I came to SPS in hopes of bettering my life. “The SPS Online Bachelor’s Degree program enabled me to complete my B.A., I did it with honors!” Lindsey was convenient with an online Master’s program where I could return to school online; I was difficult for me to return to school in a traditional school to earn a degree from a reputable school because as a busy adult, it was the only way to get an education. My goal was to go back to school and complete my Master’s - Management and Leadership “SPS has provided me with the opportunity for me to focus on professional apply to my current work in youth development.” Pam Osbey was convenient with the necessary skills to providing me with the necessary skills to Labor Studies “The Public Administration and Public Policy background was not enough for me. The Advanced Certificate Program Studies was the leading place in New York to be. Carlos Rivera, Certificate in Public Administration and Public Policy “I chose SPS because of the professors and rewarding, I am now doing my Master’s degree with SPS was not enough for me. The Advanced Certificate Program Studies was the leading place in New York to be. so I wanted a good school that would provide me with a “I came to SPS in hopes of bettering my life. “The SPS Online Bachelor’s Degree program enabled me to complete my B.A., I did it with honors!” Lindsey was convenient with an online Master’s program where I could return to school online; I was difficult for me to return to school in a traditional school to earn a degree from a reputable school because as a busy adult, it was the only way to get an education. My goal was to go back to school and complete my Master’s - Management and Leadership “SPS has provided me with the opportunity for me to focus on professional apply to my current work in youth development.” Pam Osbey was convenient with the necessary skills to providing me with the necessary skills to Labor Studies “The Public Administration and Public Policy background was not enough for me. The Advanced Certificate Program Studies was the leading place in New York to be. Carlos Rivera, Certificate in Public Administration and Public Policy “I chose SPS because of the professors and rewarding, I am now doing my Master’s degree with SPS was not enough for me. The Advanced Certificate Program Studies was the leading place in New York to be.
About The Cover

In the spring of 2013, we sought to discover why our students choose CUNY SPS as their educational home. In one of our most inspiring and insightful campaign surveys to date, “CUNY SPS: Find Your Reason,” we received hundreds of reasons why our students, alumni, faculty, staff and friends had selected CUNY SPS, submitted via Facebook and Twitter posts, advisement sessions, emails, phone calls, and in response to our very first venture into subway advertising.

The replies we received proved to be as diverse as our School’s population, and ranged from the desire for career advancement, to becoming a positive role model, to taking pride in personal accomplishment, among many others. A common thread ran through all of these reasons for choosing CUNY SPS: each respondent aspired to enhance his or her life and the lives of others.

You will find an assortment of these responses wrapped around the covers of this bulletin. We hope that these reasons make as big of an impression on you as they did on us, and that they motivate you to Find Your Reason.

#FindYourReason
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 Web site 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.
# CONTENTS

## PART 1. GENERAL INFORMATION

1. The City University of New York
2. The CUNY School of Professional Studies
3. Accreditation
4. Centers and Institutes
5. Academic Calendar

## PART 2. ADMISSION

6. Bachelor’s Degrees
7. Graduate Degree Programs
8. Undergraduate Certificate Programs
9. Graduate Certificate Programs
10. CUNY Students Seeking to Enroll in a SPS Course
11. International Applicants
12. Immunizations

## PART 3. TUITION, FEES, AND FINANCIAL AID

13. Tuition, Fees and Related Policies
14. New York State Residency
15. Financial Obligations
16. Remission of Tuition and Fees
17. Financing Your Education
18. Financial Aid for Undergraduate Degree Programs
19. Financial Aid for Graduate Degree Programs
20. Financial Aid for Certificate/Non-Degree Programs

## PART 4. ACADEMIC POLICIES AND PROCEDURES

21. Registration
22. Attendance
23. Withdrawal
24. Leave of Absence
25. Grading Policy

## PART 5. STUDENT SERVICES

26. Student Activities
27. Services for Students with Disabilities
28. Student Health Insurance
29. Students in the Military
30. Services for Veterans
31. Career Services
32. Student Identification Cards
33. Library Services
34. Academic Advisement Services
# PART 6. PROGRAMS

## UNDERGRADUATE DEGREE AND CERTIFICATE PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Curriculum</td>
<td>38</td>
</tr>
<tr>
<td>Business (BS)</td>
<td>39</td>
</tr>
<tr>
<td>Child Development Associate (Certificate)</td>
<td>47</td>
</tr>
<tr>
<td>Communication and Media (BA)</td>
<td>53</td>
</tr>
<tr>
<td>Disability Studies (BA)</td>
<td>55</td>
</tr>
<tr>
<td>Health Care Policy and Administration (Certificate)</td>
<td>59</td>
</tr>
<tr>
<td>Health Information Management (BS)</td>
<td>69</td>
</tr>
<tr>
<td>Labor Relations (Certificate)</td>
<td>71</td>
</tr>
<tr>
<td>Labor Studies (Certificate)</td>
<td>81</td>
</tr>
<tr>
<td>Management in the Transportation Industry (Certificate)</td>
<td>84</td>
</tr>
<tr>
<td>Nonprofit Fundraising and Development (Certificate)</td>
<td>86</td>
</tr>
<tr>
<td>Nursing (BSN)</td>
<td>88</td>
</tr>
<tr>
<td>Psychology (BA)</td>
<td>93</td>
</tr>
<tr>
<td>Public Administration and Public Policy (Certificate)</td>
<td>99</td>
</tr>
<tr>
<td>Sociology (BA)</td>
<td>101</td>
</tr>
<tr>
<td>Urban and Community Studies (BA)</td>
<td>108</td>
</tr>
</tbody>
</table>

## GRADUATE DEGREE AND CERTIFICATE PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Learning: Program Design and Facilitation (Advanced Certificate)</td>
<td>116</td>
</tr>
<tr>
<td>Applied Theatre (MA)</td>
<td>117</td>
</tr>
<tr>
<td>Business Management and Leadership (MS)</td>
<td>119</td>
</tr>
<tr>
<td>Coaching in the Organizational Context (Advanced Certificate)</td>
<td>123</td>
</tr>
<tr>
<td>Creating Theatre with Young People (Advanced Certificate)</td>
<td>128</td>
</tr>
<tr>
<td>Data Analytics (MS)</td>
<td>130</td>
</tr>
<tr>
<td>Disability Studies (Advanced Certificate)</td>
<td>132</td>
</tr>
<tr>
<td>Disability Studies (MA)</td>
<td>138</td>
</tr>
<tr>
<td>Drama in the Classroom (Advanced Certificate)</td>
<td>144</td>
</tr>
<tr>
<td>Health Care Policy and Administration (Advanced Certificate)</td>
<td>150</td>
</tr>
<tr>
<td>Immigration Law Studies (Advanced Certificate)</td>
<td>152</td>
</tr>
<tr>
<td>Interactive Technology and Pedagogy (Advanced Certificate)</td>
<td>154</td>
</tr>
<tr>
<td>Labor Relations (Advanced Certificate)</td>
<td>157</td>
</tr>
<tr>
<td>Labor Studies (Advanced Certificate)</td>
<td>158</td>
</tr>
<tr>
<td>Labor Studies (MA)</td>
<td>161</td>
</tr>
<tr>
<td>Management (Advanced Certificate)</td>
<td>164</td>
</tr>
<tr>
<td>Project Management (Advanced Certificate)</td>
<td>170</td>
</tr>
<tr>
<td>Public Administration (Level I) (Advanced Certificate)</td>
<td>172</td>
</tr>
<tr>
<td>Public Administration (Level II) (Advanced Certificate)</td>
<td>174</td>
</tr>
<tr>
<td>Social, Emotional and Academic Education (Advanced Certificate)</td>
<td>176</td>
</tr>
<tr>
<td>The Theatre Teaching Artist (Advanced Certificate)</td>
<td>178</td>
</tr>
<tr>
<td>Urban Studies (MA)</td>
<td>180</td>
</tr>
<tr>
<td>Youth Studies (Advanced Certificate)</td>
<td>182</td>
</tr>
</tbody>
</table>

## NON-DEGREE AND NON-CERTIFICATE COURSES

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education Administration (Graduate)</td>
<td>192</td>
</tr>
<tr>
<td>Energy Services and Technology (Undergraduate)</td>
<td>193</td>
</tr>
<tr>
<td>Energy Services and Technology (Undergraduate)</td>
<td>197</td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY (UNDERGRADUATE)</td>
<td>198</td>
</tr>
<tr>
<td>SCIENCE (GRADUATE)</td>
<td>200</td>
</tr>
<tr>
<td>TRANSPORTATION (UNDERGRADUATE)</td>
<td>204</td>
</tr>
<tr>
<td>OFF CAMPUS COLLEGE</td>
<td>205</td>
</tr>
<tr>
<td>BUSINESS COMMUNICATION (CERTIFICATE)</td>
<td>206</td>
</tr>
<tr>
<td>DIVERSITY IN THE WORKPLACE (CERTIFICATE)</td>
<td>207</td>
</tr>
<tr>
<td>EDUCATION FOUNDATIONS (CERTIFICATE)</td>
<td>208</td>
</tr>
<tr>
<td>FINANCIAL STUDIES (CERTIFICATE)</td>
<td>210</td>
</tr>
<tr>
<td>LEADERSHIP (CERTIFICATE)</td>
<td>211</td>
</tr>
<tr>
<td>MANAGEMENT (CERTIFICATE)</td>
<td>212</td>
</tr>
<tr>
<td>ORGANIZATIONAL STUDIES (CERTIFICATE)</td>
<td>213</td>
</tr>
<tr>
<td>UNDERSTANDING HOW ADULTS LEARN (CERTIFICATE)</td>
<td>214</td>
</tr>
<tr>
<td>OFF CAMPUS COLLEGE COURSE DESCRIPTIONS</td>
<td>215</td>
</tr>
</tbody>
</table>

**PART 7. STUDENT RIGHTS AND UNIVERSITY POLICIES**  
198

| CAMPUSSAFETYANDSECURITYPOLICIES | 228 |
| FACILITIES | 229 |
| EMERGENCY CLOSING ANNOUNCEMENTS | 230 |
| MAINTENANCE OF PUBLIC ORDER | 230 |
| POLICIES AND PROCEDURES ON EQUAL OPPORTUNITY, NON-DISCRIMINATION, AND AGAINST SEXUAL HARASSMENT | 234 |
| Nondiscrimination of Students on the Basis of Pregnancy, Childbirth and Related Conditions | 241 |
| DISABILITY ACCOMMODATIONS | 241 |
| SEXUAL ASSAULT, STALKING AND DOMESTIC AND INTIMATE PARTNER VIOLENCE AGAINST STUDENTS | 242 |
| WORKPLACE VIOLENCE PREVENTION POLICY | 245 |
| DOMESTIC VIOLENCE AND THE WORKPLACE POLICY | 246 |
| NOTICE OF ACCESS TO CAMPUS CRIME STATISTICS, THE CAMPUS SECURITY REPORT, AND INFORMATION ON REGISTERED SEX OFFENDERS | 249 |
| POLICY ON DRUGS ALCOHOL | 249 |
| TOBACCO FREE POLICY | 251 |
| CUNY PROTOCOL ON INFECTION DISEASE NOTIFICATION (REVISED: FEBRUARY 1, 2012) | 251 |
| FREEDOM OF INFORMATION LAW | 252 |
| STUDENT RIGHTS CONCERNING RELIGIOUS OBSERVANCES | 252 |
| STUDENT RIGHTS REGARDING ACCESS TO EDUCATION RECORDS | 253 |
| ACADEMIC RECORDS AND TRANSCRIPTS | 254 |
| STUDENT RIGHTS REGARDING RELEASE OF INFORMATION | 254 |
| WITHHOLDING STUDENT RECORDS | 254 |
| CUNY POLICY ON ACADEMIC INTEGRITY | 254 |
| CUNY POLICY ON ACCEPTABLE USE OF COMPUTER RESOURCES | 258 |
| ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY | 264 |
| CUNY STUDENT COMPLAINT PROCEDURE | 264 |
| BIAS-RELATED CRIMES PREVENTION | 266 |

**PART 9. DIRECTORIES**  
267
PART 1. GENERAL INFORMATION
The City University of New York

The City University of New York provides high-quality, accessible education for more than 269,000 degree-credit students and 270,000 adult, continuing and professional education students at 24 campuses across New York City.

The University is an integrated system of senior and community colleges, graduate and professional schools, research centers, institutes and consortia. From certificate courses to Ph.D. programs, CUNY offers postsecondary learning to students of all backgrounds. It provides the city with graduates trained for high-demand positions in the sciences, technology, mathematics, teaching, nursing and other fields. As CUNY has grown, the University also has strengthened its mission as a premier research institution, building an array of modern facilities and expanding the ranks of its world-class faculty.

Throughout its history, the University has been an integral part of the city and state through partnerships with public schools, economic development initiatives, immigration aid and financial advice services and other community outreach programs. Today, CUNY faculty and staff members continue to benefit New York City — as well as the entire nation — by serving as policy experts to business and government, advisers to nonprofit institutions, civic organizations and community groups. Students, too, are strongly encouraged to experience the cultural, educational and community-based opportunities of the five borroughs, through a network of internships and fellowships, to embracing the city as their campus.
The CUNY School of Professional Studies

At a Glance

In 2003, the Board of Trustees of the City University of New York created the CUNY School of Professional Studies (SPS) with the purpose of meeting the educational needs of working adults, organizations, and employers.

Since then, CUNY SPS has developed into a well-established school serving New York City’s dynamic marketplace through the provision of timely, innovative, and academically rigorous programs of study designed to address new or unmet needs. Home to CUNY’s first fully online degrees and groundbreaking Master’s degree programs, CUNY SPS has found new ways of fulfilling CUNY’s mission of access, reaching students with new modes of instruction, new courses and curricula, and new kinds of learning tailored for diverse requirements and constituencies.

Drawing on CUNY’s nationally and internationally renowned faculty and practitioners, as well as industry and education partners, the School’s undergraduate and graduate degree programs, advanced and undergraduate certificate programs, and professional development courses provide opportunities for personal growth, job mobility, greater participation in social institutions, and new ways to meet the constant need to upgrade knowledge.

As CUNY SPS continues to grow, it commits itself to aligning the education it offers with the current needs of its students, always intent on making that education timely, relevant, and powerfully useful.

For more information, please visit the CUNY SPS website (http://sps.cuny.edu) or contact CUNY SPS by phone at 212.652.CUNY (212.652.2869) or by email at information@sps.cuny.edu.

Mission Statement

Drawing its sense of purpose from its receptiveness to new challenges, the CUNY School of Professional Studies (CUNY SPS) of the City University of New York (CUNY) also draws great strength and pride from its vanguard role in the world’s largest public urban university, serving and reflecting New York’s diverse needs and constituencies. CUNY SPS is committed to CUNY’s core mission of access with excellence, with programs and services that add new dimensions to this mission. Dedicated to being responsive and innovative – responsive to emerging needs, innovative in addressing them – CUNY SPS gives students high-quality instruction and extraordinary academic support in programs offered online, in traditional classroom settings, and in the workplace. The School’s undergraduate and graduate degree programs, advanced and undergraduate certificates, and professional development courses provide opportunities for personal growth, job mobility, greater participation in social institutions, and new ways to meet the constant need to upgrade knowledge.

Accreditation

The CUNY School of Professional Studies is part of the University Center of CUNY’s Graduate School and University Center. Its programs are registered by the New York State Education Department: Office of Higher Education and Professions, Cultural Education Center, Room 5B28 Albany New York 12230; Telephone 518.474.5851; http://www.nysed.gov/heds/IRPSL1.html. The Graduate School and University Center has been accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools since 1961, last reaffirmed in 2010. To view the Statement of Accreditation Status, click here, or visit https://sps.cuny.edu/filestore/8/4/1_b3baae1048b0d29/841_d9c39cf3e5d6561.pdf.
Centers and Institutes

John F. Kennedy, Jr. Institute for Worker Education
URL: http://www.jfkjrinstitute.cuny.edu
The John F. Kennedy, Jr. Institute supports workforce development initiatives in health and human services. The Institute works with colleges, public and private employers, organized labor, professional associations, advocacy groups, community organizations, foundations, and government agencies to:

- Design and implement collaborative worker education programs
- Provide career mentoring and college scholarships for exemplary workers
- Advocate for career ladders, health and educational benefits, and a living wage for frontline workers
- Support the employment of people with disabilities
- Conduct workforce research in related areas

Joseph S. Murphy Institute for Worker Education and Labor Studies
URL: http://sps.cuny.edu/institutes/jsmi
The Joseph S. Murphy Institute for Worker Education and Labor Studies, named after a former CUNY Chancellor who was a strong proponent of organized labor, serves the educational, policy, and research needs of unions and their members, and increases access to higher education, as well as retention and graduation of union members enrolled in CUNY colleges. The Institute provides a gateway to higher education by offering comprehensive information and academic support services that help union members attain their educational goals. The Institute’s commitment to revitalizing a strong and democratic labor movement is supported through research, leadership development programs, forums and national conferences, and publications such as the New Labor Forum. For more information, visit the New Labor Forum’s website at http://newlaborforum.cuny.edu/Index.aspx.

