101 - Beginning Spanish I (3 Credits)
- SPAN 102 - Beginning Spanish II (3 Credits)
- SPAN 110 - Spanish for Health Professions (3 Credits)

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)
- GEOG 301 - International Migration (3 Credits)
- LANG 101 - Language in the Multicultural Setting (3 Credits)
- POL 201 - Politics and Government of New York City (3 Credits)

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)
- ART 202 - Arts and Civilization: Renaissance through the 21st Century (3 Credits)
- ART 210 - Modern Art in the City (3 Credits)
- ENG 301 - Science Fiction (3 Credits)
- ENG 331 - Studies in the Folk Tale and the Classic Fairy Tale (3 Credits)
- FLM 307 - Film Literacies: Communicating Culture through Film (3 Credits)

Individual and Society

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 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)
- ECO 201 - Microeconomics (3 Credits)
- PHIL 101 - Introduction to Philosophy (3 Credits)
- PHIL 110 - Critical Thinking (3 Credits)
- PHIL 201 - Bioethics for Health Professions (3 Credits)
- PHIL 301 - Computers, Ethics, Society and Human Values (3 Credits)
- SOC 101 - Introduction to Sociology (3 Credits)
- SOC 216 - Social Problems (3 Credits)

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)
- HIST 201 - The Ascent of Man: An Introduction to the History of Science (3 Credits)
- PHE 200 - Introduction to Public Health (3 Credits)
- PHYS 301 - Space, Time and Motion-Physical Science (3 Credits)
- PSY 101 - General Psychology (3 Credits)

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)
- COM 210 - Writing at Work (3 Credits)
- PHIL 110 - Critical Thinking (3 Credits)
- PLA 300 - Portfolio Development for Prior Learning Assessment (3 Credits)
- QUAN 201 - Quantitative Reasoning and Society (3 Credits)

Programs

Undergraduate Degree

Bachelor of Arts in Communication and Media

Academic Director: Arthur O'Connor

CUNY School of Professional Studies

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New York, NY 10001

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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)
- CM 311 - Writing for New Electronic Media (3 Credits)
- RM 201 - Introduction to Research Methods (3 Credits)

Required Perspective Courses

18 credits required from among the following courses:

- CM 301 - Mass Media Ethics: Issues, Cases and Moral Reasoning (3 Credits)
- CM 302 - Communication Theory and Web Design (3 Credits)
- CM 304 - Global Culture and Diversity (3 Credits)
- CM 306 - Studies in Mass Communication (3 Credits)
- CM 307 - Studies in Personality and Culture (3 Credits)
- CM 308 - Studies in Urbanization (3 Credits)
- CM 309 - Studies in Communication and Cultural Change (3 Credits)
- CM 200 - Introduction to Design (3 Credits)
- CM 333 - Communication in Business and Industry (Corporate Communications) (3 Credits)
- ORGD 341 - Organizational Change and Leadership (3 Credits)

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)
- CM 490 - Selected Topics in Communication and Culture (3 Credits)
- CM 491 - Independent Research (3 Credits) *
- CM 499 - Senior Research Project (3 Credits) *

Bachelor of Arts in Disability Studies

Program Director: Mariette Bates

CUNY School of Professional Studies

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New York, NY 10001

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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)
- DSAB 201 - Disability and Embodiment (3 Credits)

Level II: Core Courses

- DSAB 207 - Law, Policy and Disability (3 Credits)
- DSAB 208 - Disability in History (3 Credits)
- DSAB 209 - Disability Narratives (3 Credits)
- RM 201 - Introduction to Research Methods (3 Credits)

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

Students must also complete three credits from the following courses:

- DSAB 213 - Transition and Adulthood (3 Credits)
- DSAB 251 - Disability and Families (3 Credits)
- DSAB 214 - Traumatic Brain Injury: Causes and Systems of Care (3 Credits)
- DSAB 252 - Vocational Mentoring (3 Credits)
- DSAB 211 - Aging and Disability (3 Credits)
- DSAB 212 - Introduction to Residential Services (3 Credits)
- DSAB 342 - Representations of Disability in Film and Literature (3 Credits)
- NURS 314 - Case Management in Health and Human Services (3 Credits)

Autism Spectrum Disorders

Students must complete six credits in the following:

- DSAB 321 - Using Assessments for Intervention, Planning and Placement (3 Credits)
- DSAB 322 - Teaching Strategies and Behavioral Supports (3 Credits)

Students must also complete three credits from the following courses:

- DSAB 223 - Autism Spectrum Disorder in Young People (3 Credits)
- DSAB 225 - Speech and Communication Issues in Autism Spectrum Disorder (3 Credits)
- DSAB 224 - Inclusion: Principles in Practice (3 Credits)
- DSAB 252 - Vocational Mentoring (3 Credits)
- DSAB 222 - Autism Narratives (3 Credits)
- DSAB 221 - Asperger Syndrome Across the Life Cycle (3 Credits)
- DSAB 251 - Disability and Families (3 Credits)
- DSAB 358 - Selected Topics in Disability Studies (3 Credits)
- DSAB 359 - Independent Study in Disability Studies (3 Credits)
- DSAB 449 - Internship in Disability Studies (3 Credits)
- NURS 314 - Case Management in Health and Human Services (3 Credits)

Mental/Behavioral Health

Students must complete six credits in the following:

- DSAB 331 - Introduction to Mental, Behavioral and Developmental Disorders (3 Credits)
- DSAB 332 - Introduction to Crisis-Intervention and Safety (3 Credits)

Students must also complete three credits from the following courses:

- DSAB 233 - Elements of Behavioral Health Counseling (3 Credits)
- DSAB 235 - Peer Wellness and Recovery (3 Credits)
- DSAB 232 - Dual Diagnosis (3 Credits)
- DSAB 252 - Vocational Mentoring (3 Credits)
- DSAB 251 - Disability and Families (3 Credits)
- DSAB 231 - Community Mental Health (3 Credits)
- DSAB 234 - Mad People's History (3 Credits)
- DSAB 358 - Selected Topics in Disability Studies (3 Credits)
- DSAB 359 - Independent Study in Disability Studies (3 Credits)
- NURS 314 - Case Management in Health and Human Services (3 Credits)

Disability Studies

Students must complete six credits in the following:

- DSAB 341 - Disability, Evolution, Eugenics and Genomics (3 Credits)
- DSAB 342 - Representations of Disability in Film and Literature (3 Credits)

Students must also complete three credits in the following courses:

- DSAB 244 - Diversity and Disability (3 Credits)
- DSAB 245 - Universal Design and Assistive Technology (3 Credits)
- DSAB 251 - Disability and Families (3 Credits)
- DSAB 246 - War, Veterans, and Disability (3 Credits)
- DSAB 242 - Disability and Mass Media (3 Credits)
- DSAB 243 - Disability, Music and The Arts (3 Credits)
- DSAB 241 - Disability and Comparative Religion (3 Credits)
- DSAB 358 - Selected Topics in Disability Studies (3 Credits)
- DSAB 359 - Independent Study in Disability Studies (3 Credits)

Level IV. Integration

Students must complete three credits in the following courses:

- DSAB 499 - Capstone: Senior Research Project (3 Credits)
- DSAB 449 - Internship in Disability Studies (3 Credits)

Bachelor of Arts in Human Relations

Program Director: Barbara Walters

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

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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)
- HRL 210 - Interpersonal and Group Communication (3 Credits)
- HRL 250 - Adult Learning and Development in the Workplace (3 Credits)
- HRL 270 - Human Relations Issues in Management (3 Credits)
- HRL 300 - Power and Inequality in the Workplace (3 Credits)
- HRL 350 - Ethical and Legal Dimensions of Human Relations (3 Credits)
- HRL 380 - Conflict in Human Relations (3 Credits)
- HRL 401 - Introduction to Action Research (3 Credits)
- HRL 499 - Human Relations Capstone (3 Credits)

Additional Required Courses

- COM 210 - Writing at Work (3 Credits)
- ORGD 341 - Organizational Change and Leadership (3 Credits)
- PSY 101 - General Psychology (3 Credits)
- PSY 340 - Contemporary Issues in Adulthood and Aging (3 Credits)
- QUAN 201 - Quantitative Reasoning and Society (3 Credits)
- SOC 216 - Social Problems (3 Credits)