Off-Campus College
URL: http://sps.cuny.edu/institutes/occ
The Off-Campus College (OCC) at the CUNY School of Professional Studies offers working students access to a college education by providing workplace-related, credit-bearing courses and certificates. Founded in 1980 as part of Cornell University's Institute for Women and Work, the Off-Campus College provides college courses for women and men in preparation for advancement in the workplace. The OCC is continuing its mission of advancing the world of work by introducing students to the history, sociology, and behavior of organizations through the study of related issues in Communication, Finance, Management, Leadership, Diversity, Education, and Adult Learning. The OCC prides itself on working with students individually to help them successfully begin or restart college careers.
# Academic Calendar

## Fall 2013 Term Schedule (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 12–26</td>
<td>Monday–Sunday</td>
<td>Orientation (as scheduled by programs)</td>
</tr>
<tr>
<td>August 27</td>
<td>Tuesday</td>
<td>Last day to drop with 100% refund</td>
</tr>
<tr>
<td>August 28</td>
<td>Wednesday</td>
<td>First day of class; First day of late registration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First day to drop courses with 75% refund</td>
</tr>
<tr>
<td>September 2</td>
<td>Monday</td>
<td>Labor Day – CUNY SPS offices closed, no classes scheduled*</td>
</tr>
<tr>
<td>September 3</td>
<td>Tuesday</td>
<td>Last day of late registration; Last day to add courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to drop courses with 75% refund</td>
</tr>
<tr>
<td>September 4</td>
<td>Wednesday</td>
<td>First day to drop courses with 50% refund</td>
</tr>
<tr>
<td>September 4</td>
<td>Wednesday</td>
<td>Award of Degrees and Certificates</td>
</tr>
<tr>
<td>September 4–6</td>
<td>Wednesday–Friday</td>
<td>No classes scheduled*</td>
</tr>
<tr>
<td>September 10</td>
<td>Tuesday</td>
<td>Last day to drop courses with 50% refund</td>
</tr>
<tr>
<td>September 11</td>
<td>Wednesday</td>
<td>First day to drop courses with 25% refund</td>
</tr>
<tr>
<td>September 13–14</td>
<td>Friday–Saturday</td>
<td>No classes scheduled*</td>
</tr>
<tr>
<td>September 17</td>
<td>Tuesday</td>
<td>Last day to drop courses with 25% refund; no refunds after this date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to drop without a “W” grade</td>
</tr>
<tr>
<td>September 18</td>
<td>Wednesday</td>
<td>First day of withdrawal, grade of “W” will be recorded</td>
</tr>
<tr>
<td>October 13–14</td>
<td>Sunday–Monday</td>
<td>CUNY SPS offices closed, no classes scheduled*</td>
</tr>
<tr>
<td>October 15</td>
<td>Tuesday</td>
<td>Classes follow a Monday schedule</td>
</tr>
<tr>
<td>November 8</td>
<td>Friday</td>
<td>Last day to withdraw and receive grade of “W”</td>
</tr>
<tr>
<td>November 27</td>
<td>Wednesday</td>
<td>Classes follow Friday schedule</td>
</tr>
<tr>
<td>November 28– December 1</td>
<td>Thursday–Sunday</td>
<td>Thanksgiving recess: CUNY SPS offices closed, no classes scheduled*</td>
</tr>
<tr>
<td>December 15</td>
<td>Sunday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 16–23</td>
<td>Monday–Monday</td>
<td>Final exam period</td>
</tr>
<tr>
<td>December 23</td>
<td>Monday</td>
<td>Fall term ends</td>
</tr>
</tbody>
</table>

*Online instructors are asked not to make new assignments or require assignments to be submitted during this time. Course sites will remain open.*
**Spring 2014 Term Schedule (subject to change)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17–26</td>
<td>Tuesday–Thursday</td>
<td>Orientation (as scheduled by programs)</td>
</tr>
<tr>
<td>January 26</td>
<td>Sunday</td>
<td>Last day to drop with 100% refund</td>
</tr>
<tr>
<td>January 27</td>
<td>Monday</td>
<td>First day of class; First day of late registration; First day to drop courses with 75% refund</td>
</tr>
<tr>
<td>February 3</td>
<td>Monday</td>
<td>Award of degrees and certificates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day of late registration; Last day to add courses; Last day to drop courses with 75% refund</td>
</tr>
<tr>
<td>February 4</td>
<td>Tuesday</td>
<td>First day to drop courses with 50% refund</td>
</tr>
<tr>
<td>February 10</td>
<td>Monday</td>
<td>Last day to drop courses with 50% refund</td>
</tr>
<tr>
<td>February 11</td>
<td>Tuesday</td>
<td>First day to drop courses with 25% refund</td>
</tr>
<tr>
<td>February 12</td>
<td>Wednesday</td>
<td>Lincoln’s Birthday–CUNY SPS offices closed, no classes scheduled*</td>
</tr>
<tr>
<td>February 17</td>
<td>Monday</td>
<td>Presidents’ Day–CUNY SPS offices closed, no classes scheduled*</td>
</tr>
<tr>
<td>February 18</td>
<td>Tuesday</td>
<td>Last day to drop courses with 25% refund; no refunds after this date; Last day to drop without a “W” grade</td>
</tr>
<tr>
<td>February 19</td>
<td>Wednesday</td>
<td>First day of withdrawal, grade of “W” will be recorded</td>
</tr>
<tr>
<td>February 20</td>
<td>Thursday</td>
<td>Classes follow a Monday schedule</td>
</tr>
<tr>
<td>April 14–22</td>
<td>Monday–Tuesday</td>
<td>Spring recess*</td>
</tr>
<tr>
<td>April 24</td>
<td>Thursday</td>
<td>Last day to withdraw and receive grade of “W”</td>
</tr>
<tr>
<td>May 16</td>
<td>Friday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 16–23</td>
<td>Friday–Friday</td>
<td>Final exam period</td>
</tr>
<tr>
<td>May 23</td>
<td>Friday</td>
<td>Spring term ends</td>
</tr>
<tr>
<td>June 3</td>
<td>Tuesday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

*Online instructors are asked not to make new assignments or require assignments to be submitted during this time. Course sites will remain open.*
## Summer 2014 Term Schedule (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 19-23</td>
<td>Mon-Fri</td>
<td>Orientation (as scheduled by programs)</td>
</tr>
<tr>
<td>May 26</td>
<td>Monday</td>
<td>Memorial Day - CUNY SPS offices closed</td>
</tr>
<tr>
<td>May 27</td>
<td>Tuesday</td>
<td>Last day to drop with 100% refund</td>
</tr>
<tr>
<td>May 28</td>
<td>Wednesday</td>
<td>First day of class; First day of late registration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First day to drop courses with 75% refund</td>
</tr>
<tr>
<td>June 4</td>
<td>Wednesday</td>
<td>Award of degrees and certificates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day of late registration; Last day to add courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to drop courses with 75% refund</td>
</tr>
<tr>
<td>June 5</td>
<td>Thursday</td>
<td>First day to drop courses with 50% refund</td>
</tr>
<tr>
<td>June 11</td>
<td>Wednesday</td>
<td>Last day to drop courses with 50% refund</td>
</tr>
<tr>
<td>June 12</td>
<td>Thursday</td>
<td>First day to drop courses with 25% refund</td>
</tr>
<tr>
<td>June 18</td>
<td>Wednesday</td>
<td>Last day to drop courses with 25% refund; no refunds after this date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to drop without a “W” grade</td>
</tr>
<tr>
<td>June 19</td>
<td>Thursday</td>
<td>First day of withdrawal, grade of “W” will be recorded</td>
</tr>
<tr>
<td>July 4</td>
<td>Friday</td>
<td>Independence Day – CUNY SPS offices closed, no classes scheduled*</td>
</tr>
<tr>
<td>July 12</td>
<td>Saturday</td>
<td>Last day to withdraw and receive grade of “W”</td>
</tr>
<tr>
<td>August 1</td>
<td>Friday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>August 2 – 8</td>
<td>Saturday – Friday</td>
<td>Final exam period</td>
</tr>
<tr>
<td>August 8</td>
<td>Friday</td>
<td>Summer term ends</td>
</tr>
</tbody>
</table>

*Online instructors are asked not to make new assignments or require assignments to be submitted during this time. Course sites will remain open.

**Note:** The refund schedule in this calendar applies to courses that meet for the entire summer term only. Courses that meet for a shorter duration will have a prorated refund schedule.
PART 2. ADMISSION
This section addresses admission requirements relating to academic qualification, the admission process, and New York State health law. It also explains additional admission requirements for international applicants and provides important information on admission status.

Additional information about admission and registration is available online at http://sps.cuny.edu/admissions, upon request to the Registrar at 212.652.CUNY (2869), by email to information@sps.cuny.edu, or by mailing a query to:

CUNY School of Professional Studies
Registrar
119 West 31st Street, 1st Floor
New York, NY 10001

Offerings include the bachelor’s degree programs, graduate degree programs, graduate and undergraduate certificate programs, and undergraduate and post-baccalaureate credit courses. Acceptance into each program is determined by the School of Professional Studies and, in the case of certain collaborations, by the collaborating partner.

Prohibition on the Submission of Fraudulent Documents
The submission of documents in support of applications for admission, such as transcripts, diplomas, test scores, references, or the applications themselves, that are forged, fraudulent, altered from the original, obtained under false pretenses, or otherwise deceptive is prohibited and is punishable by a five-year ban on applying for admission or five-year suspension from CUNY. A second violation is punishable by a lifetime ban on applying for admission or expulsion from CUNY.

Bachelor’s Degrees

CUNY SPS’s bachelor’s degrees are designed for degree completers who have had to interrupt their education for a variety of reasons and now are ready to resume their studies. Students may study on a full- or part-time basis.

To qualify for admission to any of the bachelor’s degree programs, applicants must have:

- Earned at least 24 transferable credits from an accredited college or university;
- Maintained an overall minimum GPA of 2.5; and
- Demonstrated basic proficiency in reading, writing, and mathematics. For more information visit, http://sps.cuny.edu/admissions/testingrequirements.

Applicants must submit the following:

- Completed essay question. The completed personal essay question helps CUNY SPS understand your educational goals and readiness for returning to college.
- Non-refundable application fee of $70.
- Official transcripts sent from all colleges and universities attended. Official records are those which are received at the CUNY School of Professional Studies in sealed envelopes directly from the issuing college, university, or institution. Transcripts must carry the official school seal. Students who are permitted to pick up and deliver these documents to the School of Professional Studies should not open the envelope. Transcripts should be sent to:
  
The City University of New York
  University Applications Processing Center (UAPC)
  PO Box 359023
  Brooklyn, NY 11235-9023

Once submitted, admission materials become the property of The City University of New York and are not returnable to the applicant. Applications can only be processed when files are complete. Admission decisions are made on a rolling basis.

Deferrals

Applicants who are admitted and are unable to start their studies may defer their enrollment for two semesters. Thereafter, the applicant must reapply for admission. Transfer credit for coursework completed during the deferral period is ordinarily not granted.
International Students and Students with Foreign Credentials
Candidates who have completed their previous education in another country must submit official transcripts of their studies, accompanied by certified translations if they are not in English. If English is not the candidate’s first language, he or she must demonstrate sufficient proficiency in English to undertake rigorous academic study. Success on a TOEFL exam with a score of 550 (paper exam), or 80 (online exam), or an SAT exam with a score of 480 is usually acceptable.

Transfer Credit Policy
All bachelor’s degree candidates are eligible to transfer up to 90 academic credits from previous educational institutions. Students must successfully complete at least 30 academic credits in the CUNY School of Professional Studies while matriculated for the degree.

During the transfer evaluation process, courses taken at other institutions will be used to fulfill requirements, where possible. The credit value of transferred courses will be assigned to match the credit value of the equivalent course.

Official transfer credit evaluations can only be made when the academic file is complete and the CUNY School of Professional Studies has received final and official transcripts from all institutions attended. Students can expect to receive the official transfer credit evaluation during the first term of enrollment. Transfer credits do not compute into the Bachelor’s degree grade point average.

Skills Assessment Test
All students admitted to degree candidacy in The City University of New York must satisfy the reading, writing, and mathematics basic skills requirements. Any person who passed a Freshman Composition Course or higher with a grade of “C” or better meets this requirement. Likewise, anyone who earned a “C” or better in a three-credit college mathematics course meets the mathematics requirement.

Proficiency may also be demonstrated in reading and writing 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

Proficiency may also be demonstrated in mathematics by meeting any of the following criteria:
- SAT Math score of 510
- ACT Math score of 21 or higher
- New York State Regents score of 75 or higher in one of the following:
  - Math A
  - Math B
  - Sequential II, or
  - Sequential III

Students who do not meet one or more of the CUNY Basic Skills requirements will be required to pass the Skills Assessment Test in the appropriate area prior to admission to a degree program.

Note: In some cases, an applicant may be required to take the CUNY Assessment Test in English or Mathematics for course placement, even if he/she meets one of the criteria listed above.

Re-Admission Policy
Undergraduate students who are in good academic standing, and have missed two consecutive semesters, not counting the Summer term, must complete a new application to be considered for re-admission. If during this time they attended other schools, they must provide transcripts from those schools. Students will receive re-admission decisions in writing. There is no guarantee of re-admission.
**Graduate Degree Programs**

Candidates for admission to post-baccalaureate degree programs in the CUNY School of Professional Studies must have earned a bachelor’s degree with a 3.0 GPA from an accredited institution. Official transcripts must be sent from all colleges and universities attended. Official records are those which are received at the CUNY School of Professional Studies in sealed envelopes directly from the issuing college, university, or institution. Transcripts must carry the official school seal. Students who are permitted to pick up and deliver these documents to the CUNY School of Professional Studies should not open the envelope.

**International Students and Students with Foreign Credentials**

Candidates who have completed their previous education in another country must submit official transcripts of their studies, accompanied by certified translations if they are not in English. If English is not the candidate’s first language, he or she must demonstrate sufficient proficiency in English to undertake rigorous academic study. Success on a TOEFL exam with a score of 577 (paper exam), 233 (computer-based test – CBT), or 90 (internet-based test – IBT) is usually acceptable.

Other admission criteria are determined by the individual programs. Transfer Credit will be determined by the Program faculty at the time of admission. Only courses in which a grade of B or better has been earned can be considered.

For admissions criteria for specific programs, and to access the application, visit [http://sps.cuny.edu/admissions/graduateadmissions](http://sps.cuny.edu/admissions/graduateadmissions).

**Undergraduate Certificate Programs**

Candidates for admission to certificate programs in the CUNY School of Professional Studies must have earned a high school diploma or General Educational Development (GED) diploma.

Information and instructions for applications to certificate programs can be found at [http://cuny.edu/admissions](http://cuny.edu/admissions).

Official high school transcripts, secondary school records, or GED test results must be submitted to complete the application.

Materials must be mailed to:

CUNY School of Professional Studies
Registrar
119 West 31st Street, 1st Floor
New York, NY 10001

Information specific to individual courses is available upon request to Registrar and is distributed on the first day of the course. Typically, this information includes:

- The course schedule and term calendar;
- For certificate programs, an overview, including a course listing and course sequencing;
- Course academic information, including the course description, instructional materials, student guidelines, student competencies, and course outline; and,
- Grading policy, and the elements considered in evaluation of student academic progress.

In some cases, courses are available for credit or non-credit. While most students make their plans and elect the credit or non-credit option prior to registration, students may change this option through the first week of classes. At the end of the first week of classes, a student may not switch between these two options.
Graduate Certificate Programs

Candidates for admission to advanced certificate programs in the CUNY School of Professional Studies must have earned a bachelor’s degree with a 3.0 GPA from an accredited undergraduate institution. Official transcripts must be sent from all colleges and universities attended. Official records are those which are received at the CUNY School of Professional Studies in sealed envelopes directly from the issuing college, university, or institution. Transcripts must carry the official school seal. Students who are permitted to pick up and deliver these documents to the CUNY School of Professional Studies should not open the envelope. Materials must be mailed to:

CUNY School of Professional Studies
Registrar
119 West 31st Street, 1st Floor
New York, NY 10001

Information and instructions for applications to advanced certificate programs can be found at http://sps.cuny.edu/admissions.

Information specific to individual courses is available upon request to the Registrar and is distributed on the first day of the course. Typically, this information includes:

- The course schedule and term calendar;
- For certificate programs, an overview, including a course listing and course sequencing;
- Course academic information, including the course description, instructional materials, student guidelines, student competencies, and course outline; and,
- Grading policy, and the elements considered in evaluation of student academic progress.

In some cases, courses are available for credit or non-credit. While most students make their plans and elect the credit or non-credit option prior to registration, students may change this option through the first week of classes. At the end of the first week of classes, a student may not switch between these two options.

CUNY Students Seeking to Enroll in a SPS Course

Students currently matriculated at another CUNY college may register for a course offered by the CUNY School of Professional Studies that is available through the ePermit system; they must have the approval of their home college advisor and registrar. Undergraduate students wishing to register for graduate-level courses must get approval from their home college advisor and registrar.

Through the CUNY ePermit system, a request to take a course at a CUNY campus other than the student’s home campus is processed online. To access ePermit, the student goes to the CUNY homepage (www.cuny.edu) then clicks the “Login” button on the right. Once logged in, the student will find his/her own “My Page,” which has a link to the ePermit system prominently displayed. Detailed instructions for filing a permit are available on the ePermit site. The CUNY student receives updates on the status of the request via email and will be notified of approval by the home campus and by the CUNY School of Professional Studies. The ePermit registration process is complete only when the applicant for a CUNY SPS course pays the tuition charge by the home campus bursar.

Note: Students who do not have a CUNY Portal account must first register for one. Visit http://sps.cuny.edu/admissions/cunyportal for instructions.

For information on the CUNY Portal, students may call the CUNY Portal Helpdesk: 212.541.0981 or 212.541.0982, Mondays through Fridays, 8:00am–6:00pm.

CUNY SPS students, faculty, and staff may also contact the Helpdesk at 646.664.8592 Mondays through Fridays, 10:00a.m. – 6:00p.m., or anytime at: helpdesk@sps.cuny.edu.

Information on the CUNY Portal can be found online at: http://portal.cuny.edu/cms/id/cuny/documents/informationpage/002578.htm.
International Applicants

Before applying, an international applicant who wishes to study under an F-1 visa should contact Thomas Jennings, Assistant Dean of Enrollment Management and Student Services, who serves as the international student advisor, at 646.664.8501 or thomas.jennings@mail.cuny.edu.

Applicants who will apply for nonimmigrant F-1 or J-1 visas for entry into the United States, and applicants already in the United States in F-1 or J-1 student status must complete the International Student Application located at http://sps.cuny.edu/forms.html.

If English is not the applicant’s first language, he or she must demonstrate sufficient proficiency in English to undertake rigorous academic study. Success on a TOEFL exam is usually acceptable if the student has not been enrolled previously in a CUNY college.

Applicants who have completed their previous education in another country must submit official transcripts of their studies, accompanied by certified translations if they are not in English.

Immunizations

New York State Public Health Law 2165 requires all students entering a post-secondary institution to provide their health services center with immunity to Measles, Mumps and Rubella. This law applies to students born on or after January 1, 1957, who are registered for 6 or more credits at a CUNY campus. Proof of immunity must be documented by a health care practitioner or other acceptable evidence in the following ways:

- Measles, otherwise known as rubeola -- 2 doses live measles vaccine administered after 12 months of age and at least 30 days apart (exact dates of vaccinations are required);
- Mumps, 1 live dose mumps vaccine administered after 12 months of age (exact dates of vaccination is required);
- Rubella, also known as German measles --1 live dose mumps vaccine administered after 12 months of age (exact dates of vaccination is required);
- Serology (lab) report showing immunity to measles, mumps and rubella. The lab report must be an actual copy showing your immunity to MMR’s.

We will accept any one of the following documentation for your MMR vaccinations:

a) A copy of your immunizations (including actual dates) on an official government/ school letterhead — the simplest place to obtain this may be from your most recently attended high school or college; OR
b) A copy of your immunizations (including actual dates) on physician’s letterhead, which includes printed name, address and telephone number; OR
c) Have a blood test to confirm immunity. Please note: a copy of the lab report must accompany your campus immunization form for acceptance.

New York State Public Health Law 2167 requires all post-secondary institutions to provide information on Meningitis and the Meningitis vaccine to all students registering for six credits or more (or its equivalent).

Students must complete and mail the following forms to the address below (available at http://sps.cuny.edu/forms.html).

- Student Immunization Record Form (This form must be signed and stamped by a practitioner/medical doctor.)
- Meningococcal Meningitis Response Form

CUNY School of Professional Studies
Registrar
119 West 31st Street, 1st Floor
New York, New York 10001

- Failure to comply with state law will result in denial of registration privileges.
- These laws apply to students taking six credits or more regardless if the student is in a degree seeking program or not.
- Students enrolled solely in online courses are exempt from this regulation.
PART 3. TUITION, FEES, AND FINANCIAL AID
Tuition, Fees and Related Policies

All tuition charges and fees listed herein, or in any registration materials issued by the CUNY School of Professional Studies, are subject to change by action of the Board of Trustees of The City University of New York without prior notice. In the event of any increase in tuition charges and fees, payments already made to the CUNY School of Professional Studies will be treated as partial payment, and notification will be given of the additional amount due, and the time and method of payment.

CUNY degree students taking an CUNY SPS course on permit do not pay the application fee and pay tuition only to their home college.

Undergraduate Degree Tuition

<table>
<thead>
<tr>
<th></th>
<th>Full-time students (12 or more credits)</th>
<th>Part-time students</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State residents</td>
<td>$2,865 per semester</td>
<td>$245 per credit</td>
</tr>
<tr>
<td>Out-of-State residents and foreign students on temporary visas</td>
<td>$510 per credit</td>
<td>$510 per credit</td>
</tr>
</tbody>
</table>

Please note: Students in online degree programs pay the New York State tuition rate and do not need to establish residency.

Graduate Degree Tuition

<table>
<thead>
<tr>
<th></th>
<th>Full-time students (12 or more credits)</th>
<th>Part-time students</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State residents</td>
<td>$4,585 per semester</td>
<td>$385 per credit</td>
</tr>
<tr>
<td>Out-of-State residents and foreign students on temporary visas</td>
<td>$710 per credit</td>
<td>$710 per credit</td>
</tr>
<tr>
<td>Maintenance of matriculation (Resident)</td>
<td>$190</td>
<td></td>
</tr>
<tr>
<td>Maintenance of matriculation (Non-resident)</td>
<td>$310</td>
<td></td>
</tr>
</tbody>
</table>

Please note: Students in online degree programs pay the New York State tuition rate and do not need to establish residency.