Elective Courses

- HRL 340 - Special Topics in Human Relations (3 Credits)
- HRL 440 - Independent Study in Human Relations (3 Credits)
- HRL 450 - Human Relations Internship (3 Credits)

Bachelor of Arts in Psychology

Academic Director: Carla Marquez-Lewis

CUNY School of Professional Studies

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New York, NY 10001

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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)
- PSY 210 - Biological Bases of Behavior (3 Credits)
- PSY 220 - Developmental Psychology (3 Credits)
- PSY 230 - Learning and Cognition (3 Credits)
- PSY 240 - Socio-Cultural Approaches (3 Credits)
- PSY 301 - Statistical Methods (3 Credits)
- PSY 302 - Advanced Research Methods: Testing Hypotheses (3 Credits)
- PSY 499 - Senior Project (3 Credits)
- RM 201 - Introduction to Research Methods (3 Credits)

Elective Courses

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

- PSY 370 - Special Topics in Psychology (3 Credits)
- PSY 380 - Independent Study in Psychology (3 Credits)

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)
- ORGD 341 - Organizational Change and Leadership (3 Credits)

Students must also complete one of the following courses:

- NURS 314 - Case Management in Health and Human Services (3 Credits)
- PSY 320 - Interviewing (3 Credits)
- PSY 340 - Contemporary Issues in Adulthood and Aging (3 Credits)
- PSY 348 - Small Group Processes (3 Credits)
- PSY 360 - Abnormal Psychology (3 Credits)
- PSY 390 - Psychological Tests and Measurement (3 Credits)

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

Students must also complete one of the following courses:

- NURS 314 - Case Management in Health and Human Services (3 Credits)
- PSY 317 - Family Psychology (3 Credits)
- PSY 320 - Interviewing (3 Credits)
- PSY 327 - Clinical Methods: Theories and Process (3 Credits)
- PSY 337 - Risk and Resilience in Development (3 Credits)
- PSY 360 - Abnormal Psychology (3 Credits)
- PSY 390 - Psychological Tests and Measurement (3 Credits)

Psychopathology

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

- PSY 327 - Clinical Methods: Theories and Process (3 Credits)
- PSY 360 - Abnormal Psychology (3 Credits)

Students must also complete one of the following courses:

- NURS 314 - Case Management in Health and Human Services (3 Credits)
- PSY 317 - Family Psychology (3 Credits)
- PSY 320 - Interviewing (3 Credits)
- PSY 337 - Risk and Resilience in Development (3 Credits)
- PSY 340 - Contemporary Issues in Adulthood and Aging (3 Credits)
- PSY 348 - Small Group Processes (3 Credits)
- PSY 390 - Psychological Tests and Measurement (3 Credits)

Bachelor of Arts in Sociology

Academic Director: Barbara Walters

CUNY School of Professional Studies

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New York, NY 10001

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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)
- SOC 101 - Introduction to Sociology (3 Credits)
- SOC 302 - Advanced Quantitative Analysis (3 Credits)
- SOC 310 - Foundations of Sociological Theory (3 Credits)
- SOC 499 - Senior Capstone (3 Credits) or
- SOC 497 - Sociology Internship (3 Credits)

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

- SOC 490 - Ethnography (3 Credits)
- SOC 491 - Comparative Methods (3 Credits)

Inequality

- SOC 203 - Race, Class and Gender (3 Credits)
- SOC 208 - Urban Sociology (3 Credits)
- SOC 216 - Social Problems (3 Credits)
- SOC 304 - Global Culture and Diversity (3 Credits)
- SOC 313 - Stratification (3 Credits)
- SOC 320 - Sociology of the Body (3 Credits)
- SOC 380 - Independent Study (3 Credits)
- SOC 418 - Social Movements and Collective Behavior (3 Credits)
- SOC 470 - Special Topics in Sociology (3 Credits)

Institutions

- ORGD 341 - Organizational Change and Leadership (3 Credits)
- SOC 206 - Sociology of the Family (3 Credits)
- SOC 207 - Introduction to Criminal Justice (3 Credits)
- SOC 226 - Sociology of Religion (3 Credits)

- SOC 250 - Transformations of Work in America (3 Credits)
- SOC 319 - Self and Social Interaction (3 Credits)
- SOC 405 - Sociology of Culture (3 Credits)
- SOC 406 - Sociology of Education (3 Credits)
- SOC 407 - Sociology of Health and Medicine (3 Credits)
- SOC 408 - Political-Legal Sociology (3 Credits)
- SOC 419 - The Digital Revolution and the Information Society (3 Credits)

Bachelor of Arts in Urban and Community Studies

Academic Director: Michael Fortner

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)
- URB 320 - Urban Populations and Communities (4 Credits)
- LABR 302 - Contemporary Labor Issues (4 Credits)
- URB 351 - Research Methods for Urban and Community Studies (4 Credits)
- URB 499 - Urban and Community Studies Capstone (4 Credits)

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

Students must also complete two courses from the following:

- LABR 305 - Labor Relations in Transportation (3 Credits)
- HCA 300 - Urban Health Services and Institutions (4 Credits)
- PADM 201 - Public Administration (4 Credits)
- PADM 202 - Public Management and the Delivery of Public Services (4 Credits)
- PADM 221 - Public Issues and Public Policy (4 Credits)
- POL 201 - Politics and Government of New York City (3 Credits)
- SOC 313 - Stratification (3 Credits)
- NYTWU 210 - Operations Management in Public Transportation (3 Credits)
- NYTWU 200 - Computer Applications and Data in Public Transportation (3 Credits)
- NYTWU 220 - Financial Planning, Policy and Administration (3 credits)
- NYTWU 230 - Organizational Behavior in Public Transportation (3 Credits)
- URB 339 - Urban and Community Studies Field Work (4 Credits)
- URB 341 - Metropolitan Transportation and Urban Development (3 Credits)
- URB 399 - Urban and Community Studies Independent Studies (1 - 4 Credits)
- URB 451 - Urban and Community Studies Special Topics (4 Credits)

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)
- URB 322 - Social Movements (4 Credits)

Students must also complete two courses from the following:

- GEOG 301 - International Migration (3 Credits)
- LPOL 301 - Work, Culture, and Politics in New York City (4 Credits)
- SOC 203 - Race, Class and Gender (3 Credits)
- SOC 207 - Introduction to Criminal Justice (3 Credits)
- URB 323 - Community Development (4 Credits)
- URB 324 - Introduction to Nonprofit Leadership (4 Credits)
- URB 339 - Urban and Community Studies Field Work (4 Credits)
- URB 399 - Urban and Community Studies Independent Studies (1 - 4 Credits)
- URB 451 - Urban and Community Studies Special Topics (4 Credits)

Labor Studies

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

- LHIS 301 - U.S. Labor History (4 Credits)
- LABR 201 - Introduction to Labor Studies (4 Credits)

Students must also complete two courses from the following:

- LABR 304 - Unions and Labor Relations (4 Credits)
- LABR 320 - Collective Bargaining (4 Credits)
- LABR 334 - Public Sector Labor Law (4 Credits)
- LABR 339 - Understanding Labor and the Economy (4 Credits)
- LABR 330 - Issues in Labor Organizing (4 Credits)
- LSOC 301 - Sociology of Work (4 Credits)
- URB 339 - Urban and Community Studies Field Work (4 Credits)
- URB 399 - Urban and Community Studies Independent Studies (1 - 4 Credits)
- URB 451 - Urban and Community Studies Special Topics (4 Credits)

Bachelor of Science in Business

Academic Director: B. Loerinc Helft

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

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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)
- BUS 301 - Managerial Economics (3 Credits)
- BUS 305 - Accounting Fundamentals (3 Credits)
- BUS 310 - Foundations of Business Statistics (3 Credits)
- BUS 315 - Principles of Marketing (3 Credits)
- BUS 320 - Principles of Management (3 Credits)
- BUS 325 - Principles of Management Information Systems (3 Credits)
- BUS 330 - Business Law I (3 Credits)
- BUS 333 - Corporate Finance (3 Credits)
- BUS 335 - Operations Management (3 Credits)
- BUS 410 - Research Methods for Business Decision-Making (3 Credits)
- CIS 101 - Computer Fundamentals and Applications (3 Credits)
- ECO 202 - Macroeconomics (3 Credits)

Students must complete one of the following capstone courses:

- BUS 440 - Internship (3 Credits)
- BUS 460 - Virtual Enterprise (3 Credits)

- BUS 470 - Strategic Management (3 Credits)
- BUS 480 - Thesis (3 Credits)

Elective Courses

- BUS 200 - Introduction to Business (3 Credits)
- BUS 306 - Managerial Accounting (3 Credits)
- BUS 321 - Human Resource Management (3 Credits)
- BUS 331 - Global Business (3 Credits)
- BUS 332 - Electronic Commerce (3 Credits)
- BUS 334 - Great Ideas in Business (3 Credits)
- BUS 336 - Special Topics in Business (3 Credits)
- BUS 338 - International Trade (3 Credits)
- BUS 339 - Sustainability and Green Business (3 Credits)
- BUS 340 - Small Business Management and Entrepreneurship (3 Credits)
- BUS 345 - Strategic Electronic Marketing (3 Credits)
- BUS 346 - Investments (3 Credits)
- BUS 348 - Real Estate Finance (3 Credits)
- BUS 350 - Business Law II (3 Credits)
- BUS 415 - Essentials of Market Research (3 Credits)
- ECO 201 - Microeconomics (3 Credits)
- ORGD 341 - Organizational Change and Leadership (3 Credits)
- PROM 210 - Project Management (3 Credits)

Bachelor of Science in Health Information Management

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

CUNY School of Professional Studies

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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)
- BIO 310 - Pathophysiology and Pharmacology (3 Credits)
- CIS 101 - Computer Fundamentals and Applications (3 Credits)
- HIM 200 - Medical Terminology (3 Credits)
- HIM 202 - Introduction to the Health Information Management Profession (3 Credits)
- HIM 205 - Healthcare Delivery Systems (3 Credits)
- HIM 250 - Health Statistics and Research (3 Credits)
- HIM 300 - Survey of Clinical Classification Systems (3 Credits)
- HIM 331 - Legal and Ethical Aspects of Healthcare (3 Credits)
- HIM 332 - Quality Management and Performance Improvement (3 Credits)
- HIM 350 - Health Information Management Application Design (3 Credits)
- HIM 351 - Professional Practice Experience 1 (3 Credits)
- HIM 360 - Clinical Data Applications and Data Security (3 Credits)
- HIM 365 - Management of Health Information Organizations (3 Credits)
- HIM 370 - Organizational Development and Planning in Health Information Management (3 Credits)
- HIM 380 - Reimbursement Methodologies and Financial Management (3 Credits)
- HIM 451 - Professional Practice Experience 2 (3 Credits)
- HIM 465 - Electronic Health Records (3 Credits)
- IS 361 - Database Architecture and Programming (3 Credits)
- MATH 215 - Introduction to Statistics (3 Credits)
- PHE 200 - Introduction to Public Health (3 Credits)
- PROM 210 - Project Management (3 Credits)

Elective Courses

- BUS 200 - Introduction to Business (3 Credits)
- BUS 305 - Accounting Fundamentals (3 Credits)
- HIM 340 - Diagnosis Coding using the International Classification of Diseases (3 Credits)
- HIM 341 - Procedural Coding (3 Credits)
- HIM 362 - Healthcare Data Analysis (3 Credits)
- HIM 391 - Independent Study (1-3 Credits)
- HIM 436 - Advanced Topics in Health Information Management (3 Credits)
- HIM 455 - Health Information Management Applications in Non-traditional Settings (3 Credits)
- RM 201 - Introduction to Research Methods (3 Credits)
- SPAN 110 - Spanish for Health Professions (3 Credits)

Bachelor of Science in Information Systems

Academic Director: Arthur O'Connor

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

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The Program

A prime distinction between a good company and a great company is how well its information systems align with business goals. The CUNY SPS online BS in Information Systems degree program focuses on five components of information systems: processes, people, data, infrastructure, and design; and on the ways they combine to create agile and competitive organizations. The online BS in Information Systems program provides students with the practical knowledge to make sense of and contribute to the increasingly globalized and technology-driven business environment. The program's online classes make it one of the most convenient IS degree options for working professionals and transfer students looking to complete their bachelor's degree. And, as always, we provide the value, quality, and recognition that come with a CUNY degree.

Students in the BS in Information Systems program:

- Develop core technical proficiency in programming, web and mobile app development, database design and management, enterprise applications and cloud computing, systems analysis and design, and networking and security
- Customize the curriculum through a broad range of technical and application electives such as e-commerce, human resources, marketing, GIS, healthcare systems, computer forensics, data science, and business process redesign
- Learn practical and high-demand skills through hands-on projects in every course
- Cultivate a strong sense of innovation and entrepreneurship through courses in technology strategy and management as well as by developing their technology portfolio

The BS in Information Systems program's core curriculum is based on industry guidelines set by the Association for Computing Machinery (ACM) and the Association for Information Systems (AIS), and allows students to select one of two tracks: 1) General IS and 2) Management Information Systems (MIS). Online students who elect the general track can customize their own sequence of elective and context courses based on their specific career goals and personal passions. Context courses - a sequence of four thematically related classes - offer information systems students the opportunity to apply technology to an industry or discipline of their choice. Alternatively, students who participate in the MIS track follow a highly structured sequence of elective and context courses that focus on the most IS-intensive functions found in today's business and government environments: logistics, supply chain management, data analytics, accounting, human resources, marketing, and e-commerce.

Program Requirements

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

- General Education - 39 credits required.
- 63 credits in the Major, as follows:
 - 39 credits of core requirements
 - 12 credits from the track of the student's choosing
 - 12 credits of context courses*
- 18 credits from electives from the Information Systems curriculum or courses in other degree program.

*Context Courses are a way of organizing major electives to allow students to apply their technology expertise to a specific industry or field.

Required Courses

- IS 200 - Foundations of Information Systems (3 Credits)
- IS 210 - Software Application Programming I (3 Credits)

- IS 211 - Software Application Programming 2 (3 Credits)
- IS 250 - Computer Network Security (3 Credits)
- IS 260 - Networks and Business Data Communication (3 Credits)
- IS 300 - Enterprise Architectures and Applications (3 Credits)
- IS 320 - Systems Analysis and Design (3 Credits)
- IS 350 - IS Strategy, Management, and Acquisition (3 Credits)
- IS 362 - Data Acquisition and Management (Undergraduate) (3 Credits)
- IS 361 - Database Architecture and Programming (3 Credits)
- IS 499 - IS Capstone (3 Credits)
- MATH 215 - Introduction to Statistics (3 Credits)
- PROM 210 - Project Management (3 Credits)

Elective Courses

- DSAB 245 - Universal Design and Assistive Technology (3 Credits)
- IS 310 - Web Programming and Mobile App Development (3 Credits)
- IS 311 - Introduction to Data Science (3 Credits)
- IS 325 - Computer Forensics (3 Credits)
- IS 326 - E-Commerce for Information Systems (3 Credits)
- IS 330 - Logistics and Supply Chain Management (3 Credits)
- IS 332 - Social Media (3 Credits)
- IS 339 - Health Information Technology (3 Credits)
- IS 349 - IS Independent Study 1 (3 Credits)
- IS 369 - IS Internship (1-3 Credits)
- IS 370 - Human-Computer Interaction (3 Credits)
- IS 374 - Business Process Design and Workflow Analysis (3 Credits)
- IS 379 - IS Special Topics (3 Credits)
- IS 380 - Geographic Information Systems (3 Credits)
- IS 410 - Principles of Informatics (3 Credits)
- MATH 315 - Discrete Mathematics and Linear Algebra (3 Credits)

Tracks

Students select one of the following three tracks:

General Track (Design Your Own Program)

Required Track Courses:

- IS 205 - IT Infrastructure and Support (3 Credits)
- IS Electives: Students select any nine credits of Information Systems elective courses based on their own interests.
- Context Courses: Students may take any 12 credits from a coherent grouping in a specific field that best fits each students' interests. Advisors and faculty will be available to assist with forming the group of courses.

MIS Track

Required Track Courses:

- IS 311 - Introduction to Data Science (3 Credits)
- IS 326 - E-Commerce for Information Systems (3 Credits)
- IS 374 - Business Process Design and Workflow Analysis (3 Credits)
- MATH 315 - Discrete Mathematics and Linear Algebra (3 Credits)

Context Courses:

Students pick 4 of 5

- BUS 305 - Accounting Fundamentals (3 Credits)
- BUS 306 - Managerial Accounting (3 Credits) *
- BUS 315 - Principles of Marketing (3 Credits)
- BUS 321 - Human Resource Management (3 Credits)
- IS 330 - Logistics and Supply Chain Management (3 Credits)

Note:

*Students who opt for Managerial Accounting must take BUS 305 as a prerequisite

Bachelor of Science in Nursing

Academic Director: Margaret Reilly

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

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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 anticipation of licensure. Students who meet the eligibility criteria will be admitted on a conditional 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)
- CHEM 101 - General Chemistry (3 Credits)
- MATH 215 - Introduction to Statistics (3 Credits)
- NURS 300 - Transition to Professional Nursing (3 Credits)
- NURS 301 - Health Assessment and Promotion in Nursing Practice within Culturally Diverse Populations (3 Credits)
- NURS 302 - Health Teaching in Diverse Cultures (3 Credits)
- NURS 303 - Caring for Patients, Including Diverse Populations, in their Communities (4 Credits)
- NURS 313 - Nursing Informatics (3 Credits)
- NURS 350 - Principles of Nursing Research (3 Credits)
- NURS 451 - Leadership and Management in Healthcare (3 Credits)
- NURS 461 - Global Health and Policy Issues: A Nursing Perspective (3 Credits)
- NURS 499 - Leadership and Management in Healthcare Capstone Course (clinical) (5 Credits)

Elective Courses

- NURS 312 - Introduction to Palliative Care (3 Credits)
- NURS 314 - Case Management in Health and Human Services (3 Credits)
- NURS 331 - Health Issues in Aging, Longevity and Chronic Healthcare (3 Credits)
- NURS 399 - Guided Independent Study (1-3 Credits)

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

Academic Director: Margaret Reilly
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101 West 31st Street, 7th Floor

New York, NY 10001

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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)
- CHEM 101 - General Chemistry (3 Credits)
- MATH 215 - Introduction to Statistics (3 Credits)
- NURS 300 - Transition to Professional Nursing (3 Credits)
- NURS 301 - Health Assessment and Promotion in Nursing Practice within Culturally Diverse Populations (3 Credits)
- NURS 302 - Health Teaching in Diverse Cultures (3 Credits)
- NURS 313 - Nursing Informatics (3 Credits)
- NURS 350 - Principles of Nursing Research (3 Credits)
- NURS 461 - Global Health and Policy Issues: A Nursing Perspective (3 Credits)
- NURS 499 - Leadership and Management in Healthcare Capstone Course (clinical) (5 Credits)

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

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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)
- APTH 602 - Community, Culture and Diversity: Theories Seminar (3 Credits)
- APTH 603 - Playbuilding: The Process of Creating Group-Based Original Theatre (3 Credits)
- APTH 604 - Teaching through Theatre: The Theory and Practice of Theatre-in-Education (3 Credits)
- APTH 610 - The Group Theatre Session (3 Credits)
- APTH 611 - The Co-intentional Director (3 Credits)
- APTH 612 - An Introduction to Drama Conventions (3 Credits)
- APTH 620 - Theatre of the Oppressed: An Introduction to the Work of Augusto Boal (3 Credits)
- APTH 690 - The Project Thesis Part I (3 Credits)
- APTH 691 - The Project Thesis Part II (3 Credits)

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)
- APTH 625 - Community Acts: Performances, Rituals and Celebrations (3 Credits)
- APTH 649 - Apprenticeship (3 Credits)
- APTH 659 - Independent Study (3 Credits)
- APTH 669 - Topics in Applied Theatre (3 Credits)

Master of Arts in Disability Studies

Academic Director: Mariette Bates

CUNY School of Professional Studies

119 West 31st Street, 2nd Floor

New York, NY 10001

Email Contact: Mariette Bates, mariette.bates@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)
- DSAB 602 - Embodiment and Disability (3 Credits)
- DSAB 605 - Disability and Diversity (3 Credits)
- DSAB 611 - Research Methods (3 Credits)
- DSAB 626 - Disability Law and Policy (3 Credits)
- DSAB 699 - Capstone Course (3 Credits)

Elective Courses

Students must also complete 12 credits from among the following courses:

- DSAB 603 - Disability and the Family Life Cycle (3 Credits)
- DSAB 620 - Disability History (3 Credits)
- DSAB 621 - Disability Studies and the Humanities (3 Credits)
- DSAB 622 - Disability in Mass Media (3 Credits)
- DSAB 623 - Disability Studies and the Health Professions (3 Credits)
- DSAB 624 - Disability Services Administration (3 Credits)
- DSAB 627 - Disability and Narrative (3 Credits)
- DSAB 628 - Disability Studies in Education (3 Credits)
- DSAB 629 - Students with Disabilities in Higher Education (3 Credits)
- DSAB 630 - Aging and Disability: Multiple Perspectives and Emerging Issues (3 Credits)
- DSAB 639 - Fieldwork in Disability Studies (3 Credits)
- DSAB 649 - Independent Study (3 Credits)
- DSAB 651 - Special Topics Course (3 Credits)

Master of Arts in Labor Studies

Academic Director: Penny Lewis

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 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)
- LABR 605 - Perspectives on the Labor Movement (4 Credits)
- LABR 698 - Capstone Project Planning (1 Credit)
- LABR 699 - Capstone Course (3 Credits)
- LHIS 601 - U.S. Labor History (3 Credits)

Global Perspectives:

One course from the following:

- LABR 601 - Labor in the Era of Globalization (3 Credits)
- LABR 609 - Comparative Labor Movements (3 Credits)
- LABR 614 - Labor and Immigration (3 Credits)

Practical Applications:

One course from the following:

- LABR 603 - Labor-Management Relations (3 Credits)
- LABR 604 - Labor Law (3 Credits)
- LABR 608 - Issues in Organizing (3 Credits)
- LABR 620 - Collective Bargaining Theory and Practice (3 Credits)

- LABR 624 - Labor Law: A Case-Study Approach (3 Credits)
- LABR 630 - Union Organization and Function (3 Credits)
- LABR 669 - Selected Topics in Labor Studies (3 Credits)

Electives:

Students must also complete 9 elective credits from the following courses:

- LABR 601 - Labor in the Era of Globalization (3 Credits)
- LABR 603 - Labor-Management Relations (3 Credits)
- LABR 604 - Labor Law (3 Credits)
- LABR 606 - Labor Studies Field Work/Internship (3 Credits)
- LABR 607 - Labor and the Economy (3 Credits)
- LABR 608 - Issues in Organizing (3 Credits)
- LABR 609 - Comparative Labor Movements (3 Credits)
- LABR 610 - Policy Analysis (3 Credits)
- LABR 614 - Labor and Immigration (3 Credits)
- LABR 622 - Strategic Research Methods (3 Credits)
- LABR 624 - Labor Law: A Case-Study Approach (3 Credits)
- LABR 630 - Union Organization and Function (3 Credits)
- LABR 649 - Independent Study (1-3 Credits)
- LABR 669 - Selected Topics in Labor Studies (3 Credits)
- LPOL 601 - Labor and Politics (3 Credits)
- LPOL 602 - Work, Culture, and Politics in New York City (3 Credits)

Master of Arts in Psychology

Academic Director: Carla Marquez-Lewis

CUNY School of Professional Studies

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New York, NY 10001

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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)
- PSY 605 - Biological Foundations of Behavior (3 Credits)
- PSY 610 - Social Behavior (3 Credits)
- PSY 615 - Theories of Personality (3 Credits)
- PSY 620 - Psychopathology (3 Credits)

Research Methods

Student must complete 6 credits:

- PSY 625 - Advanced Statistics (3 Credits)
- PSY 630 - Advanced Research Methods in Psychology (3 Credits)

Specialization

Student must complete 9 credits from one of the following specializations:

Industrial/Organizational Psychology

- PSY 635 - Introduction to Industrial/Organizational Psychology (3 Credits)
- PSY 640 - Organizational Development and Effectiveness (3 Credits)
- PSY 645 - Performance Management and Motivation (3 Credits)

Developmental Psychology

- PSY 650 - Perspectives on Developmental Psychology (3 Credits)
- PSY 655 - Child and Adolescent Development (3 Credits)
- PSY 660 - Adult Development (3 Credits)

Electives

Students must complete 6 credits from the following:

- PSY 665 - Practicum in Advanced Research Methods (3 Credits)
- PSY 670 - Cognitive Development (3 Credits)
- PSY 675 - Atypical Development (3 Credits)
- PSY 680 - Personnel Selection (3 Credits)
- PSY 685 - Group Dynamics (3 Credits)
- PSY 690 - Special Topics in Psychology (3 Credits)

Capstone

Students must complete the following 6 credits:

- PSY 698 - Psychology Capstone Project Planning (3 Credits)
- PSY 699 - Psychology Capstone (3 Credits)

Master of Arts in Urban Studies

Academic Director: Michael Fortner

CUNY School of Professional Studies

Joseph S. Murphy Institute for Worker Education

25 West 43rd Street

New York, NY 10036

Email Contact: Samina Shahidi, samina.shahidi@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)
- URB 601 - Urban Public Management (3 Credits)
- URB 610 - Research Methods in Urban Studies (3 Credits)
- PADM 611 - Social and Economic Policy in the United States (3 Credits)
- URB 699 - Capstone Course (3 Credits)

Tracks

Students must complete nine credits from one of the following three tracks:

Public Policy and Administration

- PADM 601 - Public Administration (3 Credits)
- PADM 621 - Policy Analysis (3 Credits)
- PADM 701 - Practices in Public Administration (3 Credits)
- URB 620 - Urban Public Finance (3 Credits)
- URB 621 - Delivery of Urban Public Services (3 Credits)

Health Care Policy and Administration

- HCA 600 - Health Care Administration (3 Credits)
- HCA 601 - Health Disparities (3 Credits)

- HCA 602 - The Politics of Health Care (3 Credits)
- HCA 603 - Evaluation of Health Care Policy (3 Credits)

The Urban Workforce

- LABR 603 - Labor-Management Relations (3 Credits)
- LABR 607 - Labor and the Economy (3 Credits)
- LABR 614 - Labor and Immigration (3 Credits)
- LPOL 601 - Labor and Politics (3 Credits)

Electives

Students must complete six credits from the following courses:

- URB 620 - Urban Public Finance (3 Credits)
- URB 621 - Delivery of Urban Public Services (3 Credits)
- URB 630 - Urban Social Identity (3 Credits)
- URB 635 - Community Organization (3 Credits)
- URB 639 - Fieldwork (3 Credits)
- URB 649 - Independent Study (3 Credits)
- URB 651 - Special Topics (3 Credits)
- HCA 600 - Health Care Administration (3 Credits)
- HCA 601 - Health Disparities (3 Credits)
- HCA 602 - The Politics of Health Care (3 Credits)
- HCA 603 - Evaluation of Health Care Policy (3 Credits)
- LABR 603 - Labor-Management Relations (3 Credits)
- LABR 607 - Labor and the Economy (3 Credits)
- LABR 614 - Labor and Immigration (3 Credits)
- LPOL 601 - Labor and Politics (3 Credits)
- PADM 601 - Public Administration (3 Credits)
- PADM 621 - Policy Analysis (3 Credits)
- PADM 701 - Practices in Public Administration (3 Credits)
- LPOL 602 - Work, Culture, and Politics in New York City (3 Credits)

Master of Arts in Youth Studies

Coordinator for Youth Studies Initiatives: Sarah Zeller-Berkman

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

Email Contact: Sarah Zeller-Berkman, Sarah.Zeller-Berkman@cuny.edu

The Program

The MA in Youth Studies degree, the first stand-along 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)
- YS 602 - Youth Action and Agency (3 Credits)
- YS 603 - Group Work with Youth (3 Credits)
- YS 610 - Youth Development (3 Credits)
- YS 611 - Youth Policy (3 Credits)
- YS 620 - Practicum: Designing and Running Quality Youth Programs (3 Credits)
- YS 639 - Youth Studies Research Methods (3 Credits)
- YS 699 - Youth Studies Capstone Course (3 Credits)

Elective Courses

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

- YS 601 - Adolescent Psychology and Community Programs (3 Credits)
- YS 604 - Adolescent Sexual Health (3 Credits)
- YS 605 - Transition Experience with Youth with Disabilities (3 Credits)
- YS 606 - Youth Identity: Virtual Environments (3 Credits)
- YS 612 - Effective Supervision of Youth Workers (3 Credits)
- YS 649 - Youth Studies Independent Study (3 Credits)
- YS 659 - Special Topics in Youth Studies (3 Credits)

Master of Science in Business Management and Leadership

Academic Director: B. Loerinc Helft

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

Email Contact: B. Loerinc Helft, b.loerinc.helft@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)
- BUS 630 - Business Law and Ethics in the Digital Age (3 Credits)
- BUS 640 - Accounting for Business Decisions (3 Credits)
- BUS 650 - Knowledge and Information Systems (3 Credits)
- BUS 660 - Corporate and International Finance (3 Credits)
- BUS 670 - Quantitative Decision-Making (3 Credits)
- BUS 680 - Economics for Business Decisions (3 Credits)

Capstone

Students must complete one of the following four capstone courses:

- BUS 696 - Global Virtual Enterprise (3 Credits)
- BUS 697 - Global Strategic Management (3 Credits)
- BUS 698 - Applied Business Research (3 Credits)
- BUS 699 - Thesis (3 Credits)

Elective Courses

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

- BUS 605 - Leadership Development (3 Credits)
- BUS 606 - Leading Groups and Teams (3 Credits)
- BUS 608 - Negotiation and Conflict Resolution (3 Credits)
- BUS 610 - Strategic Marketing and Socially Responsible Practices (3 Credits)
- BUS 617 - Workplace Values and Happiness (3 Credits)
- BUS 620 - Entrepreneurship in a Global Environment (3 Credits)
- BUS 626 - Current Issues in Global Business (3 Credits)
- BUS 633 - Managing Diversity in a Global Economy (3 Credits)
- BUS 644 - Audit Controls and Accounting Failures (3 Credits)
- BUS 655 - New Media and Electronic Commerce (3 Credits)
- BUS 685 - Risk Management (3 Credits)
- PROM 600 - Fundamentals of Project Management (3 Credits)

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

Program Director: Arthur O'Connor

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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 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)
- DATA 602 - Advanced Programming Techniques (3 Credits)
- DATA 604 - Simulation and Modeling Techniques (3 Credits)
- DATA 605 - Fundamentals of Computational Mathematics (3 Credits)
- DATA 606 - Statistics and Probability for Data Analytics (3 Credits)
- DATA 607 - Data Acquisition and Management (3 Credits)
- DATA 608 - Knowledge and Visual Analytics (3 Credits)
- DATA 609 - Mathematical Modeling Techniques for Data Analytics (3 Credits)
- DATA 698 - Analytics Master's Research Project (3 Credits)

Electives

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

- DATA 610 - Project Management Concepts (3 Credits)
- DATA 611 - Overview of Current Technologies for Sustainability (3 Credits)
- DATA 613 - Managing Innovation and Strategy (3 Credits)
- DATA 617 - Data Exploration and Outlier Analysis (3 Credits)
- DATA 618 - Quantitative Finance (3 Credits)
- DATA 620 - Web Analytics (3 Credits)
- DATA 621 - Business Analytics and Data Mining (3 Credits)
- DATA 622 - Machine Learning and Big Data (3 Credits)

- DATA 624 - Predictive Analytics (3 Credits)
- DATA 630 - Urban Society and Sustainability (3 Credits)
- DATA 643 - Special Topics in Data Analytics (3 Credits)
- DATA 644 - Current Topics in Urban Sustainability: Energy (3 Credits)
- DATA 645 - Current Topics in Urban Sustainability: Transportation (3 Credits)
- DATA 646 - Current Topics in Urban Sustainability: Complex Systems (3 Credits)
- DATA 661 - Independent Study (1 - 3 Credits)

Master of Science in Disability Services in Higher Education

Program Director: Mariette Bates

CUNY School of Professional Studies

119 West 31st Street, 2nd Floor

New York, NY 10001

Email Contact: Mariette Bates, mariette.bates@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)
- DSSV 604 - Legal Aspects of Disability Service (3 Credits)
- DSSV 606 - Assistive Technology in Higher Education (3 Credits)
- DSSV 607 - Higher Education Disability Service Administration (3 Credits)
- DSSV 608 - Neurodiverse Students in College (3 Credits)
- DSSV 699 - Disability Services Capstone Course (3 Credits)