Undergraduate Credit, Non-Degree Tuition

<table>
<thead>
<tr>
<th></th>
<th>Per credit or equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State residents</td>
<td>$360</td>
</tr>
<tr>
<td>Out-of-State residents and foreign students on temporary visas</td>
<td>$760</td>
</tr>
</tbody>
</table>

Graduate Credit, Non-Degree Tuition

<table>
<thead>
<tr>
<th></th>
<th>Per Credit or Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State residents</td>
<td>$385</td>
</tr>
<tr>
<td>Out-of-State residents and foreign students on temporary visas</td>
<td>$710</td>
</tr>
</tbody>
</table>

General Fees (These fees are applicable to all undergraduate, graduate, degree and non-degree students)

<table>
<thead>
<tr>
<th>Fee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (one time, non-refundable fee to the School of Professional Studies)</td>
<td>- Undergraduate programs, non-credit programs and graduate non-degree programs - $70</td>
</tr>
<tr>
<td></td>
<td>- Graduate degree programs – varies by program</td>
</tr>
<tr>
<td>CUNY SPS non-credit courses Registration Fee per term</td>
<td>$25</td>
</tr>
<tr>
<td>CUNY Consolidated Fee per term</td>
<td>$15</td>
</tr>
<tr>
<td>CUNY Technology Fee per term</td>
<td>Full-time Students (12 or more credits) - $100</td>
</tr>
<tr>
<td></td>
<td>Part-time Students - $50</td>
</tr>
<tr>
<td>Transcript Fee per copy</td>
<td>$7</td>
</tr>
<tr>
<td>CUNY SPS ID Replacement Fee</td>
<td>$5</td>
</tr>
<tr>
<td>Diploma Replacement Fee (original or affidavit of loss must accompany the check)</td>
<td>$25</td>
</tr>
<tr>
<td>Infrastructure Fee per term</td>
<td>$75</td>
</tr>
<tr>
<td>(online degree programs only)</td>
<td></td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Change of Course Fee</td>
<td>$18</td>
</tr>
</tbody>
</table>
Senior Citizen Charges
Individuals who satisfy the New York City/State residency requirements and are 60 years of age or older are permitted to enroll in undergraduate courses on a space available basis. Tuition will not be charged provided credit is not given for the courses. An administrative fee will be charged in addition to other applicable fees (such as the CUNY Consolidated Fee per term).

| Administrative Fee Per Term | $65.00 |

Non-Credit Tuition and Fee Schedule
Please visit [http://sps.cuny.edu/](http://sps.cuny.edu/) for information on specific non-credit course fees.

All tuition charges and fees listed above, or in any registration materials issued by the CUNY School of Professional Studies, are subject to change by action of the Board of Trustees of The City University of New York without prior notice. In the event of any increase in tuition charges and fees, payments already made to the CUNY School of Professional Studies will be treated as partial payment, and notification will be given of the additional amount due and the time and method of payment.

CUNY degree students taking a CUNY SPS course on permit do not pay the application fee and pay tuition only to their home college.

The CUNY School of Professional Studies has arranged for students to have access to two payment plans. More information about these payment plans is available at [http://sps.cuny.edu/admissions/paymentmethods](http://sps.cuny.edu/admissions/paymentmethods). Failure to pay tuition and fees by the due date may cause the student to be deregistered for the semester.

New York State Residency
For the purposes of determining tuition charges, a student is considered a resident of the State of New York if the student has his or her principal place of abode in the State of New York for a period of at least twelve months immediately preceding the first day of classes for the semester with respect to which the residency determination is made; state an intention to live permanently and maintain a principal place of abode in New York State; and, generally, is not in the United States on any temporary visa. Residence in a dormitory, hotel, or other temporary housing facility does not in itself establish New York State residency.

A CUNY Residency Form and appropriate documentation must be provided for students to be eligible for New York State resident tuition rates. The New York State Residency Form can be found at [http://sps.cuny.edu/forms.html](http://sps.cuny.edu/forms.html).

Financial Obligations
Students who have not met all of their financial obligations to the School or to the University will not be issued a transcript, certificate, diploma or grade until they have made all outstanding payments. Students who are delinquent and/or in default in any of their financial accounts with 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 to be permitted to complete registration, or issued 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 officer, in exceptional hardship cases and consistent with federal and state regulations, waives in writing the application of this regulation. Students also will not be allowed to register for a new semester unless they have satisfied all previous financial obligations.

Remission of Tuition and Fees
Students are liable for the full amount of their tuition and fees, regardless of whether they receive expected financial aid, loans, or other financial support. Fees and other non-tuition charges cannot be refunded. Refunds of tuition must be based upon a timely written official withdrawal from classes. Such refunds are allowed only in accordance with a limited schedule established by university policy. A student not entitled to a refund — even if withdrawn from classes — is fully liable for any unpaid tuition and fees.

A student is entitled to a full refund of tuition and noninstructional fees (where applicable) in the event that courses are cancelled or a student’s registration is cancelled by the School of Professional Studies.
In the event of a student's withdrawal, a proportionate refund of tuition may be granted if valid reasons for withdrawal are presented. Written notification of a student's official withdrawal should be delivered by mail, email or in person to:

CUNY School of Professional Studies
Registrar
119 West 31st Street, 1st Floor
New York, New York 10001
Email: jennifer.lee@mail.cuny.edu

Upon approval of a written application, proportionate refund of tuition may be made as outlined below. For mailed requests, the postmark date determines qualification for the refund. Refund will be made in the form of the initial payment. Students enrolled under special program initiatives may have adjusted refund dates. No fees are refunded due to withdrawal.

**Withdrawal from course:**
- before the official starting day of classes for the semester – 100%
- within one week of the official starting day of classes for the semester – 75%
- within two weeks of the official starting day of classes for the semester – 50%
- within three weeks of the official starting day of classes for the semester – 25%
- subsequent to the third week of the official starting day of classes for the semester – none

This schedule is not applicable to withdrawals due to the military, Peace Corps, or leaves for other national service, and is subject to change by action of the Board of Trustees of The City University of New York.

For online Seminars on Science courses offered in collaboration with the American Museum of Natural History, this policy relates to the tuition and fees of the School of Professional Studies only.

For CUNY degree-seeking students, refunds will be given based upon the following schedule:
- If the Course is dropped between registration and the official start date for the Course, the refund will be 100%.
- If the Course is dropped during the first week of the class, the refund will be 50%.
- If the Course is dropped after the first week of the class, there will be no refund.

Note: The Museum reserves the right to enforce its refund policy for fees paid directly to the Museum.

For courses that meet for less than 7 weeks, the refund policy will be published with the class schedule. For specific withdrawal dates for a course offering, see the Academic Calendar or contact the Academic Director for the program.

**Financing Your Education**

**Financial Aid for Undergraduate Degree Programs**

The Financial Aid Office administers federal and state funds, as well as those provided by special programs and the School itself, to ensure that you will have an opportunity to pursue higher education at the School of Professional Studies. The office will work with you to combine scholarships, grants, and loans to help meet the difference between the cost of college and the contributions you and your family are able to make.

Most award amounts are based on need, and you will have to maintain good academic standing.

There are many options to choose from when considering both government and private sources of aid. The basic types of financial aid are:
- Grants – which do not have to be repaid
- Scholarships – which are usually based on academic merit and also do not require repayment
- Loans – which do need to be repaid
To receive both Federal and State financial aid as a CUNY student, you must complete two forms: the Free Application for Federal Student Aid (FAFSA) and, if you or your parents are New York State residents, and you are a full-time student (12 credits or more), the New York State Tuition Assistance Program (TAP) application.

Both forms can be completed online. The FAFSA is available at www.fafsa.ed.gov. If you have questions while completing the FAFSA form, you may contact the FAFSA help line at 800.433.3243. You will be directed to the TAP application after completing the online FAFSA. For additional TAP information, visit www.hesc.com.

We urge you to apply for financial aid for each upcoming academic year before the deadline of June 30.

The FAFSA, Title IV Code is 004765.
The school code for TAP is 1420.

Regulations of both the Higher Education Services Corporation state (TAP/APTS) and federal programs require regular class participation. Financial aid regulations also require that students make satisfactory progress toward a degree. Students should be aware that all financial assistance awards are subject to student compliance with federal, state and/or college regulations concerning satisfactory academic progress and standing. Students dropping courses should refer to the financial aid guidelines for eligibility. Students on probation who make satisfactory progress will continue to be eligible for financial aid. All federal undergraduate financial aid is limited to 150 percent of the credits required for the bachelor’s degree. Minimum standards of satisfactory progress for financial aid are indicated below.

To receive each TAP payment:
- Credits counted must meet degree requirements as described in the Bulletin;
- You must have completed a specific number of credits in the previous semester;
- You must have accumulated a specific number of credits towards your degree;
- You must maintain a specific minimum GPA (grade point average);
- You must have declared a major by the time you complete 60 credits. (If you are repeating a course in order to earn the “C” required for your major, your major must be noted in your academic records even if you have not yet completed 61 credits.)

<table>
<thead>
<tr>
<th>Before Being Certified for This Payment</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Student Must Have Accrued at Least This Many Credits</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
<td>66</td>
<td>81</td>
<td>96</td>
<td>111</td>
</tr>
<tr>
<td>With At Least This Grade Point Average</td>
<td>0</td>
<td>1.5</td>
<td>1.8</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Repeated Courses
Repeated courses in which you have already received a passing grade cannot be included in meeting the TAP full-time study requirement. Repeated courses may be counted toward the full-time study requirement if:
1. You repeat a course that you have previously failed;
2. You repeat a course for additional credit;
3. You received a passing grade that is unacceptable in a particular curriculum.

TAP Waivers
You may be granted a waiver of the TAP academic requirements once, as an undergraduate student and once, as a graduate student, with the strong expectation that you will meet all requirements in the future. Contact the Financial Aid Office for more information about the procedure for applying for a waiver.

Payment Plan Option
You may also pay for your course(s) over a period of time by enrolling with TuitionPay. To learn more, visit the Payment Methods section of our website at http://sps.cuny.edu/admissions/paymentmethods.
Additional information about financial aid can be found at CUNY’s website, http://www1.cuny.edu/admissions/index.html, or in the CUNY Paying for College: A Solutions Handbook, which can be mailed to you upon request.

If you have questions relating to financial aid, please contact the Financial Aid office at 646.664.8720 or financialaid@sps.cuny.edu.

**Financial Aid for Graduate Degree Programs**

To receive both Federal and State financial aid as a CUNY student, you must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is available online at www.fafsa.ed.gov. If you have questions while completing the FAFSA form you may contact the FAFSA help line at 800.433.3243.

We urge you to apply for financial aid for each upcoming academic year before the deadline of April 15.

When completing the FAFSA, the Title IV Code is 004765.

**Payment Plan Options**

You may also pay for your course(s) over a period of time by enrolling with TuitionPay. To learn more visit the Payment Methods section of our website at http://sps.cuny.edu/admissions/paymentmethods.

Additional information about financial aid can be found at CUNY’s website, http://www1.cuny.edu/admissions/index.html, or in the CUNY Paying for College: A Solutions Handbook, which can be mailed to you upon request.

If you have questions relating to financial aid, please contact the Financial Aid office at 646.664.8720 or financialaid@sps.cuny.edu.

**Financial Aid for Certificate/Non-Degree Programs**

When planning to attend a continuing studies course or program, an important consideration is the cost, which may include tuition, fees, books, supplies, travel, and living expenses. At the School of Professional Studies, we offer various financial assistance options to help students afford tuition, such as scholarship opportunities, voucher programs, and alternative student loans for select academic programs.

**Outside Scholarships**

In some circumstances, the School of Professional Studies may accept scholarships, grants, or vouchers from outside or independent organizations as a form of tuition payment.

**Vocational and Educational Services for Individuals with Disabilities (VESID)**

CUNY and VESID have partnered to create the CUNY LEADS project (Linking Employment, Academics & Disability Services). Eligibility in this new program may be able to provide you with: tuition assistance; free textbooks; career counseling; resume assistance; interview preparation; and job placement assistance. If you are an individual with a disability, you may be eligible for this new program, regardless of any current or previous involvement with VESID.

**Department of Veterans Affairs (VA)**

The VA offers Educational Assistance for education and training opportunities to eligible veterans. These benefits may be used for degree and certificate programs, apprenticeship, and on-the-job training. For more information, please visit: www.va.gov.

**Voucher Opportunities**

- New York State Educational Incentive Program (EIP) (http://ecetp.pdp.albany.edu/eip.shtm), is a scholarship funded by the New York State Office of Children and Family Services. Its purpose is to assist child care providers in paying for the professional development training and education they need to provide quality care to children.
New York State & CSEA Partnership for Education and Training (NYSCSEA) (http://www.nyscseapartnership.org) provides educational benefits to CSEA-represented New York State employees, enabling them to achieve greater career mobility and promotional opportunities, improve job skills, and prepare for future state workforce needs.

**Employer and Union Vouchers**
Many employers and most unions have funds available to support worker education and skills upgrades. Talk with your employer or union representative. We can provide course registration documentation for you.

**Student Loans**
Students in certificate/non-degree programs may be eligible for alternative student loans. These loans are arranged between the student and a lender of his/her choosing and are not federally subsidized. These loans are similar to other consumer loans in that the lender will base eligibility on credit history and monthly debt to income ratio.

Once you select a lender, you must complete a Master Promissory Note then contact the Financial Aid Office at 212.652.2895 for further instructions.

The choice of a lender is ultimately your decision. Here are some things to consider as you seek possible lenders for alternative loans:
- Interest rate of the loan
- Repayment schedule and monthly amounts
- Length of repayment period
- Total amount you will repay over the life of the loan
- Penalties for missing monthly payments
- Options for loan consolidation

Organizations that provide alternative educational loans can be reached by visiting their websites. The following is a list of lenders to get you started:
- Sallie Mae: www.salliemae.com
- Student Loan Network: http://www.studentloannetwork.com/
- JP Morgan/Chase Bank: www.chase.com
- Citibank: www.citibank.com
- Citizens Bank: www.citizensbank.com
- Key Bank: www.key.com

Additional information about loans is available from the College Board: https://bigfuture.collegeboard.org/pay-for-college/loans.

*Please know that the School of Professional Studies neither endorses nor recommends any lender.*

**Payment Plan Option**
You may also pay for your course(s) over a period of time by enrolling with TuitionPay. To learn more, visit the Payment Methods section of our website at http://sps.cuny.edu/admissions/paymentmethods.

Additional information about financial aid can be found at CUNY's website, http://www1.cuny.edu/admissions/index.html, or in the CUNY Paying for College: A Solutions Handbook, which can be mailed to you upon request.

If you have questions relating to financial aid, please contact the Financial Aid Office at 646.664.8720 or financialaid@sps.cuny.edu.
PART 4. ACADEMIC POLICIES AND PROCEDURES
**Registration**

Once a student is admitted into a program, he/she will be notified about registration information for his/her course or program.

**Attendance**

Students are expected to attend all classes or participate in distance learning experiences as required. A course or program’s specific requirement might exist and will be published as part of the course syllabus or program description. For students taking courses for non-credit, attendance requirements are the same, but there are no grades or academic records produced.

**Withdrawal**

Students who wish to withdraw from a course or from their program should consult the faculty or staff of their specific program. Once a decision has been made to withdraw from a course or program, the student must complete and submit the Withdrawal form found at [http://sps.cuny.edu/admissions/withdrawal_process](http://sps.cuny.edu/admissions/withdrawal_process).

**Leave of Absence**

Students who need to take a leave of absence may do so by sending a letter to:

Assistant Dean of Enrollment Management and Student Services  
CUNY School of Professional Studies  
119 West 31st Street, 1st Floor  
New York, NY 10001

If the request is made during the term and the student is registered, the request will be processed in accordance with the Refund Policy.

Leaves of absence are regularly approved for up to two years. If the leave is extended beyond two years, students must apply for readmission. While on leave, students may not attend other colleges or universities except with the written permission of the Executive Director of Enrollment and Senior Registrar. Credit earned while on leave will not be accepted toward the degree or certificate unless prior approval was obtained.

In order to be granted a leave of absence, a student must be in good standing. A leave of absence cannot be used to avoid the consequences of poor academic performance or to circumvent a disciplinary procedure.

**Cost of Attendance**

In order to participate in any CUNY program, all tuition and fees for the semester must be paid in full. A student may incur additional costs for textbooks, books, manuals, supplies, and equipment that are corollary to instruction and necessary for the student. Those costs, apart from tuition and fees, vary by course and instructor.
## Grading Policy

### Undergraduate

The undergraduate grades reflect assessment by the instructor of key course components. The following grades are assigned with their corresponding point values:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Ranges %</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
<td>3</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9</td>
<td>2</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
<td>0</td>
</tr>
</tbody>
</table>

- **AUD**: Auditor, listener.
- **INC**: Incomplete. This is a temporary grade. The outstanding work must be completed by end of the following fall or spring semester. If the work is not completed by the end of the following semester, the INC is converted to a permanent grade of F on the record. The course instructor may grant the INC at the request of the student if participation requirements have been met and the only outstanding work is a paper, project, or examination. The instructor has the right to refuse a request, and can set a time limit for completion that is shorter than the end of the following semester. When the course work is completed and the final grade received, the INC grade will be replaced; a notation will be made on the student’s transcript of the date of change.
- **W**: Withdrawal. A permanent grade requested by the student after the Add/Drop period, and before the deadline in the academic calendar. This grade is assigned by the Executive Director of Enrollment Services and Senior Registrar at the written request of the student. It does not affect the grade point average.
- **WA**: Administrative Withdrawal. This grade, which does not affect the grade point average, is administratively assigned.
- **WN**: Never attended. Calculated as the equivalent of a “W” in the GPA.
- **WU**: Unofficial Withdrawal. Student attended at least one class session. Calculated as the equivalent of "F" in the GPA.

*Note: Some programs have additional grade requirements. Refer to the program descriptions for specific requirements.*

### University Policy Concerning the Repeat Of Courses In which A Student Has Earned A Grade Of “F” or “WU”

When an undergraduate student receives the earned academic grade of "F," "FIN," "WU," or an administrative failing grade, and that student subsequently retakes that course and receives a grade of "C" or better, the initial grade of "F" will no longer be computed into the cumulative grade point average. The "F" will remain on the transcript. The number of failing credits that can be deleted from the grade point average calculation shall be limited to 16 for the duration of the student's undergraduate enrollment in the institutions of The City University of New York.

### Satisfactory Academic Progress

Students are expected to make satisfactory academic progress. Generally, undergraduate programs throughout CUNY expect applicants to present an academic record with a minimum 2.0 GPA. A student is considered in good academic standing and making good academic progress when he/she has completed all coursework and exams in accordance with faculty instructions, no later than the last day of the examination period and has earned a GPA of at least 2.0. In certain circumstances, a student may find it necessary to request a grade of Incomplete (INC), in accordance with the rules above. All INC grades must be
completed by the end of the following fall or spring semester or the grade will be converted to F. If the course is repeated, it will be a new registration and a second grade on the academic record.

When a student has accumulated more than one incomplete or a GPA below 2.0, he or she may be ineligible to continue in the program since satisfactory academic progress is not being made. Under certain circumstances, a student may be required to carry a reduced course load to improve the GPA or be required to postpone further registration until the INC grades are completed. Typically, students may register for additional courses with one INC grade. Of course, all such academic reviews take into consideration individual circumstances and the potential for improvement.

In addition to academic consequences, failure to make satisfactory academic progress may have implications for the award of financial aid.

**Academic Warning**

Academic warnings are issued whenever such a warning is deemed appropriate. Students receive only one academic warning; failure to comply with this warning may result in academic probation or suspension.

**Academic Probation**

Academic probation is a serious warning that immediate and significant improvement is required. Students who earn F or WU grades, have a GPA below 2.0 or more than two INC grades will be reviewed and may be placed on academic probation. A finding that a student has committed plagiarism or has failed to comply with the Academic Integrity standards of the School of Professional Studies in any other way will be cause for probation. When instituting probation, specific criteria for return to good academic standing will be defined. Academic probation will be noted on a student's transcript while in effect and that notation will be removed completely upon successful return to good academic standing.

**Academic Suspension and Exclusion**

Students with two consecutive unsatisfactory semesters are normally suspended from the School of Professional Studies for a period of one year. Students may petition to return to the program at the end of the year. Students may be suspended or excluded from the School for reasons of academic dishonesty.

**Academic Honors and Awards**

**Dean's List**

*Full Time Students*
The Dean’s list notation will appear on the transcript of Full Time Students (those taking 12 or more credits per term) in the term they achieve a GPA of 3.5 and above.