Elective Courses

Students must also complete 12 credits from among the following courses:

- DSSV 617 - Universal Design in Higher Education (3 Credits)
- DSSV 618 - Emerging Populations (3 Credits)
- DSSV 619 - Accommodations Outside the Classroom (3 Credits)
- DSSV 625 - Supporting Students with Psychiatric Disabilities (3 Credits)
- DSAB 605 - Disability and Diversity (3 Credits)
- DSSV 651 - Special Topics in Disability Services (3 Credits)
- DSSV 649 - Independent Study in Disability Services (3 Credits)

Advanced Certificate

Advanced Certificate in Disability Studies

Program Director: Mariette Bates

CUNY School of Professional Studies
119 West 31st Street, 2nd Floor

New York, NY 10001

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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)
- DSAB 602 - Embodiment and Disability (3 Credits)

Elective Courses

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

- DSAB 603 - Disability and the Family Life Cycle (3 Credits)
- DSAB 605 - Disability and Diversity (3 Credits)
- DSAB 611 - Research Methods (3 Credits)
- DSAB 620 - Disability History (3 Credits)
- DSAB 621 - Disability Studies and the Humanities (3 Credits)
- DSAB 622 - Disability in Mass Media (3 Credits)
- DSAB 623 - Disability Studies and the Health Professions (3 Credits)
- DSAB 624 - Disability Services Administration (3 Credits)
- DSAB 626 - Disability Law and Policy (3 Credits)
- DSAB 627 - Disability and Narrative (3 Credits)
- DSAB 628 - Disability Studies in Education (3 Credits)
- DSAB 629 - Students with Disabilities in Higher Education (3 Credits)
- DSAB 630 - Aging and Disability: Multiple Perspectives and Emerging Issues (3 Credits)
- DSAB 639 - Fieldwork in Disability Studies (3 Credits)
- DSAB 651 - Special Topics Course (3 Credits)

Advanced Certificate in Health Care Policy and Administration

Program Director: Michael Fortner

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 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)
- HCA 601 - Health Disparities (3 Credits)
- HCA 602 - The Politics of Health Care (3 Credits)
- HCA 603 - Evaluation of Health Care Policy (3 Credits)

Advanced Certificate in Immigration Law Studies

Program Director: Shavit Yarden

CUNY School of Professional Studies

119 West 31st Street, 3rd Floor

New York, NY 10001

Email Contact: Dawn Picken, dawn.picken@cuny.edu

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)

Elective Courses

Students must complete six credits from among the following courses:

- ILAW 602 - Business Immigration Law (3 Credits)
- ILAW 603 - Proceedings in Immigration Court: The Removal Process and Applications for Relief (3 Credits)
- ILAW 604 - Family-Based Immigration Law (3 Credits)
- ILAW 605 - Naturalization and Citizenship (3 Credits)

Advanced Certificate in Labor Relations

Program Director: Penny Lewis

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 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)
- LABR 620 - Collective Bargaining Theory and Practice (3 Credits)
- LABR 630 - Union Organization and Function (3 Credits)
- LHIS 601 - U.S. Labor History (3 Credits)

Employment and Labor Law

three credits (one course) from the following:

- LABR 604 - Labor Law (3 Credits)
- LABR 623 - Comparative Labor and Employment Law (3 Credits)
- LABR 624 - Labor Law: A Case-Study Approach (3 Credits)

Electives

three credits (one course) from the following or courses not completed from those above:

- LABR 608 - Issues in Organizing (3 Credits)
- LABR 609 - Comparative Labor Movements (3 Credits)
- LABR 619 - Comparative Labor Relations Models (3 Credits)
- LABR 622 - Strategic Research Methods (3 Credits)
- LABR 669 - Selected Topics in Labor Studies (3 Credits)

Advanced Certificate in Labor Studies

Program Director: Penny Lewis

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 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)
- LABR 609 - Comparative Labor Movements (3 Credits)
- LABR 614 - Labor and Immigration (3 Credits)

Elective Courses

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

- LABR 603 - Labor-Management Relations (3 Credits)
- LABR 604 - Labor Law (3 Credits)
- LABR 606 - Labor Studies Field Work/Internship (3 Credits)
- LABR 607 - Labor and the Economy (3 Credits)
- LABR 614 - Labor and Immigration (3 Credits)
- LABR 649 - Independent Study (1-13 Credits)
- LHIS 601 - U.S. Labor History (3 Credits)
- LPOL 602 - Work, Culture, and Politics in New York City (3 Credits)

Advanced Certificate in Management

Program Director: Barbara Walters

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

Email Contact: Holli Broadfoot, holli.broadfoot@cuny.edu

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)
- MGMT 681 - Financial Management (3 Credits)
- ORG 680 - Organizational Behavior (3 Credits)

Advanced Certificate in Project Management

Program Director: Dawn Picken

CUNY School of Professional Studies

119 West 31st Street, 3rd Floor

New York, NY 10001

Email Contact: Dawn Picken, dawn.picken@cuny.edu

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)
- PROM 601 - Project Communication and Leadership (3 Credits)
- PROM 602 - Managing the Triple Constraint: Scope, Time, and Cost (3 Credits)

Advanced Certificate in Public Administration and Public Policy (Level I)

Program Director: Michael Fortner

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 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)
- PADM 611 - Social and Economic Policy in the United States (3 Credits)
- PADM 621 - Policy Analysis (3 Credits)
- PADM 641 - Practicum: Analysis of Public Policy Issues (3 Credits)
- PADM 651 - Research Methods Seminar (3 Credits)

Advanced Certificate in Public Administration and Public Policy (Level II)

Program Director: Michael Fortner

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 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)
- PADM 721 - Project Demonstrating Excellence (3 Credits)
- PADM 731 - Advanced Practicum: Analysis of Public Policy Issues (3 Credits)

Advanced Certificate in Youth Studies

Coordinator for Youth Studies Initiatives: Sarah Zeller-Berkman

CUNY School of Professional Studies

101 West 31st Street, 7th Floor
New York, NY 10001

Email Contact: Sarah Zeller-Berkman, Sarah.Zeller-Berkman@cuny.edu

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)
- YS 602 - Youth Action and Agency (3 Credits)
- YS 603 - Group Work with Youth (3 Credits)
- YS 610 - Youth Development (3 Credits)

Certificate

Certificate in Health Care Policy and Administration

Program Director: Michael Fortner

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

16 credits are required for the certificate. Students must complete 16 credits from the following courses:

- HCA 300 - Urban Health Services and Institutions (4 Credits)
- HCA 301 - Urban Health Issues and Public Policy (4 Credits)
- HCA 302 - Research Seminar in Health Policy (4 Credits)
- HCA 305 - Cultural Competencies in Health Care (4 Credits)
- PADM 201 - Public Administration (4 Credits)

Certificate in Labor Relations

Program Director: Penny Lewis

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)
- LABR 320 - Collective Bargaining (4 Credits)
- LABR 328 - Leadership and Administration: Power, Politics, and Organizational Change (4 Credits)
- LABR 337 - Contract Administration (4 Credits)

Labor and Employment Law

One course from the following:

- LABR 324 - Labor and Employment Law (4 Credits)
- LABR 325 - Arbitration (4 Credits)
- LABR 334 - Public Sector Labor Law (4 Credits)

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)
- LABR 330 - Issues in Labor Organizing (4 Credits)
- LABR 331 - Health and Safety in the Workplace (4 Credits)
- LABR 339 - Understanding Labor and the Economy (4 Credits)
- LHIS 301 - U.S. Labor History (4 Credits)
- LHIS 311 - The History of Public Sector Workers in the United States (4 Credits)
- LPOL 301 - Work, Culture, and Politics in New York City (4 Credits)
- URB 451 - Urban and Community Studies Special Topics (4 Credits)

Certificate in Labor Studies

Program Director: Penny Lewis

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

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

- LABR 304 - Unions and Labor Relations (4 Credits)
- LABR 399 - Labor and Workplace Studies Field Work (4 Credits)
- LPOL 301 - Work, Culture, and Politics in New York City (4 Credits)
- LPOL 302 - Contending Ideas and Forces in U.S. Politics (4 Credits)
- LPOL 303 - Campaigns and Elections (4 Credits)
- LPOL 309 - Power and Democracy in the Nation (4 Credits)
- LSOC 301 - Sociology of Work (4 Credits)