*Part Time Students*
The Dean’s list notation will appear on the transcript of Part Time Students for each accumulation of 12 credits if they achieve a GPA of 3.5 and above.

**Honors for General Excellence**

Latin Honors are computed using only those courses taken in the School of Professional Studies and awarded when students have completed their baccalaureate degree with a final grade point average as follows:

- *Cum Laude* (with praise) 3.50
- *Magna Cum Laude* (with great praise) 3.75
- *Summa Cum Laude* (with highest praise) 3.85

Degrees and certificates are awarded three times each academic year: February 1, June 1 and September 1.
Graduate

The graduate grades reflect assessment by the instructor of key course components. The following grades are assigned with their corresponding point values:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0 (Failure)</td>
</tr>
</tbody>
</table>

AUD: Auditor, listener.

INC: Incomplete. This is a temporary grade. The outstanding work must be completed by end of the following fall or spring semester. If the work is not completed by the end of the following semester, the INC is converted to a permanent grade of F on the record. The course instructor may grant the INC at the request of the student if participation requirements have been met and the only outstanding work is a paper, project, or examination. The instructor has the right to refuse a request, and can set a time limit for completion that is shorter than the end of the following semester. When the course work is completed and the final grade received, the INC grade will be replaced; a notation will be made on the student’s transcript of the date of change.

W: Withdrawal. A permanent grade requested by the student after the Add/Drop period, and before the deadline in the academic calendar. This grade is assigned by the Executive Director of Enrollment Services and Senior Registrar at the written request of the student. It does not affect the grade point average.

WA: Administrative Withdrawal. This grade, which does not affect the grade point average, is administratively assigned.

WN: Never attended. Calculated as the equivalent of a "W" in the GPA.

WU: Unofficial Withdrawal. The grade is calculated as an "F" and the student may be barred from future registrations. It is assigned by the instructor if the student stops participating.

Satisfactory Academic Progress

1. The minimum passing grade in a graduate course is a C-. Students need a B or better average in order to graduate with a master's degree at CUNY, and must maintain a B or better average every semester attending. If the GPA in any semester falls below a B, the student will be placed on probation until such time as the average is raised above a B. Conditions for students on probation that will enable them to raise their GPA will be determined by the graduate degree program they are seeking.

2. Students who receive a failing grade (F, WU, WN, or an INC that reverts to an FIN if not completed) can repeat the same course at SPS. If the grade obtained is a B- or better, the student may petition the Registrar to drop the grade of F from the computation of the GPA. The failing grade remains on the transcript and is marked with a pound sign. The F-Replacement option can be used for only one graduate course at SPS. This F-Replacement option cannot be used for an F resulting from an academic integrity violation.

Degrees and certificates are awarded three times each academic year: February 1, June 1 and September 1.

Grade Appeal Policy and Procedures

If a student believes that an error was made in the assignment of a grade, he or she should speak with the instructor of the course within 30 days following the posting of the grade. An email message or note requesting an appointment and explaining the problem will give the faculty member an opportunity to gather the appropriate course materials, papers, exams or other submissions so that the ensuing conversation can be meaningful. As a result of this conversation, a faculty member may correct an error and change the grade. If the problem is not resolved between the student and faculty member, the student may petition the School of Professional Studies Committee on Academic Appeals and Discipline, which hears student appeals on grades, determinations of satisfactory progress, plagiarism and related matters.
Policy

The CUNY School of Professional Studies is responsible for determining the requirements and standards of performance for courses and for qualifying examinations. The CUNY School of Professional Studies course instructors retain considerable discretion in these matters. The instructor is under obligation, however, to ensure that his/her course syllabus is consistent with the goals of the curriculum of the certificate program or course. The grading standards in a given course shall reflect levels of difficulty related to the educational objectives of the program.

Instructors have an obligation to students to make clear the basis of evaluation (e.g., reading assignments, student’s written submissions, contributions to class discussions, and presentations) at the start of each course so that students are not surprised by unexpected or untimely demands. Grades on examinations or for work in a course are the responsibility of the instructor.

Procedures

Academic appeals consist of issues raised by students who question the validity of their grades for coursework, grades on examinations, and/or final course grades. Most of these appeals can and should be resolved by the student’s direct discussion and communication with the instructor. A student’s appeal of a final grade must be formally initiated within 30 days following the posting of the grade on the student’s transcript. If the 30-day deadline has lapsed, the grade becomes permanent.

The academic appeals process comprises three levels as described below. The student may terminate the appeals process after Level I (with the instructor) or after Level II if a satisfactory conclusion is reached. The Level III decision of the Academic Appeals Committee is final.

Level I: With the Instructor:
The student shall meet with the instructor in an attempt to resolve the complaint. The student should email or call the instructor, explain the concerns, and ask for specific information as to why this grade was received. The student may be accompanied by a student or other member of the CUNY School of Professional Studies community in discussion with the instructor. Under the federal Family Educational Rights and Privacy Act (FERPA), students have the right to review their examinations. It is the instructor’s responsibility to provide the student with a detailed explanation of how the grade was determined.

Level II: With the School of Professional Studies Director of Student Services:
If the matter is not resolved at Level I, the student shall submit a written appeal to the CUNY School of Professional Studies Director of Student Services. The written appeal must specify the nature of the complaint and the outcome the student is seeking and it must be received within 30 days of the meeting with the instructor. The Director of Student Services will schedule a meeting with the student and the instructor in an attempt to resolve the complaint. The Director of Student Services and the instructor with whom the complaint is filed will then communicate their decision in writing to the student.

Level III: With the Academic Appeals Committee:
If the matter is not resolved at Level II, the student shall submit a written appeal outlining the nature of the complaint and the outcome sought to the Dean of the School of Professional Studies (or his or her designee), within 30 days of receipt of the letter referred to in Level II. The Dean shall schedule a meeting with the student and the Academic Appeals Committee. The Academic Appeals Committee will consist of the Dean and two members of the School of Professional Studies’ governing committee and one School of Professional Studies’ instructor or CUNY faculty member with relevant specialization, who will hear the student’s complaint. The Dean, on the basis of each individual student complaint, shall randomly determine the members of the Academic Appeals Committee; the committee will not function as a standing committee. The Dean will communicate the decision of the Academic Appeals Committee in writing to the student. In academic appeals, the decision of the Academic Appeals Committee is final.

The academic appeals process will be accomplished in a reasonable period of time not to extend beyond six months. A student’s failure to comply with the aforementioned process will nullify the complaint. The timeline for the specific stages of the academic appeals process is given below.

Timeline Governing the Appeals Process

A formal academic appeal is filed after the student has met with his/her instructor but has not resolved the complaint. Students have 30 days from the date their final grade was posted to initiate a Level II academic appeal to the School of Professional Studies Director of Student Services. A formal academic appeal is considered filed only when a dated letter or email is sent to the Director of Student Services. Students have 30 days to initiate a Level III academic appeal from the date they receive notice of the outcome of a Level II academic appeal.
Once received, the Director of Student Services has 10 days to respond to the student's formal appeal by scheduling a meeting with the student and instructor. Once the meeting has been conducted, the student will receive a decision in writing within 10 days. If the appeal has been denied, the student may move onto the next level of the appeals process (the Academic Appeals Committee) by submitting the request within 30 days of the notice of the Level II academic appeals outcome.

Submit initial appeal requests 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@mail.cuny.edu

When the Dean or the Dean's designee receives a written appeal requesting a hearing with the Academic Appeal Committee, the Dean has 10 days to respond to the student's formal appeal by scheduling a meeting with the Academic Appeals Committee. Students will receive a decision in writing within 10 days of the Academic Appeals Committee meeting. The decision of the Academic Appeals Committee is final.

Submit Academic Appeals Committee requests 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@mail.cuny.edu
PART 5. STUDENT SERVICES
The CUNY School of Professional Studies offers a comprehensive array of services to assist students to achieve their academic goals. From tutoring to opportunities to study abroad, the Student Services Office is available to work with students to accommodate their needs and interests.

**Student Activities**

Students in the CUNY School of Professional Studies are welcome to attend any of the hundreds of lectures, presentations, and information sessions offered throughout the City University of New York over the course of the year. Please see the CUNY website for details: [www.cuny.edu](http://www.cuny.edu).

**Services for Students with Disabilities**

The City University of New York is a public university, firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University.

If students would like to request accommodations, they should ask their doctor or diagnostic center to provide the School with documentation of their disability and specific recommendations for accommodations. In addition, the student must complete the Disability Disclosure Form available at [http://sps.cuny.edu/forms.html](http://sps.cuny.edu/forms.html). The documentation must be current and should be sent four weeks in advance of the term to allow sufficient time to prepare. Documentation will be held in confidence. Once this documentation is received, the School will determine the reasonable accommodations to be provided, issue a notification letter to the student, and arrange for these accommodations to be made within the context of the student’s academic program.

All documentation should be sent to the Student Services Coordinator, CUNY School of Professional Studies, 119 West 31st Street, New York, N.Y, 10001. Students considering registration or who have already registered in the School of Professional Studies should contact Christopher Leydon via email at [christopher.leydon@mail.cuny.edu](mailto:christopher.leydon@mail.cuny.edu).

Students may choose to discuss their disabilities with their faculty members to work out ways of meeting the specific requirements of the course. Nevertheless, official documentation is essential for accommodations to be established.

**Student Health Insurance**

Health insurance is available to matriculated CUNY students who are enrolled for six credits or more each term through United Healthcare. The policy includes the provision of an array of hospital and medical benefits, including:

- 100% coverage for Affordable Care Act (ACA) required preventative care services when service is received from a Preferred Provider;
- $1 million maximum benefit per Insured Person per Policy Year;
- No pre-existing condition exclusion;
- Copayments for medical office visits, mental health care services, prescription drugs, and diagnostic X-ray and laboratory services;
- Access to 24-hour nurse and counseling telephone consultation;
- Easy to find participating hospitals and health care providers; and,
- World-wide coverage, including medical evacuation benefits when traveling abroad or away from the New York area.

For complete coverage and premium information, visit [https://www.uhcsr.com/CUNY](https://www.uhcsr.com/CUNY).

If you wish to join United Healthcare, you must act during one of two designated enrollment periods held twice each year, during the fall and spring semesters. The fall term open enrollment period concludes on October 1st.

To enroll, follow the instructions below.
1. Go to United Healthcare’s online enrollment form at https://www.uhcsr.com/SelfServiceSupport/Students/ole/ProvideBasicInformation.aspx;
2. When asked for your campus name, select “The CUNY School of Professional Studies”;
3. Complete the entire application, then submit online.

If you have questions, please call United Healthcare at 800.767.0700.

**Students in the Military**

For students called up to active duty or drafted before the end of the semester:
- **Grades.** In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).
- **Refunds.** A student called up to the reserves or drafted, who does not attend for a sufficient time to qualify for a grade, is entitled to a 100% refund of tuition and all other fees except application fees.

For students who volunteer (enlist) for the military before the end of the semester:
- **Grades.** In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).
- **Refunds.** The amount of the refund depends upon whether the withdrawal is before the 5th week of classes. If the student withdraws before the beginning of the fifth calendar week (or third calendar week for a summer session), he or she is entitled to 100% refund of tuition and all other fees except application fees. If the student withdraws thereafter, he or she is entitled to a 50% refund.

**Other provisions for military service:**
- **Resident Tuition Rates.** These lower rates are applicable to all members of the armed services, their spouses and their dependent children, on full-time active duty and stationed in the State of New York.
- **Re-enrollment of Veterans.** Veterans who are returning students are given preferred treatment in the following ways:
  - Veterans who were former students with unsatisfactory scholastic records may be readmitted with a probationary program.
  - Veterans, upon their return, may register even after normal registration periods, without late fees.
  - Granting of college credit for military service and armed forces instructional courses.
  - Veterans returning too late to register may audit classes without charge.
  - Late Admissions. Veterans with no previous college experience are permitted to file applications up to the date of registration, and are allowed to begin classes pending completion of their application and provision of supporting documents.
  - Readmission Fee. Upon return from military service, a student will not be charged a readmission fee to register at the same college.
  - Veterans Tuition Deferrals. Veterans are entitled to defer the payment of tuition pending receipt of veterans’ benefits.
- **New York National Guard Tuition Waivers.** Active members of the New York National Guard, who are legal residents of New York State and who do not have a baccalaureate degree, are eligible for a tuition waiver for undergraduate study.

**Services for Veterans**

The CUNY Office of Veterans Affairs is dedicated to fostering a sense of community and to developing a channel of communication among veteran and reservist students, and with faculty, staff, and administration. The City University of New York welcomes and supports veterans and reservists on its campuses and recognizes the contribution that they make as citizens and students. CUNY is proud of the level of diversity and academic excellence that veterans and reservists bring to our campuses.

This website [www.cuny.edu/veterans](http://www.cuny.edu/veterans) is a virtual one-stop source of information regarding services for veterans and reservists and their dependents and survivors. It is a guide to educational benefits, entitlements, and counseling and advocacy resources, which will assist veterans in pursuing their academic and civilian careers.

Veterans are encouraged to contact Dr. Christopher Leydon, Student Services Coordinator, at christopher.leydon@mail.cuny.edu.
Career Services

Career Services at CUNY SPS is flexible and accessible, utilizing a mix of the latest in technology and digital communications tools, as well as traditional methods of advisement and presentations to meet the diverse needs of our community. This includes assistance with:

- The Basics, including resumes, cover letters, ePortfolios, websites, interviewing, networking, and personal branding
- Job Search, including assessment, exploration and skills inventory, career advisement, and access to online resources
- Internships, including guidelines and resources
- Workshops and Resources, including an events calendar, podcasts and videos, and career services newsletter
- Access to Optimal Resume, a free online career document management tool

To learn more about Career Services at CUNY SPS, visit https://sps.cuny.edu/career_services/

Student Identification Cards

Students enrolled in certificate or degree programs will be issued a CUNY SPS Identification Card.

New students will receive a CUNY SPS ID card in the mail. Returning students will be mailed a new semester sticker that must be affixed to their existing CUNY SPS ID card.

CUNY ID cards entitle students to various rights and privileges. It is important to carry and safeguard it.

Students who have lost or misplaced their CUNY SPS Identification Card are subject to a $10.00 replacement fee. To request a replacement ID card, students must:

- Complete an ID Replacement Form available at http://sps.cuny.edu/forms.html.
- Mail the form, along with payment of $10.00 in the form of a US Postal Service Money Order or personal check payable to the CUNY School of Professional Studies, to:

  CUNY School of Professional Studies  
  Bursar  
  119 West 31st Street, 1st Floor  
  New York, NY 10001

Library Services

The home library for CUNY SPS is the Newman Library at Baruch College. The Newman Library provides students with an easy, quick way of accessing computer-based library materials through its internet-based resources. These include electronic research databases and an E-Reserve system where professors can post class-related content.

For additional information about the services provided by the Newman Library to students of the CUNY School of Professional Studies, visit http://newman.baruch.cuny.edu/services/sps.html.

Students’ Newman Library username and passwords are mailed to their CUNY SPS email accounts upon enrollment into the program. They will need this information to access the online library resources.

In addition to the Newman Library, students with a valid CUNY SPS ID have access to the 20 libraries of The City University of New York system. To enter any of the libraries, including Newman Library, students must present their CUNY SPS ID Card along with a valid photo ID.
Murphy Institute Programs
In addition to the library services outlined above, students enrolled in programs at the CUNY School of Professional Studies through the Murphy Institute have access to the Joseph S. Murphy Institute Library located at 25 West 43rd Street in Manhattan. This library of approximately 4,000 volumes is the only collection within the City University of New York specifically dedicated to scholarship in the field of labor and related social sciences. The library contains several special collections of prominent scholars, including Philip Foner, Sumner Rosen, Nathan Spero, Adina Back, William Tabb, Art Shostak, and Evie Weiner.

Library hours at the Joseph S. Murphy Institute are: Monday, 10 a.m. – 7:00 p.m.; Tuesday, 5:00 p.m. – 8:30 p.m.; and Wednesday, 5:00 p.m. – 8:30 p.m.

Academic Advisement Services

Academic advisement is provided by the specific program a student is enrolled in (or seeking admission to). Please refer to the contact indicated in the program descriptions.

Textbooks and Course Materials

The following provides information on how to purchase and/or access required textbooks or other required course materials.

Book Store and Book Sellers

CUNY SPS Virtual Bookstore
Students may purchase books for courses at the CUNY SPS Virtual Bookstore. Students may access the bookstore at http://bookstore.mbsdirect.net/CUNY.HTM.

Alternative Vendors
While books for CUNY SPS courses will be available for purchase through the Virtual Bookstore, students are encouraged to find books at a vendor that is most convenient for them. To help with their search, students may refer to CUNY’s “How to Save Money on Textbooks” brochure available as a PDF at http://www.cuny.edu/about/resources/student/textbook-savings.html.

Barnes & Noble
Some instructors may make books for their course available at Barnes & Noble at its 18th Street Bookstore in Manhattan.

Barnes & Noble at 18th Street Bookstore
105 Fifth Avenue
6 East 18th Street
New York, NY 10003

Coursepacks
Some instructors may compile copyrighted materials from various sources (journals, textbooks, books, etc.) to create a coursepack instead of, or in addition to, a textbook. Instructors will make coursepacks available for purchase either through the CUNY SPS Virtual Bookstore or at Barnes & Noble at 18th Street Bookstore.

E-Library, E-Books, E-Collections
Instructors may require readings that are available through the Newman Library’s vast e-books and e-texts collection. To search for electronic materials accessible through the Newman Library, visit http://newman.baruch.cuny.edu/search/databases_ie7.php.

Course Reserves
Some instructors may make books and/or other course materials available through the electronic course reserve system at the Newman Library. For more information about accessing course reserve materials, visit http://newman.baruch.cuny.edu/services/sps.html.
Accessing Required Textbook Information

Information about textbook and course material requirements is posted on E-Schedule. To access this information, follow the instructions below:

1. Go to the schedule of classes here: [http://student.cuny.edu/cgi-bin/SectionMeeting/SectMeetColleges.pl](http://student.cuny.edu/cgi-bin/SectionMeeting/SectMeetColleges.pl) or by selecting the SCHEDULE OF CLASSES link at the top right-hand corner of the School of Professional Studies ([http://sps.cuny.edu](http://sps.cuny.edu)).
2. Select the School of Professional Studies from the College drop-down menu. Select the Semester, then click Search.
3. Select your major/department from the Department/Discipline drop-down menu, or just click Search to view all courses offered at SPS.
4. You will see two different types of book icons next to each course section:
   - 📚 If there are required course materials
   - 🗑️ If there are no required course materials
5. If your course has required course materials 📚, click the book icon to view them.
6. A new window/tab will open up with information about the books/materials required for your course.
7. Once you know what books you will have to purchase, you may purchase them at the SPS Online Bookstore ([http://bookstore.mbsdirect.net/CUNY.HTM](http://bookstore.mbsdirect.net/CUNY.HTM)) or at other online retailers. You may view various options for buying textbooks by visiting [http://sps.cuny.edu/student_resources/v_bookstore.html](http://sps.cuny.edu/student_resources/v_bookstore.html).

Tutoring

The CUNY School of Professional Studies has joined a consortium of colleges and universities to provide comprehensive and easily accessible online tutoring for students. Tutoring is available in all subjects. For more information, see the School of Professional Studies website, ask your instructor, or contact your academic advisor.

Murphy Institute Programs

Writing support is provided by the Murphy Institute through the Joseph S. Murphy Institute Writing Resource Center, which is staffed by skills-development specialists and volunteer tutors. In addition, college preparatory classes are provided by the Murphy Institute at no cost to students.

Help Desk Support Services

The CUNY SPS Help Desk is available to answer your technical questions. The Help Desk can be accessed via telephone (646.664.8594) or email at helpdesk@sps.cuny.edu. When you call, please be prepared to identify your problem, provide information about your computer’s Operating System (OS), Platform, Internet Connection, and the version of the program with which you are experiencing problems.
Graduation

Graduation Requirements

All undergraduate degree and certificate students must have a 2.00 minimum GPA to graduate. Additional graduation requirements for each program are located in the program sections of this bulletin. Students may also consult with their academic advisor.

Note: Students should contact their department for guidance on final project submissions.

Application for Graduation Filing Procedures

1. Go to the following webpage: http://sps.cuny.edu/student_resources/apply4grad.html.
2. Complete the application, including your full legal name; this is the name that will appear on your diploma. If a change of name is desired, please file a Change of Name form (this includes abbreviating middle names, for example: Sue Ann Smith to Sue A. Smith).
3. Print, then return the completed application to the Registrar by the appropriate deadline noted below. The address is on the form. You will be notified by mail if there are any problems with the degree application.
4. Applications not completed correctly will be returned to the student. The returned application will not be accepted until filled out properly.

<table>
<thead>
<tr>
<th>Filing Deadlines*</th>
<th>Date of Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1</td>
<td>September</td>
</tr>
<tr>
<td>November 1</td>
<td>February</td>
</tr>
<tr>
<td>March 1</td>
<td>June</td>
</tr>
</tbody>
</table>

*Exact dates for degree/certificate awards may be found in the Academic Calendar for the appropriate Academic Year. If a filing date falls on a weekend, applications and forms are due the following business day without penalty.

Late Applications: Applications will be accepted with a $25 late fee for two weeks following the degree application filing deadline.

Graduation applications will be processed and audited after the filing date. This is a lengthy process as each application is audited individually. Students will be contacted via email and regular mail if there are any problems. Letters verifying the degree/certificate award will be mailed on the conferral date to those who have completed all requirements. February and September diplomas may be picked up on the day of conferral after 1 p.m. in the Registrar’s office. For June, they will be distributed at Commencement (only if all degree/certificate requirements have been met; and all financial obligations have been satisfied). Diplomas/certificates will be mailed only upon receipt of the address label enclosed with the award letter or upon a written request by the degree recipient.

Commencement Ceremony

The CUNY School of Professional Studies holds one commencement ceremony each year in June. All students who have applied for or earned a degree or certificate for that academic year will receive commencement information in mid-March. Please make sure your address is up-to-date to receive this important information. If your contact information has changed, please update it by submitting a completed Change of Address form to:

CUNY School of Professional Studies
Registrar
119 West 31st Street – 1st Floor
New York, NY 10001

The Change of Address form can be accessed at http://sps.cuny.edu/forms.html.
PART 6. PROGRAMS
The following list contains the names of the programs that have been registered with the New York State Education Department (NYSED) under the CUNY Graduate School and University Center and assigned HEGIS code numbers in compliance with State requirements. The link to the NYSED website is: [http://www.nysed.gov/heds/IRPSL1.html](http://www.nysed.gov/heds/IRPSL1.html). Additional courses, which are not part of registered certificate or degree programs, are listed beginning on page 192.

### DEGREE PROGRAMS

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Award</th>
<th>HEGIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Theatre</td>
<td>Master of Arts</td>
<td>1007</td>
</tr>
<tr>
<td>Business</td>
<td>Bachelor of Science</td>
<td>0501</td>
</tr>
<tr>
<td>Business Management and Leadership</td>
<td>Master of Science</td>
<td>0506</td>
</tr>
<tr>
<td>Communication and Media</td>
<td>Bachelor of Arts</td>
<td>2299</td>
</tr>
<tr>
<td>Data Analytics</td>
<td>Master of Science</td>
<td>0702</td>
</tr>
<tr>
<td>Disability Studies</td>
<td>Bachelor of Arts</td>
<td>2299</td>
</tr>
<tr>
<td>Disability Studies</td>
<td>Master of Arts</td>
<td>2299</td>
</tr>
<tr>
<td>Health Information Management</td>
<td>Bachelor of Science</td>
<td>1202</td>
</tr>
<tr>
<td>Labor Studies</td>
<td>Master of Arts</td>
<td>0516</td>
</tr>
<tr>
<td>Nursing</td>
<td>Bachelor of Science</td>
<td>1203.10</td>
</tr>
<tr>
<td>Psychology</td>
<td>Bachelor of Arts</td>
<td>2001</td>
</tr>
<tr>
<td>Sociology</td>
<td>Bachelor of Arts</td>
<td>2208</td>
</tr>
<tr>
<td>Urban Studies</td>
<td>Master of Arts</td>
<td>2214</td>
</tr>
<tr>
<td>Urban and Community Studies</td>
<td>Bachelor of Arts</td>
<td>2214</td>
</tr>
</tbody>
</table>

### CERTIFICATE PROGRAMS

<table>
<thead>
<tr>
<th>Certificate Program</th>
<th>Award</th>
<th>HEGIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Learning: Program Design and Facilitation</td>
<td>Advanced Certificate</td>
<td>0807</td>
</tr>
<tr>
<td>Business Communication</td>
<td>Certificate</td>
<td>5099</td>
</tr>
<tr>
<td>Child Development Associate</td>
<td>Certificate</td>
<td>2099</td>
</tr>
<tr>
<td>Coaching in the Organizational Context</td>
<td>Advanced Certificate</td>
<td>0515</td>
</tr>
<tr>
<td>Creating Theatre with Young People</td>
<td>Advanced Certificate</td>
<td>1007</td>
</tr>
<tr>
<td>Disability Studies</td>
<td>Advanced Certificate</td>
<td>2299</td>
</tr>
<tr>
<td>Diversity in the Workplace</td>
<td>Certificate</td>
<td>5611</td>
</tr>
<tr>
<td>Drama in the Classroom</td>
<td>Advanced Certificate</td>
<td>0899</td>
</tr>
<tr>
<td>Education Foundation</td>
<td>Certificate</td>
<td>5608</td>
</tr>
<tr>
<td>Financial Studies</td>
<td>Certificate</td>
<td>5003</td>
</tr>
<tr>
<td>Health Care Policy and Administration</td>
<td>Advanced Certificate</td>
<td>1202</td>
</tr>
<tr>
<td>Health Care Policy and Administration</td>
<td>Certificate</td>
<td>5299</td>
</tr>
<tr>
<td>Immigration Law Studies</td>
<td>Advanced Certificate</td>
<td>1499</td>
</tr>
<tr>
<td>Interactive Technology and Pedagogy</td>
<td>Advanced Certificate</td>
<td>0799</td>
</tr>
<tr>
<td>Labor Relations</td>
<td>Advanced Certificate</td>
<td>0516</td>
</tr>
<tr>
<td>Labor Relations</td>
<td>Certificate</td>
<td>5099</td>
</tr>
<tr>
<td>Labor Studies</td>
<td>Advanced Certificate</td>
<td>0516</td>
</tr>
<tr>
<td>Labor Studies</td>
<td>Certificate</td>
<td>5004</td>
</tr>
<tr>
<td>Leadership</td>
<td>Certificate</td>
<td>5099</td>
</tr>
<tr>
<td>Management</td>
<td>Advanced Certificate</td>
<td>0506</td>
</tr>
<tr>
<td>Management</td>
<td>Certificate</td>
<td>5004</td>
</tr>
<tr>
<td>Management in the Transportation Industry</td>
<td>Certificate</td>
<td>5011</td>
</tr>
<tr>
<td>Nonprofit Fundraising and Development</td>
<td>Certificate</td>
<td>5004</td>
</tr>
<tr>
<td>Organizational Studies</td>
<td>Certificate</td>
<td>5001</td>
</tr>
<tr>
<td>Project Management</td>
<td>Advanced Certificate</td>
<td>0599</td>
</tr>
<tr>
<td>Public Administration and Public Policy (Level I)</td>
<td>Advanced Certificate</td>
<td>2102</td>
</tr>
<tr>
<td>Public Administration and Public Policy (Level II)</td>
<td>Advanced Certificate</td>
<td>2102</td>
</tr>
<tr>
<td>Public Administration and Public Policy</td>
<td>Certificate</td>
<td>5508</td>
</tr>
<tr>
<td>Social, Emotional and Academic Education</td>
<td>Advanced Certificate</td>
<td>0899</td>
</tr>
<tr>
<td>The Theatre Teaching Artist</td>
<td>Advanced Certificate</td>
<td>1007</td>
</tr>
</tbody>
</table>
MINORS

The following programs offer minors:
- Online Bachelor’s Degree in Communication and Media
- Online Bachelor’s Degree in Disability Studies
- Online Bachelor’s Degree in Psychology
- Online Bachelor’s Degree in Sociology

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

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. For more information about student rights and responsibilities under the Pathways Common Core Curriculum, visit http://www.cuny.edu/academics/initiatives/pathways/about/rightsandresponsibilities.html.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Overview &amp; Curriculum</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- English Composition (2 courses)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>- Mathematical and Quantitative Reasoning (1 course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Life and Physical Sciences (1 course)</td>
<td></td>
</tr>
<tr>
<td>Flexible Core</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- World Cultures and Global Issues (1 course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- U.S. Experience in Its Diversity (1 course)</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>- Creative Expression (1 course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Individual and Society (1 course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Scientific World (1 course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students must also complete three credits in any of the above categories (1 course)</td>
<td></td>
</tr>
<tr>
<td>SPS College Option Core</td>
<td>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 really the heart of our whole General Education curriculum, with courses designed to focus on digital literacy, writing, critical thinking, and quantitative reasoning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SPS College Option Core (1-4 Courses)</td>
<td>3-12</td>
</tr>
</tbody>
</table>
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**
Prerequisite: None
Practice in expository and analytical writing through reading and research-based assignments in varied academic formats such as reports, formal essays and research papers, making use of appropriate technology for composing, editing and sharing documents. Practice in conventions of academic reading and writing including clear and coherent use of standard English, use of digital libraries, and methods of ethical attribution and citation.

**ENG 102 College Writing II**
Prerequisite: None
A continuation of College Writing I with increased emphasis on expository and analytical writing through research-based assignments in varied academic formats such as reports, formal essays, and research papers across the disciplines, making use of appropriate technology for composing, editing and sharing documents. Research project requires students to use scholarly databases, provide proper attribution and documentation of primary and secondary sources, and argue an opinion based on well-chosen and compelling evidence.

**Mathematical and Quantitative Reasoning**
Students are required to complete one course (three credits) in Mathematical and Quantitative Reasoning. This course will require you to:
- Interpret quantitative representations (e.g. graphs, formulas)
- Use algebraic, numerical, graphical, or statistical methods
- Translate problems from language to math
- Effectively communicate answers to mathematical problems
- Evaluate solutions to mathematical problems
- Apply mathematical methods to problems in other fields of study

**MATH 102 Mathematics in Contemporary Society**
Prerequisite: None
Designed to provide students with an understanding of the mathematical ideas and methods found in the social sciences, the arts, and business, this course covers the fundamentals of statistics, scatter plots, graphics in the media, problem-solving strategies, dimensional analysis, and mathematical modeling. Students can expect to explore real world applications.
MATH 215  
Introduction to Statistics  
3 Credits  
Prerequisite: None

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

Life and Physical Sciences

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

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

AST 101  
Introductory Astronomy  
3 Credits  
Prerequisite: None

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

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

BIO 200  
Human Biology  
3 Credits  
Prerequisite: None

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

EAS 201  
The Nature of New York  
3 Credits  
Prerequisite: None

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

EAS 250  
Oceanography  
3 Credits  
Prerequisite: None

This course focuses on the world ocean and its role in the Earth system. Study of the oceans’ origins and transformation over time will provide students with an introduction to basic ecological reasoning. Students will develop an understanding of how the ocean affects their world and of challenges facing the ocean. Students will form groups to complete a field trip investigation and present their data.

World Culture and Global Issues

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

- Apply concepts and methods of a discipline or field to world cultures or global issues
- Analyze and describe culture, globalization, or global diversity
- Analyze the history of a non-U.S. society
- Analyze a major movement that has shaped a non-U.S. society
- Analyze the role of identity categories in a non-U.S. society
- Speak, read, and write in a language other than English
AFRS 101  Ethnology of Africa  3 Credits
Prerequisite: None
Applies the fundamental methods and concepts of cultural anthropology to the study of sub-Saharan African societies and nations, with emphasis on the impact of slavery and colonialism, current problems of economic and political development, and Africa's emerging place in 21st-century global interactions. Exploration of histories, politics, economics, family structures, gender, power, and health in different African cultures through analysis of ethnographies, text chapters, generalist summaries, historical research, news accounts, specialist articles, and literature.

CHIN 101  Beginning Chinese I  3 Credits
Prerequisite: None
An introduction to Mandarin Chinese designed for students who have no or little prior experience in the language. An integrated approach to basic language skills of listening, speaking, reading and writing, emphasizing pronunciation and tones, as well as the most basic structure and patterns of Chinese grammar.

CHIN 102  Beginning Chinese II  3 Credits
Prerequisite: CHIN 101
A continuation of elementary introduction to Mandarin Chinese aimed at developing the four language skills of listening, speaking, reading and writing. Emphasis is on pronunciation, tones and the basic structure of Chinese grammar and increasing knowledge of Chinese cultures.

ENG 211  World Literature  3 Credits
Prerequisite: None
Explores a selection of global literary works from antiquity to the present. Analyzes complete texts and extracts or episodes from texts that reference or connect literary traditions across time and cultures.

HIST 102  Origins of the Modern World, 1500 to the Present  3 Credits
Prerequisite: None
Analyzes global relationships in the contemporary world stemming from interactions between civilizations that began half a millennium ago. Introduces students to selected topics which illuminate these patterns and allow us to perceive our own world more clearly.

HIST 202  Twentieth Century World History  3 Credits
Prerequisite: None
Examines social, cultural, political, and economic changes, events, and concepts that defined and shaped the 20th century. Particular emphasis includes height of European imperialism, First World War, rise of totalitarian regimes, Second World War, Cold War, decolonization and the rise of nation-states, genocides and civil wars, revolutions in Asia, Africa and Latin America, Middle East conflict, fall of the Soviet bloc, social and intellectual movements, scientific and technological breakthroughs, and economic globalization. Assesses the impact of these and other subjects upon today's world.

LAS 101  Latin America and Caribbean Cultures  3 Credits
Prerequisite: None
Introduces texts and media from Latin American and Caribbean cultures, including film, music, and performance. Analyzes the distinguishing features of Latin American and Caribbean Cultures through study of cultural artifacts and issues related to history, politics, customs, and art. Required research on selected topics.

SPAN 101  Beginning Spanish I  3 Credits
Prerequisite: None
This course in conjunction with SPAN 102 provides a thorough grounding in Spanish grammar and vocabulary, including intensive practice in speaking and listening through the use of audio-video resources. A microphone and speakers (or a headset) and a web camera to interact online with the instructor and to record individual, pair, and group work are required.

SPAN 102  Beginning Spanish II  3 Credits
Prerequisite: SPAN 101
Reviews and builds upon material learned in Spanish I through assignments and activities designed to increase mastery in listening, speaking, reading and writing. SPAN II presents more complex linguistic structures that build upon those learned in SPAN I and increase awareness of Spanish-American cultures. Individual and group reading, oral and written assignments increase exposure to and linguistic creation in the target language.
U.S. Experience in its Diversity
Students are required to complete one course (three credits) in U.S. Experience in its Diversity. This course will require you to do at least three of the following:
- Apply concepts and methods of a discipline or field to U.S. experience in its diversity
- Analyze and explain a major theme in U.S. history from multiple perspectives
- Evaluate the impact of indigenous populations, slavery, or immigration on the U.S.
- Explain and evaluate the role of the U.S. in international relations
- Identify, differentiate between, and analyze the influence of the legislative, judicial, and executive branches of government
- Analyze and discuss U.S. society in terms of race, ethnicity, class, gender, sexual orientation, belief, etc.

AMER 200 American History and Culture 3 Credits
Prerequisite: None
Explores race, class, and gender in American history and culture. Secondary source material by scholars of American Studies and primary source materials in a variety of genres, including music, poetry, art, and material culture, convey the ways in which American culture has been shaped by and has helped to shape ideas of race, class, and gender.

GEOG 301 International Migration 3 Credits
Prerequisite: None
This course is a quantitative and qualitative examination of historic and contemporary international migration patterns. Emphasis is on spatial demographic impacts of immigration policy in the United States with special attention to major urban centers. A comparative analysis of ethnic and racial minorities in the United States will also be offered.

LANG 101 Language in the Multicultural Setting 3 Credits
Prerequisite: None
Introduces the foundations of linguistics and language acquisition. Analyzes language in multicultural American urban settings. Critiques bilingual/bidialectal families and bilingual education; language and gender; literacy in a changing, technological society; and different dialects and registers of American English. Appraises recent and classic scholarship in linguistics, literature, and related fields. Requires reflection and analysis of personal linguistic experiences and backgrounds.

POL 201 Politics and Government of New York City 3 Credits
Prerequisite: None
This course analyzes the politics and government of New York City, including City-State relations; and the role of the City in the region, the nation and the world. Special attention is given to the municipal government's institutions and procedures, and the city's evolving political culture.

Creative Expression
Students are required to complete one course (three credits) in Creative Expression. This course will require you to do at least three of the following:
- Apply concepts and methods of a discipline or field to creative expression
- Analyze and describe the significance of arts from diverse cultures of the past
- Articulate how the arts/communications interpret and convey meaning and experience
- Demonstrate knowledge of the skills involved in the creative process
- Conduct research and communicate using appropriate technologies

ART 201 Arts and Civilization: Pre-history through the Middle Ages 3 Credits
Prerequisite: None
Introduces art and the academic discipline of art history. Using the discipline’s technical vocabulary, analyzes the standard visual, material and symbolic components of art. Addresses cultural products created from the Neolithic through to the end of the Western Middle Ages. Analyzes the purpose of art. Examines painting, drawing, sculpture and architecture in historical, political and cultural context. Analyzes art's function within society. Critiques how successive movements and styles are indebted to the past and to influences from other sources. Introduces key movements, important artworks and the biographies of individual artists.
### ART 202  Arts and Civilization: Renaissance through the 21st Century  3 Credits
**Prerequisite:** None
Introduces art and the academic discipline of art history. Using the discipline’s technical vocabulary, analyzes the standard visual, material and symbolic components of art. Addresses cultural products created from the Renaissance to the present. Examines Western painting, drawing, sculpture, architecture and photography in historical, political and cultural context. Analyzes art’s function within society. Critiques how successive movements and styles are indebted to the past and to other sources. Introduces key movements, important artworks and the biographies of individual artists.

### ART 210  Modern Art in the City  3 Credits
**Prerequisite:** None
Introduces students to 20th and early 21st century visual arts. Examines the biographies of artists and their cultural settings, and explores the products of creative expression as they have been realized through the eyes of painters, photographers, sculptors and architects.

### ENG 301  Science Fiction  3 Credits
**Prerequisite:** None
Examines the history of science fiction literature and film, tracing the development of the "hard" and "soft" sub-genres. Identifies and explains some of the most common tropes, elements, concepts, and styles. Evaluates creative and societal responses to scientific fields such as space exploration, artificial intelligence, time travel, genetic engineering, and the development and future of cyberspace. Considers the impact that public fears of and fascination with science has on literature and film.

### ENG 331  Studies in the Folk Tale and the Classic Fairy Tale  3 Credits
**Prerequisite:** None
Examines the development of folk tale from the oral form to what is known as the literary fairy tale (a tale never intended for children). Explores the global, historical and cultural origins of folk and fairy tales. Analyzes the universality of folk tales by examining the role that they play in the ethnography of diverse cultures. Traces the rise of the literary fairy tale from its origins in the oral folk tales to contemporary rewritings. Introduces diverse folk tales, literary fairy tales, critical essays, and films in order to come to a greater understanding of the complex cultural significance of folk and fairy tales.

### FLM 307  Film Literacies: Communicating Culture through Film  3 Credits
**Prerequisite:** None
Introduces the discipline of film studies. Analyzes a nation’s culture and social history through its film. Assesses the impact that historical events, and social, cultural and political movements had on a nation’s cinematic expression. Evaluates the work of individual directors and explores the ways that they translated their perceptions and experiences into film.

### 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
- Articular 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 Anthropology  3 Credits
**Prerequisite:** None
This course considers the means for investigating large heterogeneous populations from an anthropological perspective. The problems of urbanization in emerging nations, ethnic and cultural differences within the city, and poverty in the urban setting will receive particular attention.