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: Ellen Karl, ellen.karl@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)
- BIO 310 - Pathophysiology and Pharmacology (3 Credits)
- CIS 101 - Computer Fundamentals and Applications (3 Credits)
- HIM 200 - Medical Terminology (3 Credits)
- HIM 202 - Introduction to the Health Information Management Profession (3 Credits)
- HIM 300 - Survey of Clinical Classification Systems (3 Credits)
- HIM 331 - Legal and Ethical Aspects of Healthcare (3 Credits)
- HIM 340 - Diagnosis Coding using the International Classification of Diseases (3 Credits)
- HIM 341 - Procedural Coding (3 Credits)
- HIM 380 - Reimbursement Methodologies and Financial Management (3 Credits)
- HIM 440 - Advanced Coding (3 Credits)
- HIM 441 - Coding Capstone (3 Credits)

Certificate in Public Administration and Public Policy

Program Director: Michael Fortner

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)
- PADM 211 - Government, Politics and the Policy-Making Process (4 Credits)
- PADM 221 - Public Issues and Public Policy (4 Credits)
- PADM 231 - Research Seminar on Public Policy (4 Credits)

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)
- EDUC 201 - Observing and Recording Development of the Young Child (3 Credits)
- EDUC 202 - Integrated Curriculum and Learning Environments (3 Credits)
- EDUC 203 - Program, Professional, and Family Dynamics (3 Credits)

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

Take Two

- DSAB 200 - Disability and Society (3 Credits)

- DSAB 207 - Law, Policy and Disability (3 Credits)
- DSAB 222 - Autism Narratives (3 Credits)
- DSAB 251 - Disability and Families (3 Credits)
- DSAB 321 - Using Assessments for Intervention, Planning and Placement (3 Credits)
- DSAB 322 - Teaching Strategies and Behavioral Supports (3 Credits)
- DSAB 221 - Asperger Syndrome Across the Life Cycle (3 Credits)
- DSAB 225 - Speech and Communication Issues in Autism Spectrum Disorder (3 Credits)
- DSAB 224 - Inclusion: Principles in Practice (3 Credits)
- DSAB 223 - Autism Spectrum Disorder in Young People (3 Credits)

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)

Three courses from the following options - 9 credits

- BUS 305 - Accounting Fundamentals (3 Credits)
- BUS 315 - Principles of Marketing (3 Credits)
- BUS 320 - Principles of Management (3 Credits)
- BUS 325 - Principles of Management Information Systems (3 Credits)
- BUS 330 - Business Law I (3 Credits)

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)
- CM 301 - Mass Media Ethics: Issues, Cases and Moral Reasoning (3 Credits)
- CM 302 - Communication Theory and Web Design (3 Credits)
- CM 306 - Studies in Mass Communication (3 Credits)

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)

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)

Take One

- DSAB 207 - Law, Policy and Disability (3 Credits)
- DSAB 208 - Disability in History (3 Credits)
- DSAB 209 - Disability Narratives (3 Credits)

Take Two

- DSAB 200 - Disability and Society (3 Credits)
- DSAB 207 - Law, Policy and Disability (3 Credits)
- DSAB 208 - Disability in History (3 Credits)
- DSAB 209 - Disability Narratives (3 Credits)
- DSAB 311 - Elements of Person Centered Planning (3 Credits)
- DSAB 312 - Supporting Children and Adults with Intellectual Disabilities (3 Credits)

Intellectual Disabilities

- DSAB 251 - Disability and Families (3 Credits)
- DSAB 212 - Introduction to Residential Services (3 Credits)
- DSAB 213 - Transition and Adulthood (3 Credits)
- DSAB 214 - Traumatic Brain Injury: Causes and Systems of Care (3 Credits)

Systems of Care

- DSAB 252 - Vocational Mentoring (3 Credits)
- DSAB 211 - Aging and Disability (3 Credits)

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)

Take One

- DSAB 201 - Disability and Embodiment (3 Credits)
- DSAB 207 - Law, Policy and Disability (3 Credits)
- DSAB 208 - Disability in History (3 Credits)
- DSAB 209 - Disability Narratives (3 Credits)

Take two

- DSAB 341 - Disability, Evolution, Eugenics and Genomics (3 Credits)
- DSAB 342 - Representations of Disability in Film and Literature (3 Credits)
- DSAB 246 - War, Veterans, and Disability (3 Credits)
- DSAB 244 - Diversity and Disability (3 Credits)
- DSAB 245 - Universal Design and Assistive Technology (3 Credits)
- DSAB 242 - Disability and Mass Media (3 Credits)
- DSAB 243 - Disability, Music and The Arts (3 Credits)
- DSAB 241 - Disability and Comparative Religion (3 Credits)

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

Take Two

- DSAB 332 - Introduction to Crisis-Intervention and Safety (3 Credits)
- DSAB 233 - Elements of Behavioral Health Counseling (3 Credits)
- DSAB 235 - Peer Wellness and Recovery (3 Credits)

- DSAB 234 - Mad People's History (3 Credits)
- DSAB 331 - Introduction to Mental, Behavioral and Developmental Disorders (3 Credits)
- DSAB 232 - Dual Diagnosis (3 Credits)
- DSAB 252 - Vocational Mentoring (3 Credits)
- DSAB 231 - Community Mental Health (3 Credits)

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)
- PSY 230 - Learning and Cognition (3 Credits)

Take Two

- PSY 308 - Social and Emotional Development in Childhood (3 Credits)
- PSY 360 - Abnormal Psychology (3 Credits)
- PSY 337 - Risk and Resilience in Development (3 Credits)
- PSY 390 - Psychological Tests and Measurement (3 Credits)

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)
- ORGD 341 - Organizational Change and Leadership (3 Credits)

Take Two

- PSY 390 - Psychological Tests and Measurement (3 Credits)
- PSY 320 - Interviewing (3 Credits)
- PSY 348 - Small Group Processes (3 Credits)
- RM 201 - Introduction to Research Methods (3 Credits)

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

Take Two

- PSY 390 - Psychological Tests and Measurement (3 Credits)
- PSY 337 - Risk and Resilience in Development (3 Credits)
- PSY 317 - Family Psychology (3 Credits)

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)
- SOC 304 - Global Culture and Diversity (3 Credits)
- SOC 320 - Sociology of the Body (3 Credits)
- SOC 405 - Sociology of Culture (3 Credits)
- SOC 406 - Sociology of Education (3 Credits)
- SOC 407 - Sociology of Health and Medicine (3 Credits)
- SOC 408 - Political-Legal Sociology (3 Credits)
- SOC 419 - The Digital Revolution and the Information Society (3 Credits)

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)

Nine credits (three courses) from the following:

- ORGD 341 - Organizational Change and Leadership (3 Credits)
- SOC 203 - Race, Class and Gender (3 Credits)
- SOC 206 - Sociology of the Family (3 Credits)
- SOC 207 - Introduction to Criminal Justice (3 Credits)
- SOC 208 - Urban Sociology (3 Credits)
- SOC 216 - Social Problems (3 Credits)
- SOC 226 - Sociology of Religion (3 Credits)
- SOC 304 - Global Culture and Diversity (3 Credits)
- SOC 313 - Stratification (3 Credits)
- SOC 319 - Self and Social Interaction (3 Credits)

- SOC 320 - Sociology of the Body (3 Credits)
- SOC 405 - Sociology of Culture (3 Credits)
- SOC 406 - Sociology of Education (3 Credits)
- SOC 407 - Sociology of Health and Medicine (3 Credits)
- SOC 408 - Political-Legal Sociology (3 Credits)
- SOC 418 - Social Movements and Collective Behavior (3 Credits)
- SOC 419 - The Digital Revolution and the Information Society (3 Credits)

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)
- ECE 602 - Personnel Management in Early Childhood Programs (1 Credit)
- ECE 603 - Foundations of Staff Development (1 Credit)
- ECE 604 - Supervision of Early Childhood Teachers (1 Credit)

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)
- ECE 607 - Budgets and Accounting - Financial Planning and Management of Children's Programs (1 Credit)
- ECE 608 - Expenses and Resources - Financial Planning and Management of Children's Programs (1 Credit)