### ECO 201  Microeconomics  3 Credits
**Prerequisite:** None
An investigation of the microeconomy as seen through the eyes of the individual consumer and firm. Economic concepts, including profits, employment and resources via supply and demand, elasticity, utility, costs, and market structures are applied to specific issues including unions, rent control, job discrimination, minimum wage, and education.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| PHIL 110    | Critical Thinking                               | 3       |
| Prerequisite: None |

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

| PHIL 301    | Computers, Ethics, Society and Human Values     | 3       |
| Prerequisite: None |

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

| SOC 101     | Introduction to Sociology                      | 3       |
| Prerequisite: None |

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

| 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       |
| Prerequisites: BIO 200 |

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

| HIST 201    | The Ascent of Man: An Introduction to the History of Science | 3       |
| Prerequisite: None |

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

| PHE 200     | Introduction to Public Health                  | 3       |
| Prerequisites: None |

This course introduces students to the basic tenets of public health. The course provides a history of public health, an introduction to the five core disciplines of public health (Epidemiology, Biostatistics, Environmental Health, Social and Behavioral Health, and Health Policy and Management), and an overview of the field's primary functions such as assessment, policy development, and assurance. Students are introduced to the impact of information technology on the field.
PHYS 301  Space, Time and Motion-Physical Science  3 Credits
Prerequisite: None
This course traces changing understandings of motion, time, space, matter, and energy through the ideas of the ancient Greek philosophers, Galileo Galilei, Isaac Newton and Albert Einstein. Topics studied include the concepts of motion, relativity and gravity; and the discoveries and ideas of Einstein and other major thinkers in the field of physical science.

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

PSY 101  General Psychology  3 Credits
Prerequisite: None
This course examines behavior and mental processes. Topics include research methods, biological bases of brain and mind, sensation-perception, sleep and states of consciousness, learning and memory, development, cognition-intelligence, motivation-emotion, personality, abnormal psychology, and social psychology. The focus is on findings and principles related to everyday life.

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

COM 110  Digital Information in the Contemporary World  3 Credits
Prerequisite: None
Exploring new communication technologies and their impact on contemporary understandings of identity and community to discover what it means to inquire, to communicate, to collaborate, and to research online.

COM 210  Writing at Work  3 Credits
Prerequisite: ENG 101 or equivalent
An overview of professional workplace writing, including audience assessment, preparation for writing and research, design, editing, and collaborative writing. Models of effective writing and practice in preparing business correspondence, reports, instructions, proposals, presentations, and web content develop competence in creating documents routinely required of professionals in organizations. Relevant for a wide variety of professions.

PHIL 110  Critical Thinking  3 Credits
Prerequisite: None
Focuses on the techniques of rational inference and analytical judgment. These include the study of informal logic (arguing cogently and recognizing common informal fallacies), formal patterns of reasoning (syllogistic and propositional logic), and some distinctive analytical methods used in scientific and professional disciplines. Provides students with the competencies that are requisite to successful career growth and life-long learning.

PLA 300  Portfolio Development for Prior Learning Assessment  3 Credits
Prerequisite: ENG 101 or equivalent
Guides students in the process of identifying and documenting learning from experience in a prior learning assessment portfolio, with the aim of petitioning for college level credit. Examination of the literature of adult learning and its application to prior learning and future learning goals.

QUAN 201  Quantitative Reasoning and Society  3 Credits
Prerequisite: None
An interdisciplinary introduction to the ways in which data can be used to enhance thinking and decision-making capacities, including using simple statistical techniques, creating visual representations of quantitative data, deriving accurate conclusions from quantitative data, and using data effectively in analyses and arguments. Assignments build capacity to evaluate and write clearly about quantitative evidence using methods for analyzing and communicating about data that do not require complex mathematics.
Business (BS)

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@mail.cuny.edu
URL: http://sps.cuny.edu/programs/bs_business

FACULTY
Lopez-Pumarejo Tomas  •  Reinig, Timothy  •  Thompson, Cynthia
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE MAJOR
The Online Bachelor's Degree in Business (B.S.) 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.

Career Prospects
Graduates of the Online Bachelor's Degree in Business are prepared to command jobs in a variety of fields including banking, finance, management, consulting, marketing, accounting, and human resources.

CURRICULUM
The Online B.S. in Business is divided into two parts: the first five courses within the degree are "foundational" and focus on creating an ideal platform for the degree. The second five courses allow a detailed examination of core business topics in today's highly complex environment.

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.

Required Courses
- BUS 301 - Managerial Economics
- BUS 305 - Accounting Fundamentals
- BUS 310 - Foundations of Business Statistics
- BUS 315 - Principles of Business Statistics
- BUS 320 - Principles of Management
- BUS 325 - Principles of Management Information Systems
• BUS 330 - Business Law
• BUS 333 - Corporate Finance
• BUS 335 - Operations Management
• BUS 410 - Research Methods for Business
• CIS 101 - Computer Fundamentals and Applications
• ECO 202 - Macroeconomics
• MATH 210 - Business Math

Students must complete one of the following capstone courses:
• BUS 440 - Internship
• BUS 460 - Virtual Enterprise
• BUS 470 - Strategic Management
• BUS 480 - Thesis

Elective Courses
• BUS 200 – Introduction to Business
• BUS 331 - Global Business
• BUS 332 - Electronic Commerce
• BUS 334 - Great Ideas in Business
• BUS 336 - Special Topics in Business
• BUS 338 - International Trade and Finance
• BUS 339 – Sustainability and Green Business
• BUS 340 - Small Business Management and Entrepreneurship
• BUS 341 - Contemporary Organizational Structure and Change
• BUS 342 - Contemporary Accounting Topics
• BUS 345 - Strategic Electronic Marketing
• BUS 346 - Investments
• BUS 348 - Real Estate Finance
• ECO 201 - Microeconomics
• PROM 210 - Project Management

COURSE DESCRIPTIONS

BUS 200 Introduction to Business 3 Credits
Prerequisite: None
The purpose of this survey course is to develop a fundamental understanding of the role of business in a global society. This course provides valuable exposure to the major functional areas of business including the global business arena, management, finance, accounting, and marketing. Personal attention will be provided to each student and frequent interaction between students through discussions, debates, and team projects is expected.

BUS 301 Managerial Economics 3 Credits
Prerequisite: ECO 202 and MATH 210
This course will develop students’ ability to apply the tools of economic analysis to solve business problems relevant to current or aspiring managers. After reviewing fundamental concepts in economics, the course will cover the standard managerial economics topics of demand, production and cost, market structure, pricing, strategy, and incentives. Then it will examine how to use economic analysis to solve issues such as developing effective performance-evaluation systems and compensation plans, assigning decision-making authority among employees, attracting and retaining workers, motivating change within organizations, or creating organizational architectures that foster ethical behaviors.

BUS 305 Accounting Fundamentals 3 Credits
Prerequisite: MATH 210
This course provides the fundamentals for the identification, measurement, and reporting of financial and economic events of enterprises and businesses. The accounting concepts and standards studied will be used in conjunction with accounting software, and focuses on such topics as assets, liabilities, the accounting cycle, inventory, internal controls, accounting receivables, cash flow statements, financial statements and corporate accounting.
BUS 310  Foundations of Business Statistics  3 Credits
Prerequisite: CIS 101 and MATH 210
This course introduces students to the principles and methods of statistics, particularly the importance of using statistics in business decision-making. They will learn about presenting data and descriptive statistics including measures of location, dispersion, and skewness. They will also learn discrete and continuous probability distributions, including the binomial and normal distributions. Sampling, hypothesis testing, significance tests, correlation, and simple regression are covered, with an emphasis on business applications. The importance of ethics in research will be stressed throughout. Computer-based statistical analysis tools are used extensively.

BUS 315  Principles of Marketing  3 Credits
Prerequisite: None
This survey course explores the various environments in which contemporary marketers operate, including the online digital world of e-marketing, and the problems and practices related to the planning of marketing strategies in the exchange process. Students learn how successful marketers focus on domestic and global market opportunities while being sensitive to cultural differences, including ethical and socially responsible decision-making, while focusing on issues of quality and technological change.

BUS 320  Principles of Management  3 Credits
Prerequisite: None
The purpose of the course is to develop an understanding of the four functions of management (planning, organizing, leading, and controlling) in today's rapidly-changing global environment. The course will emphasize the importance of effective and socially responsible management for all types of organizations. At the end of the course, students will understand the contribution of management process and the role of the manager at all levels of the organization.

BUS 325  Principles of Management Information Systems  3 Credits
Prerequisite: None
This course introduces the student to the use of management information systems as a business resource for achieving competitive advantage. Topics covered include: the major information technology (IT) applications used in business; the central role of databases and data warehouses; the importance of IT in the growth of e-commerce; the role of decision support systems and artificial intelligence; the IT infrastructure; the impact of outsourcing; information security. Case studies will be analyzed and discussed.

BUS 330  Business Law  3 Credits
Prerequisite: None
This course examines the laws governing relationships between persons and business organizations, including Anglo-American Jurisprudence, Employment and Agency Law, Contract Law and The Uniform Commercial Code, as well as their application to the online world of e-Business. Students learn to identify and analyze relevant legal issues together with their implications for certain business transactions and relationships and apply the underlying principles of law to solve issues involving business operation and decision-making.

BUS 331  Global Business  3 Credits
Prerequisite: BUS 315 or BUS 325
An introduction and overview of the global business environment, this course treats issues involved in researching and entering foreign markets, identification and evaluation of risks and opportunities in foreign markets, ethical issues in outsourcing and globalization, and problems faced by firms seeking to expand into foreign markets. Designing global business strategies in light of historical, technological, economic, financial, sociopolitical, legal, and cultural environments. Emphasis will be placed on the importance of ethics and corporate social responsibility in global business.

BUS 332  Electronic Commerce  3 Credits
Prerequisite: BUS 315 or BUS 325
This course introduces students to the fundamental concepts of e-commerce from both a business and technical standpoint. Students learn about the history of e-commerce, including the development of the Internet and the World Wide Web, its impact on the business world and various approaches to creating e-commerce solutions utilizing tools and strategies such as Internet advertising and marketing and the legal and security issues critical to the success of any e-commerce venture.
BUS 333  Corporate Finance  3 Credits
Prerequisite: CIS 101 and MATH 210 and BUS 305 or BUS 340
This course offers students a strong working knowledge of how managers of corporations raise, allocate and protect capital for the purpose of creating shareholder value within the constraints of the general market for capital and the specific market for the firm’s capital. The course covers corporate financial management in the context of competitive markets, the current tax and regulatory regime, and prevailing social limits and absolute social constraints. Students learn how value can be measured and how value creation is monitored by both managers and investors. Each topic is explored through in-depth case-study analysis.

BUS 334  Great Ideas in Business  3 Credits
Prerequisite: BUS 320 and Upper Junior Status
CEOs of successful global organizations utilize industry best practices as well as innovative ideas and concepts to guide their business leadership and shape their approach to solving problems. This course examines the powerful words of the management experts who introduced them and links ground-breaking ideas to the events that demanded new thinking and approaches. Ideas of business greats such as Peter Drucker, Michael Porter, Geoffrey Moore, Clayton Christenson and David Vogel will be included.

BUS 335  Operations Management  3 Credits
Prerequisite: CIS 101 and BUS 310
The course focuses on solving common operations and production management problems faced by business decision-makers. Use of the computer for solving operations management problems will be stressed. Topics covered include decision theory, project scheduling, linear programming, forecasting, inventory control, queuing models, simulation, and quality control. The course will stress the importance of integrating business decision making with corporate social responsibility.

BUS 336  Special Topics in Business  3 Credits
Prerequisite: Varies, depending on topic. At minimum, Upper Junior Status.
This allows for treatment of topics in business not covered in the regular curriculum. Topics vary from term to term and reflect the interests of faculty and students. Course description may be obtained by going to the college website and/or e-mailing the instructor before registration. Students may take this course more than once for credit but may not repeat topics.

BUS 338  International Trade and Finance  3 Credits
Prerequisite: BUS 301
This course will examine the factors that have led to the increasing economic interdependence amongst the nations of the world, utilizing fundamental economic principles and policies underlying international trade and finance. Topics include trends in the flow of imports and exports; the theoretical foundations for trade in a global economy; current US trade policies, with an emphasis on regional trade agreements; exchange rate determination; foreign direct investment; the role of economic institutions established to monitor and promote trade.

BUS 339  Sustainability and Green Business  3 Credits
Prerequisite: BUS 315 and BUS 320
Environmental and social challenges are increasingly contributing to the complexity of the business environment, driving companies not only to improve their social and environmental impact, but also to make sustainability an essential part of their business strategy. The course provides students with an introduction to these issues and exposes them to the practices and tools used by corporations to maximize the business value of sustainability. The course uses up-to-date examples and business cases to get a better understanding of the rapidly changing business environment.

BUS 340  Small Business Management and Entrepreneurship  3 Credits
Prerequisite: CIS 101
This course treats the problems and decisions that owners of small businesses face and types of skills and solutions that can be applied in response. In addition to teaching students the essentials of starting and managing a new business, from the definition and screening of ideas to the development of a business plan, the course places a special emphasis on effective communication and networking, so essential to a successful entrepreneurial career.

BUS 341  Contemporary Organizational Structure and Change  3 Credits
Prerequisite: None
The goals of the course include developing a foundation in traditional and contemporary organizational theories. Case materials, reflective writing assignments, and team projects aim at developing ethical-legal critical thinking skills as well as
analytic skills for understanding and evaluating the interactive effects of technology, diversity, and the global reach of contemporary organizations on new organizational styles and types.

Note: For requirement purposes BUS 341 is the equivalent to SOC 317 and CC 305.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 342</td>
<td>Contemporary Accounting Topics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> BUS 305</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The course provides a critical understanding of contemporary issues in accounting. The course uses &quot;live&quot; cases to navigate through central historical and social antecedents of accounting. Specific attention is given to understanding the enormous upheavals presently underway in accounting marketplaces, focusing on the ethical and professional meaning presented by these developments and the politics of engaging these changes. Familiarization with contemporary issues and controversies currently under examination in the media is required, particularly Sarbanes-Oxley, Enron and the contrasting literature on the &quot;New Assurance Services.&quot;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 345</td>
<td>Strategic Electronic Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> BUS 315</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course will examine the new technological environment that marketers are facing by introducing strategic considerations related to technology and its implementation. The course will explore the basics of marketing exchange relationships utilizing the Internet and the World Wide Web, multimedia techniques, database marketing, interactive telecommunications and other e-Business techniques. In addition, the course will give students hands-on experience with relevant software.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 346</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> BUS 301 or BUS 305</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course offers a broad foundation in the structure and mechanics of all the major classes of debt and equity securities issued to fund public authorities and private enterprises. Students will learn what factors determine the relative value of each type of security and where each security fits on the debt/equity spectrum. The course will examine the cash flow and risk dynamics of individual securities and portfolios of debt and equity securities. Students will learn how to evaluate the performance of investment portfolios relative to a specific benchmark index, how fixed income and equity indices are constructed and their values are determined, how individuals should analyze investment choices and how fund managers select assets to include in their portfolios. Students will be expected to apply what they learn about security valuation and portfolio selection by constructing, managing and tracking a hypothetical investment portfolio.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 348</td>
<td>Real Estate Finance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> CIS 101 and BUS 301 or BUS 305 or BUS 333</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course covers various aspects of the world of real estate finance, including the capitalization (debt and equity) of real property. Topics covered include: legal terms/instruments involved in underwriting/ investment/ lending; an overview of how the real estate capital markets work; key real estate finance terms; real estate and bond math - calculating mortgage payments, time value of money, NPV, and IRR; the role of government in the financing of commercial and residential real estate; sources of private and public capital, including an introduction to REITs, CMOs, and CMBS; and real estate finance decision-making, including generating income property cash flows, creating an opinion of value, measuring investment returns and understanding the risks/rewards of leverage.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 410</td>
<td>Research Methods for Business</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> BUS 310</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course will develop students’ abilities to: (1) use qualitative and quantitative techniques to collect, analyze, and interpret business data and (2) be informed users of information relevant to business. The students will learn how to use qualitative methods such as observation techniques and focus groups, to formulate a research problem, to choose a research design, to use secondary data and online information databases, to design a questionnaire, to gather primary data, to analyze survey data using a variety of statistical techniques, and to write a research report. The course will also emphasize the importance of ethics in conducting business research.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 440</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> Upper Junior Status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This option consists of an off-campus business internship supervised by a faculty member. The venue must be approved by the faculty member and/or program and must be the focus of no less than 150 hours of student work. Weekly discussions of each student's internship will be conducted online. This course requires students to write a paper based on their internship.</td>
<td></td>
</tr>
</tbody>
</table>
BUS 460  Virtual Enterprise  3 Credits
Prerequisite: Senior Status
This option focuses on a business simulation where students experience the business world by creating and operating virtual firms and taking virtual products and services to market in the global economy. Activities include hands-on experience with concept development, business planning, e-commerce, marketing, strategic planning, finance, accounting and management in an interactive and realistic business environment. A portfolio, business plan, company quarterly reports and reflective blogs are required.

BUS 470  Strategic Management  3 Credits
Prerequisite: Senior Status
Strategic Management is an interdisciplinary seminar concentrating on the problems that confront the chief administrative officers of an enterprise. The course stresses the overall company point of view in dealing with the myriad problems faced by the firm’s top management team in a volatile external environment. As a capstone, the course integrates prior coursework including management, marketing, research, finance/accounting, and business ethics into course content and assignments. Much of the learning and activity in this course takes place within groups.

BUS 480  Thesis  3 Credits
Prerequisite: BUS 410 and Senior Status
In this option, the student will be required to write a scholarly paper suitable for publication on a research topic in business. Research for the thesis will be supervised by a faculty member. Weekly discussions of each student’s paper will be conducted online. Credit is not earned until the thesis is accepted.

CIS 101  Computer Fundamentals and Applications  3 Credits
Prerequisite: None
This course is an introduction to computers and their use in information processing. Topics include hardware and software concepts, elements of telecommunications, networks, and the Internet. Emphasis is on using computer programs such as word processing, spreadsheets, and data base management, as well as Internet applications.

ECO 201  Microeconomics  3 Credits
Prerequisite: None
An investigation of the microeconomy as seen through the eyes of the individual consumer and firm. Economic concepts, including profits, employment and resources via supply and demand, elasticity, utility, costs, and market structures are applied to specific issues including unions, rent control, job discrimination, minimum wage, and education.

ECO 202  Macroeconomics  3 Credits
Prerequisite: None
This course is a study of factors determining national output, income, employment, and prices; the impact of government spending, taxation, and monetary policy; the banking system; economic growth; and international trade.

MATH 210  Business Math  3 Credits
Prerequisite: Completion of general education math requirements
This course prepares students for mathematics required in upper-level business courses. Students will explore the mathematics of finance such as simple interest, compound interest, annuities, amortization and sinking funds. Students will engage in hands-on experience to understand how Microsoft Excel can be used to solve business problems. Case studies will be used to reinforce students’ understanding of the concepts and techniques and to demonstrate the application of the methodologies to authentic problem-solving situations.

PROM 210  Project Management  3 Credits
Prerequisites: CIS 101
Students learn to plan, organize, lead, and evaluate projects—large and small—to ensure that requirements are delivered on time and within budget. Topics include the essentials of initiating a project, defining requirements, scheduling tasks, managing scope, working in cross-functional teams, communicating effectively, resolving conflict, and closing a project. While budget development is beyond the scope of this course, students will be expected to understand simple project budgets. In addition to traditional task lists and timelines, students must generate project charters, change notices, progress reports, and project closing documents.
Child Development Associate (Certificate)

PROGRAM DIRECTOR: Sherry Cleary
NYC Early Childhood Professional Development Institute
16 Court Street, 31st Floor
Brooklyn, NY 11201
Email Contact: Dana Benzo, dana.benzo@mail.cuny.edu
URL: http://sps.cuny.edu/programs/cert_cda

FACULTY
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
The Child Development Associate (CDA) 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
• EDUC 201 - Observing and Recording Development of the Young Child
• EDUC 202 - Integrated Curriculum and Learning Environments
• EDUC 203 - Program, Professional, and Family Dynamics
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.

COURSE DESCRIPTIONS

EDUC 200   Child Development Birth – 5 Years   3 Credits
Prerequisite: None
The course will focus on theories of attachment, theories of childhood, and developmental touchpoints essential in learning about children. This knowledge allows teaching professionals to establish nurturing environments conducive to meeting the individual needs of children and families while being respectful and cognizant of family preference and cultural frameworks. This course is designed to provide students with opportunities to explore, reflect, and build a theoretical grounding in child development. Students will have numerous opportunities to link theory to practice, with a focus on hands-on learning. Students are encouraged to question, reflect, and integrate their experiences and readings while they learn from each other through small group brainstorming, problem solving, and discussions.

EDUC 201   Observing and Recording Development of the Young Child   3 Credits
Co or Prerequisite: EDUC 200
This course is designed to provide students with opportunities to explore, reflect, and build upon the theoretical grounding gained in Child Development Birth – 5 years. The course will focus on presenting a unique system for observing and recording development of children ages 3 to 5 in early childhood classroom settings. The system is based on a progression of children’s skill development in six major areas: emotional development, social development, physical development, cognitive development, language development, and creative development. Students will not only explore how to observe, record, and interpret development of children 3 through 5 years of age, but also have opportunities to discuss what these children are like and how to support them in their development with exciting hands-on activities. Students will identify ways to connect their observations to making individual learning plans, assessment of individual children for program development, and developing classroom activities that are developmentally appropriate for young children. Students will have numerous opportunities to link theory to practice, with a focus on hands-on learning. Students are encouraged to question, reflect, and integrate their experiences and readings while they learn from each other through small group brainstorming, problem solving, and discussions.

EDUC 202   Integrated Curriculum and Learning Environments   3 Credits
Prerequisite: EDUC 200, EDUC 201 or permission of the Program Director
This course is designed to provide students with opportunities to explore, reflect, and build upon the theoretical grounding gained in the Child Development course. The course will focus on establishing and maintaining a safe, healthy, learning environment through the examination of each child’s physical, cognitive, language, creative, self, social, and emotional development and their impact on child guidance practices. Students will have numerous opportunities to link theory to practice, with a focus on hands-on learning. Students are encouraged to question, reflect, and integrate their experiences and readings while they learn from each other through small group brainstorming, problem solving, and discussions.

EDUC 203   Program, Professional, and Family Dynamics   3 Credits
Prerequisite: EDUC 202 or permission of the Program Director
The course will focus on establishing positive and productive partnerships with families, ensuring a well-run, purposeful program responsive to participant needs, and maintaining a commitment to professionalism. Special attention will be given to making connections in working with diverse families and communities, as well as children with special needs. This course is designed to provide students with opportunities to explore, reflect, and build upon their belief and view of early childhood professionals within the field as well as within society. Students will have numerous opportunities to link theory to practice, with a focus on hands-on learning. Students are encouraged to question, reflect, and integrate their experiences and readings while they learn from each other through small group brainstorming, problem solving, and discussions.
Communication and Media (BA)

ACADEMIC DIRECTOR: James Richardson
CUNY School of Professional Studies
101 West 31st Street, 7th Floor
New York, NY 10001
Email Contact: information@sps.cuny.edu
URL: http://sps.cuny.edu/programs/ba_commculture

FACULTY
Bernhardt, William ▪ Bluestone, Cheryl ▪ Divale, William ▪ Grindley, Carl ▪ Pecorino, Phillip ▪ Picciano, Anthony ▪ Sparrow, Jennifer ▪ Sanford, Victoria ▪ Ugoretz, Joseph ▪ Wach, Howard ▪ Walters, Barbara ▪ Whittaker, Robert
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu)

THE PROGRAM
The Online Bachelor's Degree in Communication and Media (B.A.) 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.

Career and Academic Advancement Prospects
The Online Bachelor's Degree in Communication and Media prepares graduates for careers in management, media and communications, social services, and international organizations. The degree also provides a strong foundation for graduate training in a wide variety of professional specializations.

CURRICULUM
The Online Bachelor's Degree in Communication and Media is divided into two parts: the first five courses within the degree are “foundational” and focus on communications and media, the impact of culture on personality, diversity and research methods. The second five courses allow detailed examination of the application of these topics, using case studies and projects to bring concepts and issues into focus.

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
CC 201 - Introduction to Research Methods (formerly course code CC 401)
CC 203 - Communications & Media (formerly course code CC 403)
CM 311 - Writing for New Electronic Media

Required Perspective Courses
18 credits required from among the following courses:
CC 301 - Mass Media Ethics: Issues, Cases and Moral Reasoning
CC 302 - Communication Theory and Web Design
CC 304 - Global Culture and Diversity (formerly course code CC 404)
CC 305 - Analyzing Organizational Structure and Change (formerly course code CC 405)
CC 306 - Studies in Mass Communication (formerly course code CC 406)
CC 307 - Studies in Personality and Culture (formerly course code CC 407)
CC 308 - Studies in Urbanization (formerly course code CC 408)
CC 309 - Studies in Communication and Cultural Change (formerly course code CC 409)
CM 333 - Communication in Business and Industry (Corporate Communications)

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):
CC 411 - Advanced Research Methods
CC 490 - Selected Topics in Communication and Culture
CC 491* - Independent Research
CC 499* - Senior Research Project

MINOR IN COMMUNICATION AND MEDIA

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:
- CC 203 - Communications and Media
- CC 301 - Media Ethics
- CC 302 - Communication Theory and Web Design
- CC 306 - Studies in Mass Communication

COURSE DESCRIPTIONS

CC 201 Introduction to Research Methods 3 Credits
Prerequisite: None
This course engages students in the planning, conducting, reporting and evaluation of research. A survey of methods characteristic of the social and behavioral sciences is included, with emphasis on those most closely related to the study of communication and culture.

Note: For requirement purposes CC 201 is the equivalent to SOC 301

CC 203 Communications & Media 3 Credits
Prerequisite: None
This course will examine theories and concepts of communication as well as the terminology of recent debates concerning issues such as the relationship between “high” and “popular” culture; how gender, class, sexuality, ethnicity and race shape and are shaped by visual culture; and the impact of new media and information technology.

CC 301 Mass Media Ethics: Issues, Cases and Moral Reasoning 3 Credits
Prerequisite: None
This course is designed to give students an understanding of what it means to act “ethically,” the tools to identify and analyze ethical issues, and knowledge of the ethical norms of print and broadcast journalism, photojournalism, advertising and public relations. It will examine various ethical decision-making models, theories and problems through selected case studies both from the textbook, supplemental readings and current events. After completing this course, students should be able to apply ethical theories, values and principles to the mass media, while developing their own ethical foundations and identities.
CC 302 Communication Theory and Web Design 3 Credits
Prerequisite: None
This course examines the role of the designer in interpreting and presenting data as clear and meaningful visual communication for the web. Particular emphasis is placed on core theories and techniques including website aesthetics, information architecture, page layouts, and user research. Each will be discussed as well as practiced.

CC 304 Global Culture and Diversity 3 Credits
Prerequisite: Completion of at least one 200 level Communication and Culture course
The contemporary world features astonishing cultural diversity, easily accessed through communication networks and international trade. This course will examine classical and contemporary theories of cultural development and its stages, as well as problems posed by global diversity: inequality, imperialism, miscommunication, and intercultural strife.

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

CC 305 Analyzing Organizational Structure and Change 3 Credits
Prerequisite: Completion of at least one 200 level Communication and Culture course
The contemporary world has produced new organizational types and styles while at the same time perpetuating older, more traditional, bureaucratic forms. Students will analyze organizations using a combination of case study analysis and the application of contemporary and classical organizational models.

Note: For requirement purposes CC 305 is the equivalent to SOC 317 and BUS 341.

CC 306 Studies in Mass Communication 3 Credits
Prerequisite: Completion of at least one 200 level Communication and Culture course
This course examines the historical development of print, broadcast and digital media as well as major theories of communication. Topics will include political and social effects, propaganda and public opinion, and information versus entertainment.

CC 307 Studies in Personality and Culture 3 Credits
Prerequisite: Completion of at least one 200 level Communication and Culture course
Culture is expressed through individual personalities, the product of both genetic unfolding and interaction with others in a specific cultural context. While a means of communication, language is also a way of organizing perception and understanding. In this course students will study the interaction between broad genotypes, individual personality, communication and culture.

CC 308 Studies in Urbanization 3 Credits
Prerequisite: Completion of at least one 200 level Communication and Culture course
This course emphasizes the study of cities and societies from a variety of perspectives, and examines a broad range of theoretical and practical public policy issues, including race and gender, immigration patterns, economic growth and decay, and population distribution.

CC 309 Studies in Communication and Cultural Change 3 Credits
Prerequisite: Completion of at least one 200 level Communication and Culture course
This course examines cultural change resulting from new technologies, scientific discoveries, demographic changes, political conflict, and changes in the environment. Special emphasis will be given to how effective communication can help to resolve (and miscommunication can escalate) conflicts and stresses arising from such change.

CC 411 Advanced Research Methods 3 Credits
Prerequisite: Completion of at least 15 credits of level 300 CC courses
This course aims to enhance and extend the methodological competencies developed in the first research course, with an emphasis on development of advanced skills in research design and analysis and application of these competencies to complex research questions. Students will learn how to select appropriate strategies, coordinate project planning and lead a research team. Methods for the effective communication of research findings, including writing about the research process and graphic representation of data, will be emphasized. Two major research projects will be required, the second of which provides a foundation for the Senior Research Project.

Note: For requirement purposes CC 411 is the equivalent to SOC 302.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC 490</td>
<td>Selected Topics in Communication and Culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Completion of at least 15 credits of level 300 CC courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A course offering qualified students the opportunity to study special topics within fields that may vary from semester to semester.</td>
<td></td>
</tr>
<tr>
<td>CC 491</td>
<td>Independent Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Completion of at least 15 credits of level 300 CC courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent research or project under faculty guidance. Written contract and report required.</td>
<td></td>
</tr>
<tr>
<td>CC 499</td>
<td>Senior Research Project</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Completion of at least 15 credits of level 300 CC courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All students will complete a senior research project under the direction of a faculty mentor. This capstone project builds upon work done in previous courses, allowing students to apply methods of scholarly and/or action research to issues of their own choosing. Work will be shared in a virtual &quot;commons&quot; open to all faculty and students working in the concentration.</td>
<td></td>
</tr>
<tr>
<td>CM 333</td>
<td>Communication in Business and Industry (Corporate Communications)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is an overview of the various areas where media professionals must perform in a corporate or institutional environment to promote a brand or product, to specific, varied publics. In many ways the skills and practices of traditional Public Relations apply to Corporate Communications, however the nuances of dealing with different publics that the corporate communicator need to interact with, require careful study and consideration.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The importance of learning and mastering the skills involved in branding, promoting and protecting a brand – whether it is a breakfast cereal, an athlete or a candidate for president – are increasingly important and valuable in the current state of every organization and industry.</td>
<td></td>
</tr>
<tr>
<td>CM 311</td>
<td>Writing for New Electronic Media</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A writing intensive content creation course designed to teach competence in writing for recently evolved electronic media and to foster an understanding of the theory and practice of writing for those media. The course will cover writing content for Internet news, Internet information, as well as writing content for such applications as wikis, blogs, podcasts, vlogs, and webisodes. Other applications may include techniques for writing instant messages, writing headlines for news alerts, and some writing applications for other hand-held electronic devices. Students will individually create blogs, podcasts, Internet news items, and other content. As groups, they will participate in discussion boards, create wikis, webisodes, and online newscasts.</td>
<td></td>
</tr>
</tbody>
</table>
Disability Studies (BA)

PROGRAM DIRECTOR: Mariette Bates  
CUNY School of Professional Studies  
119 West 31st Street, 2nd Floor  
New York, NY 10001  
Email Contact: Katie DeFoe, kathleen.defoe@mail.cuny.edu  
URL: http://sps.cuny.edu/programs/ba_disabilitystudies

FACULTY  
Bates, Mariette J.  
Black, Merrill  
DuMoulin, Kristen  
Feibusch, Fred  
Harbus, Neil  
Liebman, Karen  
Mauldin, Laura  
Wyman, Franklin  
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM  
Disability Studies is an emerging academic field which explores disability and society using overlapping perspectives from the social sciences, humanities, science, and the law. The Online Bachelor's Degree in Disability Studies (B.A.) 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.

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

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

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

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

Program Requirements  
120 credits are required for the 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
- DSAB 201 - Disability and Embodiment

Level II: Core Courses
- DSAB 207 - Law, Policy and Disability
- DSAB 208 - Disability in History
- DSAB 209 - Disability Narratives
- PSY 201 - Introduction to Research Methods: Descriptive Approaches

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
- DSAB 312 - Supporting Children and Adults with Intellectual Disabilities
Students must also complete three credits from the following courses:
- DSAB 213 - Transition and Adulthood
- DSAB 251 - Disability and Families
- DSAB 214 - Traumatic Brain Injury: Causes and Systems of Care
- DSAB 252 - Vocational Mentoring
- DSAB 211 - Aging and Disability
- DSAB 212 - Introduction to Residential Services
- DSAB 342 - Representations of Disability in Film and Literature

Autism Spectrum Disorders
Students must complete six credits in the following:
- DSAB 321 - Using Assessments for Intervention, Planning and Placement
- DSAB 322 - Teaching Strategies and Behavioral Supports
Students must also complete three credits from the following courses:
- DSAB 223 - Autism Spectrum Disorder in Young People
- DSAB 225 - Speech and Communication Issues in Autism Spectrum Disorder
- DSAB 224 - Inclusion: Principles in Practice
- DSAB 252 - Vocational Mentoring
- DSAB 222 - Autism Narratives
- DSAB 221 - Asperger Syndrome Across the Life Cycle
- DSAB 251 - Disability and Families
- DSAB 358 - Selected Topics in Disability Studies
- DSAB 359 - Independent Study in Disability Studies
- DSAB 449 - Internship in Disability Studies

Mental/Behavioral Health
Students must complete six credits in the following:
- DSAB 331 - Introduction to Mental, Behavioral and Developmental Disorders
- DSAB 332 - Introduction to Crisis-Intervention and Safety
Students must also complete three credits from the following courses:
- DSAB 233 - Elements of Behavioral Health Counseling
- DSAB 235 - Peer Wellness and Recovery
- DSAB 232 - Dual Diagnosis
- DSAB 252 - Vocational Mentoring
- DSAB 251 - Disability and Families
• DSAB 231 - Community Mental Health
• DSAB 234 - Mad People’s History
• DSAB 358 - Selected Topics in Disability Studies
• DSAB 359 - Independent Study in Disability Studies

Disability Studies
Students must complete six credits in the following:
• DSAB 341 - Disability, Evolution, Eugenics and Genomics
• DSAB 342 - Representations of Disability in Film and Literature

Students must also complete three credits in the following courses:
• DSAB 244 - Diversity and Disability
• DSAB 245 - Universal Design and Assistive Technology
• DSAB 251 - Disability and Families
• DSAB 246 - War, Veterans, and Disability
• DSAB 242 - Disability and Mass Media
• DSAB 243 - Disability, Music and The Arts
• DSAB 241 - Disability and Comparative Religion
• DSAB 358 - Selected Topics in Disability Studies
• DSAB 359 - Independent Study in Disability Studies

Level IV: Integration
Students must complete three credits in the following courses:
• DSAB 499 - Capstone: Senior Research Project
• DSAB 449 - Internship in Disability Studies

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

Intellectual/Developmental Disabilities - 12 credits as follows:

<table>
<thead>
<tr>
<th>Required</th>
<th>Take One</th>
<th>Take Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSAB 200 – Disability and Society</td>
<td>DSAB 207 - Law, Policy and Disability</td>
<td>DSAB 200 - Disability and Society</td>
</tr>
<tr>
<td></td>
<td>DSAB 208 - Disability in History</td>
<td>DSAB 207 - Law, Policy and Disability</td>
</tr>
<tr>
<td></td>
<td>DSAB 209 - Disability Narratives</td>
<td>DSAB 208 - Disability in History</td>
</tr>
</tbody>
</table>

DSAB 251 - Disability and Families
DSAB 212 - Introduction to Residential Services
DSAB 213 - Transition and Adulthood
DSAB 214 - Traumatic Brain Injury: Causes and Systems of Care
DSAB 252 - Vocational Mentoring
DSAB 211 - Aging and Disability
Autism Spectrum Disorder Minor - 12 credits as follows:

Required
- DSAB 200 - Disability and Society
- DSAB 207 - Law, Policy and Disability

Take Two
- DSAB 200 - Disability and Society
- DSAB 207 - Law, Policy and Disability
- DSAB 222 - Autism Narratives
- DSAB 251 - Disability and Families
- DSAB 321 - Using Assessments for Intervention, Planning and Placement
- DSAB 322 - Teaching Strategies and Behavioral Supports
- DSAB 221 - Asperger Syndrome Across the Life Cycle
- DSAB 225 - Speech and Communication
- DSAB 224 - Inclusion: Principles in Practice
- DSAB 223 - Autism Spectrum Disorder in Young People

Mental and Behavioral Health Minor - 12 credits as follows:

Required
- DSAB 200 - Disability and Society
- DSAB 207 - Law, Policy and Disability

Take Two
- DSAB 200 - Disability and Society
- DSAB 207 - Law, Policy and Disability
- DSAB 332 - Introduction to Crisis Intervention and Safety
- DSAB 233 - Elements of Behavioral Health Counseling
- DSAB 235 - Peer Wellness and Recovery
- DSAB 234 - Mad People's History
- DSAB 331 - Introduction to Mental, Behavioral and Developmental Disorders
- DSAB 232 - Vocational Mentoring
- DSAB 232 - Dual Diagnosis
- DSAB 231 - Community Mental Health

Interdisciplinary Disability Studies - 12 credits as follows:

Required
- DSAB 200 - Disability and Society
- DSAB 207 - Law, Policy and Disability
- DISAB 208 - Disability in History
- DSAB 209 - Disability Narratives

Take One
- DSAB 201 - Embodiment and Disability
- DSAB 207 - Law, Policy and Disability
- DISAB 208 - Disability in History
- DSAB 209 - Disability Narratives

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

COURSE DESCRIPTIONS

DSAB 200 Disability and Society 3 Credits

Prerequisite: None

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

DSAB 201 Disability and Embodiment 3 Credits

Prerequisite: None

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

DSAB 207  Law, Policy and Disability  3 Credits
Prerequisite: None
This course examines how the federal government treats discrimination against persons with disabilities in three areas: public life (public accommodations, such as transportation and housing), education, and private life in terms of employment. Divided into four parts, the course first briefly examines the structure and function of the American legal system. Second, the course examines the origins of the disability rights movement and the ways this movement contributed to the drafting of these anti-discrimination disability laws. Third, it reviews the statutes themselves-Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA), as well as how federal courts, particularly the Supreme Court, have interpreted them. The course will also analyze how these laws are enforced. It will pay special attention to how these laws compose a public policy. Finally, the course concludes by briefly reviewing how the ADA has influenced the United Nations, which recently passed its own recommendations for disability rights laws.

DSAB 208  Disability in History  3 Credits
Prerequisite: None
Disability has a long history, which has been hidden until recently. Specifically, as historian Douglas C. Baynton has written, “Disability is everywhere in history, once you begin to look for it, but conspicuously absent from the histories we write.” This course questions the lack of inclusion of disability in the teaching of history up until recent years. In doing so, it constructs a history of persons with disabilities in the U.S. by concentrating primarily on the modern era beginning with institutionalization in the Jacksonian and Civil War eras and ending with the modern Disability Rights, deinstitutionalization, parent advocacy and self-advocacy movements, as well as treatment of disabled veterans. The course reviews the history of persons with disabilities, including some of the Western, pre-modern notions of disability, such as the sacred or profane, ugly or grotesque, and highlighting the so-called hierarchy of disabilities.