Topic 3: Operations Management in Children's Programs

- ECE 605 - Management Systems for Quality Children's Programs (1 Credit)
- ECE 609 - Technology and Communication to Enhance Early Childhood Programs (1 Credit)
- ECE 610 - Systems to Ensure Health, Safety, and Nutrition in Children's Programs (1 Credit)

Topic 4: External Environment and Children's Programs

- ECE 611 - Legal and Regulatory Requirements in Administering Early Childhood Programs (1 Credit)
- ECE 612 - Marketing Early Childhood Programs (1 Credit)
- ECE 613 - Ethics and Professional Standards (1 Credit)

Topic 5: Designing Programs that are Good for Children and Families

- ECE 614 - Programming for the Whole Child (1 Credit)
- ECE 615 - A Leadership Approach to Programming for the Whole Family (1 Credit)
- ECE 616 - Programming for Children with Special Needs (1 Credit)

Topic 6: Seminar in Children's Program Administration

- ECE 617 - Integration Seminar in Children's Program Administration (1 Credit)
- ECE 618 - Assessment as an Administrator (1 Credit)

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)
- GBIO 610 - Evolution (3 Credits)
- GBIO 620 - Genetics, Genomics, Genethics (3 Credits)
- GBIO 630 - The Brain: Structure, Function and Evolution (3 Credits)
- GBIO 640 - The Diversity of Fishes: Classification, Anatomy and Morphology (3 Credits)
- GBIO 660 - Sharks and Rays - Ecology, Classification and Evolution (3 Credits)
- GBIO 670 - The Link Between Dinosaurs and Birds - Evolution and Classification (3 Credits)
- GBIO 680 - In the Field with Spiders - Classification, Anatomy and Morphology (3 Credits)
- GESCI 610 - Earth: Inside and Out - Dynamic Earth Systems (3 Credits)
- GESCI 620 - Climate Change (3 Credits)
- GESCI 650 - The Ocean System - Integrated Science (3 Credits)
- GESCI 651 - Water: Environmental Science (3 Credits)
- GPHYS 630 - Space, Time and Motion (3 Credits)

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)

- TRAN 302 - Worker Health and Safety (3 Credits)

Other Programs

General Education

ACADEMIC DIRECTOR: Jennifer Sparrow

CUNY School of Professional Studies

101 West 31st Street, 7th Floor

New York, NY 10001

Email Contact: Jennifer Sparrow, jennifer.sparrow@cuny.edu

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 using different methodologies. These courses prepare you for the challenges of higher level coursework.	12

	<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)
- ENG 102 - College Writing II (3 Credits)

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)
- MATH 215 - Introduction to Statistics (3 Credits)

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)
- BIO 200 - Human Biology (3 Credits)
- BIO 250 - Evolutionary Biology (3 Credits)
- CHEM 101 - General Chemistry (3 Credits)
- EAS 201 - The Nature of New York (3 Credits)
- EAS 250 - Oceanography (3 Credits)

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)
- CHIN 101 - Beginning Chinese I (3 Credits)
- CHIN 102 - Beginning Chinese II (3 Credits)
- ENG 211 - World Literature (3 Credits)

- HIST 102 - Origins of the Modern World, 1500 to the Present (3 Credits)
- HIST 202 - Twentieth Century World History (3 Credits)
- LAS 101 - Latin America and Caribbean Cultures (3 Credits)
- SPAN 101 - Beginning Spanish I (3 Credits)
- SPAN 102 - Beginning Spanish II (3 Credits)
- SPAN 110 - Spanish for Health Professions (3 Credits)

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)
- GEOG 301 - International Migration (3 Credits)
- LANG 101 - Language in the Multicultural Setting (3 Credits)
- POL 201 - Politics and Government of New York City (3 Credits)

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)
- ART 202 - Arts and Civilization: Renaissance through the 21st Century (3 Credits)
- ART 210 - Modern Art in the City (3 Credits)
- ENG 301 - Science Fiction (3 Credits)
- ENG 331 - Studies in the Folk Tale and the Classic Fairy Tale (3 Credits)
- FLM 307 - Film Literacies: Communicating Culture through Film (3 Credits)

Individual and Society

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 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)
- ECO 201 - Microeconomics (3 Credits)
- PHIL 101 - Introduction to Philosophy (3 Credits)
- PHIL 110 - Critical Thinking (3 Credits)
- PHIL 201 - Bioethics for Health Professions (3 Credits)
- PHIL 301 - Computers, Ethics, Society and Human Values (3 Credits)
- SOC 101 - Introduction to Sociology (3 Credits)
- SOC 216 - Social Problems (3 Credits)

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)
- HIST 201 - The Ascent of Man: An Introduction to the History of Science (3 Credits)
- PHE 200 - Introduction to Public Health (3 Credits)
- PHYS 301 - Space, Time and Motion-Physical Science (3 Credits)
- PSY 101 - General Psychology (3 Credits)

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)
- COM 210 - Writing at Work (3 Credits)
- PHIL 110 - Critical Thinking (3 Credits)
- PLA 300 - Portfolio Development for Prior Learning Assessment (3 Credits)
- QUAN 201 - Quantitative Reasoning and Society (3 Credits)

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

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:

WNBC - Channel 4

NY1 - Time Warner Cable Channel 1

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/finalnondeiscrimpolicy121213.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/_3e5e1c6d898ba6c/2111_ad5b7b2bf09dde3.pdf

2014 CUNY School of Professional Studies Crime Statistics Report:

http://sps.cuny.edu/filestore/2/1/3_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 availng 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 current CUNY faculty member's account or activity is involved) or Vice Chair if the Chair is unavailable;
 - F. when an account appears to be engaged in unusual or unusually excessive activity, as indicated by the monitoring of general activity and usage patterns, as determined by the college president or a vice president designated by the president and the college chief information officer or his or her designee or, in the case of the Central Office by the Chancellor or his or her designee, 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; or
 - G. as otherwise required by law.
 - ii. Procedures. In those situations in which the Chair of the University Faculty Senate is to be consulted prior to monitoring or inspecting an account or activity, the following procedures shall apply:

- A. if the monitoring or inspection of an account or activity requires physical entry into a faculty member's office, the faculty member shall be advised prior thereto and shall be permitted to be present to observe, except where specifically forbidden by law; and
 - B. the college president or the Chancellor, as the case may be, shall report the completion of the monitoring or inspection to the Chair and the CUNY employee affected, who shall also be told the reason for the monitoring or inspection, except where specifically forbidden by law.
- iii. Other Disclosure
 - A. CUNY, in its discretion, may disclose the results of any general or individual monitoring or inspection to appropriate CUNY personnel or agents, or law enforcement or other agencies. The results may be used in college disciplinary proceedings, discovery proceedings in legal actions, or otherwise as is necessary to protect the interests of the University.
 - B. In addition, users should be aware that CUNY may be required to disclose to the public under FOIL communications made by means of CUNY Computer Resources whether in conjunction with University business or as incidental personal use.
 - C. Any disclosures of activity of accounts of individual Users to persons or entities outside of CUNY, whether discretionary or required by law, shall be approved by the General Counsel and shall be conducted in accordance with any applicable law. Except where specifically forbidden by law, CUNY employees subject to such disclosures shall be informed promptly after the disclosure of the actions taken and the reasons for them.
 - iv. Annual Statement. The Office of General Counsel shall issue an annual statement of the instances of account monitoring or inspection that fall within categories D through G above. The statement shall indicate the number of such instances and the cause and result of each. No personally identifiable data shall be included in this statement.
 - v. Privacy Policy. See CUNY's Web Site Privacy Policy for additional information regarding data collected by CUNY from visitors to the CUNY website at www.cuny.edu.

14. Waiver of Policy

- a. A CUNY employee or student may apply to the General Counsel for an exception or waiver from one or more of the provisions of this policy. Such application may be for a single use or for periodic or continuous uses, such as in connection with a course or program. Any application for a waiver should be made prior to using the CUNY Computer Resource for the purposes described in the application.
- b. The written waiver application must state:
 - i. the policy provision or provisions for which the User is seeking a waiver;
 - ii. how the User plans to use CUNY Computer Resource to be covered by the waiver and the reasons why the User believes a waiver should be approved;
 - iii. if the waiver involves confidential research information, what steps will be taken to protect such information;
 - iv. the length of time for which the waiver is being requested; and
 - v. if a student, how and by whom the student will be supervised.
- 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.