DSAB 209  Disability Narratives  3 Credits
Prerequisite: None
This course explores the individual, cultural, social and political meaning of disability, as seen through the eyes of people with disabilities themselves. It does so by studying narratives of various authors with different disabilities, or those that have been intimately involved with disabled individuals. The concept of ‘life writing’ is explored, followed by a close reading of a number of narratives. Texts will be compared and contrasted as students analyze texts from a number of perspectives.

DSAB 211  Aging and Disability  3 Credits
Prerequisite: None
The focus of this course is an exploration of aging and disability from multiple theoretical and applied perspectives. The socio-cultural construction of aging and individual and social models of aging and disability will be explored, along with the social dimensions that impact on the community integration of people aging with a variety of disabilities, but with an emphasis on intellectual disabilities. Students will learn the dynamics of aging from three major perspectives: person-centered, lifespan, and systems of care.

DSAB 212  Introduction to Residential Services  3 Credits
Prerequisite: None
This course focuses on the theoretical and practical principles of treatment and services in residential settings for those who need constant and consistent supervision in their living arrangements. The role of activities, routine, structure, group and group dynamics will be studied along with legal and regulatory aspects involved in providing residential services. Students will explore strategies to maintain individualized services to those living in a group setting.

DSAB 213  Transition and Adulthood  3 Credits
Prerequisite: None
This course explores the lives of adults with intellectual and developmental disabilities, including transition from school, and issues of segregation in living arrangements and housing, work, stigma and psychosocial issues, autonomy and self-advocacy, poverty, sexuality, parenthood and family life, religious life and older adulthood. Systems of care and access will be examined and analyzed.
DSAB 214  Traumatic Brain Injury: Causes and Systems of Care  3 Credits
Prerequisite: None
Traumatic Brain Injury (TBI) can be caused by a blow to the head, a fall, or a motor vehicle accident. Approximately 230,000 American each year are hospitalized with TBI, and 3.1 million children and adults are living with an acquired traumatic brain injury. This course will explore existing systems of care, the recovery course and psychosocial aspects of TBI, as well as the effects of personal and environmental factors, including drug and alcohol use, on recovery. Particular attention will be given to the veterans of recent wars who have sustained TBI, and their reintegration into society.

DSAB 221  Asperger Syndrome Across the Life Cycle  3 Credits
Prerequisite: None
This course will explore the benefits and challenges faced by individuals diagnosed with Asperger Syndrome, and Asperger’s relation to the other Autism Spectrum Disorders (ASD). The focus of the course will be developing and providing effective supports to children, young people attending college, and adults who may need assistance in locating and maintaining employment. The class will utilize the perspectives of people who have an Asperger diagnosis, through narratives, social media and videos, to illustrate course topics, and provide practical interventions, strategies and supports.

DSAB 222  Autism Narratives  3 Credits
Prerequisite: None
Recent decades have witnessed an influx of disability narratives, which offer a window into the life experience of disabled children and adults, and have resulted in new perspectives about their abilities and experiences. In this course we will critically examine the ways in which autism has been framed and discussed across a wide range of cultural narratives, including literary fiction, commercial cinema, social media and news media. We will read first-person life narratives, exploring the impact on individuals, families, social and educational contexts.

DSAB 223  Autism Spectrum Disorder in Young People  3 Credits
Prerequisite: None
This course focuses on the characteristics of young children with autism spectrum disorders, the effects of having a child with autism on the family, parental roles, and intervening approaches designed to meet the special needs of this population. Students learn to identify early signs of possible autism spectrum disorders, understand the differences between the different types of diagnoses of these disorders, and understand the evaluation processes and terms used to describe children with these disorders. The course is especially geared to serve the professional needs of teachers who work in classrooms.

DSAB 224  Inclusion: Principles in Practice  3 Credits
Prerequisite: None
A growing number of students with autism spectrum disorders (ASDs) who were previously placed in segregated school settings are being educated in general education classrooms. Effectively educating students with ASD requires an understanding of their unique social, communicative and behavioral challenges. This course will include a study of the history of special education and inclusion, legal issues related to appropriate education, fostering social development and communication, instructional and classroom management strategies, staff training and the collaboration between home and school.

DSAB 225  Speech and Communication Issues in Autism Spectrum Disorder  3 Credits
Prerequisite: None
Impairments in verbal and nonverbal communication, combined with social deficits, are hallmark traits of autism spectrum disorder. For individuals with ASD across all functioning levels, speech and communication are important to evaluate and address throughout the life span. In this course we will explore the myriad of communication needs within ASD, including nonverbal language, conversation skills and socialization. Strategies for assessment and intervention will be discussed, as well as evidence-based communication recommendations for home, school and recreational settings.

DSAB 231  Community Mental Health  3 Credits
Prerequisite: None
This course introduces the student to the array of mental health services from inpatient to community based agencies. The history of mental health assistance, along with current service delivery systems is explored. This includes mobile crisis intervention, partial hospitalization, day treatment, outpatient community mental health centers, clubs, self-help fellowships, supportive housing and transitional employment. The importance of interdisciplinary professionals that provide concrete
services, psychiatric, medical, vocational, recreational, individual, group and family counseling and support a comprehensive

team approach will be included, as well as human and legal rights, social inclusion and the challenges of vulnerable

populations with co-morbidity.

**DSAB 232  Dual Diagnosis**  3 Credits

*Prerequisite: None*

This course introduces the student to the various integrated models of treatment for consumers who simultaneously experience

a mental illness condition as well as chemical dependency diagnosis. The student will become familiar with assessments,

interventions, relapse prevention, treatment planning and level of care for various types of dual diagnoses including non-

addicting pharmacology. Specifically, students will understand the relationship between polysubstance use and psychosis,

schizophrenia, cognition, affective, mood and personality disorders including the remission of one or both disorders. The

prevalence of dual disorders within the homeless and prison system will be explored. Working with the family and other

resources, including self-help fellowships are presented.

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

*Prerequisite: None*

This course will give the student an overview of the counseling profession within the behavioral health field. Theories are

introduced followed by specific counseling skill interventions that are a staple in the helping process. This includes establishing

a therapeutic alliance, active-listening, use of empathy, transference, countertransference and clinical interventions for specific

behavioral health diagnoses. Competencies for intake interviewing, bio-psychosocial assessments, fundamentals of treatment

planning, and the referral/termination process along with cultural considerations are presented. Counselor ethics and self-care,

use of supervision and professional development are explored.

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

*Prerequisite: None*

This course is offered from the perspective of those who have been coined as mad, crazy or mentally ill. The importance of

narrative expressions are reviewed in order to educate the student how Mad People’s encounters with unconventional thoughts

and behaviors are viewed by society as odd, unusual or peculiar. Their personal experiences and challenges with stigma,

stereotypes, prejudice, oppression, discrimination, and lack of inclusion are examined from the early history of abuse and

institutionalization, to current societal beliefs. The impact of Mad People simultaneously living with individual psychological

factors, which are perceived as out of the ordinary, and the general public’s misunderstandings are evaluated. The need to

utilize personal stories to impact current and future perceptions, treatment and human dignity are explored.

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

*Prerequisite: None*

Nationally, the emphasis on developing skills to support peer counseling, wellness and recovery have become more important

in recent years. Individuals with behavioral and mental health issues live, on average, 25 years less than other adults in the

same age group. This course will focus on understanding the dynamics of peer wellness and peer recovery programs,

including self-advocacy. Information about health conditions, co-occurring conditions, modifiable risk factors, and coaching and

communication strategies to support lifestyle changes will be included. Students will learn to develop a peer wellness

curriculum and identify strengths and weaknesses in this approach to behavioral health.

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

*Prerequisite: None*

The ancient connection between faith and disability remains complex as well as conflicted and contradictory. On one hand,

many traditions consider persons with disability as possessors of special insights or other seemingly magical powers; other

traditions, or indeed sometimes the same traditions, consider disabled persons signs of the deity’s vengeance, anger or

disappointment for actual or supposed sins, either with respect to a particular family or an entire community. Differently formed

infants have until recently been considered “monsters,” and have been subject to infanticide. This course will examine issues such as these in the three major monotheistic faiths, as well as in the faiths of the ancient world. The test of this examination will come in the form of ethical reflection and review, particularly in the contexts of bioethics and end-of-life issues.

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

*Prerequisite: None*

This course will explore how the public views disabled individuals, and how they view themselves. Students will learn to

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

DSAB 243 Disability, Music and The Arts 3 Credits
Prerequisite: None
The study of music and other performing and visual arts, like other aspects of culture, opens up new ways of understanding disability. The course considers persons with disabilities who write and make music, paint, dance, and take photographs and those, disabled or not, who experience these creative acts, as well as those persons with disabilities who are the subjects of these creative enterprises. We will also analyze how persons with disabilities are often excluded from participating in these artistic fields.

DSAB 244 Diversity and Disability 3 Credits
Prerequisite: None
This course focuses on disability and identity in comparison with other ‘minority’ identities such as race, class, gender and ethnicity. Students will explore dimensions of disability identity and models, as well as critiques of those definitions and models, including the medical model, bio-psycho-social model, the socio-political model, and postmodern accounts of disability identity. The nature of ableism, exclusion, and intersecting systems and structures of disability oppression will be explored, as well as strategies for increasing liberation and freedom of disabled individuals.

DSAB 245 Universal Design and Assistive Technology 3 Credits
Prerequisite: None
This course examines the key issues framing access, opportunity, and physical inclusion for children and adults with disabilities, including veterans. The course will include an exploration of principles of universal design, reasonable accommodations in housing, education and employment, and the process of determining accommodation needs, the role of technology in enhancing access to the built environment and education, and the challenges of providing accommodation for hidden disabilities.

DSAB 246 War, Veterans, and Disability 3 Credits
Prerequisite: None
For centuries, war has disabled both soldiers and civilizations who survived its ravages. Recently, however, significant advances in battlefield medicine have moved beyond M*A*S*H to the near-miraculous, and severely wounded soldiers, who in earlier conflicts would have died swiftly in foreign lands, have returned home to uncertain and often unwelcoming futures. This course will address two major issues. First, it will trace the history of disabled veterans and their re-entry into society, briefly considering the ancient world and then taking up the American experience with the Civil War and continuing to the wars in Iraq and Afghanistan; in doing so, we will explore Federal veterans policy, including benefits, rehabilitation, prosthetics and politics. Second, we will consider the philosophical question of whether war itself is a sign of a disabled or unbalanced society. Course materials will include fiction, drama, film, and scholarly secondary works.

DSAB 251 Disability and Families 3 Credits
Prerequisite: None
The experience of disabled people in families will be explored, including the use of autobiographical narratives and personal accounts to address critical issues across the life span. Course topics will include the sociology of the family, the experience of parenting a child with a disability, and the perspectives of siblings of family members with disabilities. Also included are the family life of disabled adults, including marriage and parenting, and caring for aging parents with disabilities.

DSAB 252 Vocational Mentoring 3 Credits
Prerequisite: None
This course will prepare the practitioner to assess the vocational and work readiness of those with physical, mental and developmental disabilities. An introduction to vocational, educational and employment assessment through a strengths-based perspective is explored. Basic skills of empathy, active listening, setting career/skill goals, monitoring performance, guidance, supportive feedback and mentoring are presented. Techniques to promote positive professional actions as well as aiding the consumer with problem solving competencies are demonstrated. Community resources, including VESID, legislative guidelines for accommodation and universal design, as well as the readiness of job placement and transitional labor settings are explored.
DSAB 311  Elements of Person Centered Planning  3 Credits
**Prerequisite:** None
One of the foundations of service delivery is gathering and evaluating information to inform service planning. A variety of approaches to planning for people with intellectual or developmental disabilities will be explored, including understanding what typical assessments measure, how they are used and what they tell us about strengths and needs. Students will explore how to elicit information from service recipients, their family and friends, create community maps, and develop meaningful person centered plans.

DSAB 312  Supporting Children and Adults with Intellectual Disabilities  3 Credits
**Prerequisite:** None
Children and adults with intellectual and/or developmental disabilities may require structured instructional strategies to learn decision-making, everyday skills, and activities that can significantly increase independence and self-determination. This course will examine a wide variety of approaches to familiarize students with commonly used techniques to teach daily living skills and decision-making. Strategies to involve disabled individuals at every level of planning and implementation, as well as methods of documenting progress, will be a focus of this course. The importance of developing self-advocacy skills in young adults will be emphasized.

DSAB 321  Using Assessments for Intervention, Planning and Placement  3 Credits
**Prerequisite:** None
Comprehensive assessment is a critical component in serving individuals with ASD. An effective assessment highlights the strengths and needs of individuals with autism, and informs intervention, planning and placement decisions. Currently, a number of ASD-specific assessment tools exist, allowing clinicians and researchers to reliably make autism diagnoses within the first three years of life. Aside from diagnosis, assessment should evaluate the social, communication, adaptive and behavioral presentation of individuals with ASD. This course will describe appropriate assessment procedures and considerations for individuals with ASD, and highlight both normative and criterion-based assessment tools. The importance of a multi-disciplinary approach towards assessment and person centered planning will also be discussed.

DSAB 322  Teaching Strategies and Behavioral Supports  3 Credits
**Prerequisite:** None
Children and adults who have autism spectrum disorders (ASD) require comprehensive educational and treatment services. There are a myriad of approaches currently recommended to practitioners and parents, but little is known about their efficacy. This course will present current practice and evidence based research on effective assessment, evaluation, intervention and treatment of individuals with ASD with an emphasis on how to assess the effectiveness of the major therapies that have been developed to treat these disorders.

DSAB 331  Introduction to Mental, Behavioral and Developmental Disorders  3 Credits
**Prerequisite:** None
This course will introduce students to the common disorders encountered in the field of mental health, behavioral health and developmental disabilities. This includes psychotic, mood, affective, personality, addiction, behavioral and developmental disorders. Students will become familiar with the most commonly utilized instruments and how they are used to assess symptom criteria. The origins of these disorders, theoretical perspectives and implications for treatment will be examined. Case studies will enhance the application of case management and interventions in community based settings.

DSAB 332  Introduction to Crisis-Intervention and Safety  3 Credits
**Prerequisite:** None
This course will introduce students to the various types and prevalence of crisis situations that require professional intervention. Behaviors that include violence, suicide, homicide, self-injury, and sexual harassment are assessed. Specific considerations for those at high risk for a crisis situation are explored. This includes those who are experiencing bereavement, loss, depression, mental illness, substance abuse, a health crisis or life challenge. The maltreatment of minors, older adults, partners and the disabled are highlighted. Case studies and utilization of crisis-intervention techniques for specific situations are presented. Professional ethical standards for required interventions and their clinical application are reviewed.
DSAB 341  Disability, Evolution, Eugenics and Genomics  3 Credits
Prerequisite: None
This course traces the history of Eugenics from the 1860’s to the present. Students will be introduced to the mid-19th-century science of improving the human race by the encouragement of marriage and childbearing by those considered to have “desirable” traits and the segregation, sterilization or killing of those regarded as “unfit.” The work of Charles Darwin will be studied, leading to the work of Darwin’s half-cousin Sir Francis Galton, who took Darwin’s theory in a new direction and coined the term Eugenics. Eugenic beliefs and practices, as expanded by others, chiefly in Britain and the United States, came to murderous fruition in Nazi Germany. After World War II, most thinkers regarded Eugenics as a “pseudo-science,” and disability rights advocates saw any hint of Eugenics as fraught with dangers for persons with disabilities. Recently, advances in Genomics and the Human Genome Project appear to hold the promise of “designer babies” and a world free of many diseases and disabilities. As disability scholars, we must therefore explore the question: Could this mean a world free of persons with disabilities?

DSAB 342  Representations of Disability in Film and Literature  3 Credits
Prerequisite: None
Film, since the beginning of the 20th century, and literature, since ancient times, have shown us what is best and worst in our society and helped us to imagine life in new ways. Disability historian Paul K. Longmore has written that films mirror views of persons with disabilities that prevail in society, for good or for ill, depicting persons with disabilities as monsters or criminals, as persons who should and often heroically do adjust to fit their environments, as either hyper-sexual or sexless beings, and, only recently, as individuals, whose experiences and lives have meaning both in connection with and independent of their impairments. The field of literature and disability is vast; students will read plays, as well as selected fiction and poetry by and about persons with disabilities.

DSAB 358  Selected Topics in Disability Studies  3 Credits
Prerequisite: Departmental permission
This course offers qualified students the opportunity to study special topics in Disability Studies that may vary from semester to semester.

DSAB 359  Independent Study in Disability Studies  3 Credits
Prerequisite: Departmental permission
This course allows students to focus on an independent research or project conducted under faculty guidance. The course requires a written contract and report.

DSAB 449  Internship in Disability Studies  3 Credits
Prerequisite: Departmental permission
This option consists of an off-campus internship experience supervised by a faculty member. The venue must be approved by the faculty member and/or the program and, depending on the nature of the planned internship activity, an on-site supervisor may be required. The internship must be the focus of no less than 150 hours of student work. Weekly discussions of each student’s internship will be conducted online. This course requires students to write a paper based on their internship.

DSAB 499  Capstone: Senior Research Project  3 Credits
Prerequisites: Departmental Permission
All students will complete a Capstone project under the direction of a faculty mentor, with a topic within the concentration in which the student has completed at least three courses. This senior research project will build upon work done in previous courses, allowing students to apply methods of scholarly and/or action research to specific issues related to disability. Projects may be completed in small research groups or individually.

PSY 201  Introduction to Research Methods: Descriptive Approaches  3 Credits
Prerequisite: PSY 101 or its equivalent
This course provides an introduction to research approaches that involve observations of behavior and other strategies that result in descriptive accounts, including field studies, content analysis, surveys, and program evaluation. Statistical methods for analyzing descriptive data, including measures of central tendency and variability and graphing will be included, along with questions about validity and research ethics. Students will gain active practice in data collection, analysis and reporting.
**Health Care Policy and Administration (Certificate)**

**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@mail.cuny.edu  
**URL:** [http://sps.cuny.edu/programs/cert_hca](http://sps.cuny.edu/programs/cert_hca)

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

**CURRICULUM**  
Courses in the certificate program examine the structure of health care institutions and public bureaucracies, and evaluate policy and models of health care administration. Students analyze policy outcomes while considering the impact of social and economic issues such as race, class and gender. In the program, students learn to better understand and contribute to health care institutions, services and policies.

**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
- HCA 301 - Urban Health Issues and Public Policy
- HCA 302 - Research Seminar in Health Policy
- HCA 305 – Cultural Competencies in Health Care
- PADM 201 - Public Administration

**COURSE DESCRIPTIONS**

**HCA 300 Urban Health Services and Institutions**  
4 Credits  
**Prerequisite:** None  
This course will use New York City as the context within which to examine a variety of urban health services and institutions, reviewing their historical development, financing mechanisms and regulatory and legislative oversight. Service provision in private and public institutions will be compared and contrasted, and the impact of services examined within a wide range of health contexts, including HIV/AIDS services, mental health, disabilities services, reproductive services, elder care, child health, and more. The course will also analyze how class, race/ethnicity, gender and sexuality affect provision of and access to services. Policies that influence the delivery of services and the functioning of institutions, such as the development of managed care, will be critically analyzed.

**HCA 301 Urban Health Issues and Public Policy**  
4 Credits  
**Prerequisite:** None
This course will present a range of key health issues and problems that confront urban communities in the U.S. Students will examine the impact of these issues on the health of urban residents, with attention to variations in impact related to race, ethnicity, gender and class. Issues include environmental health, homelessness, urban substance abuse, access to care among disabled health care populations, infectious diseases, immigrant health, urban violence, occupational health for urban workers, among others. Policies that have been enacted or proposed to address each of these issues will be presented and critically evaluated throughout the course.

HCA 302  Research Seminar in Health Policy  4 Credits
Prerequisite: None
This course is a seminar in health policy that will focus on the topic of health services research and the role of research in supporting, creating, or challenging health policy. Each week, a component of research methodology will be presented. In addition, assigned readings consisting of published research on health services will be utilized as a springboard for class discussion. Readings will be chosen for their usefulness in illustrating the research methodology under discussion. In addition to critically evaluating each of these research reports in class discussions, students will work in teams to: identify a researchable problem based on their workplace experiences; formulate the research question and hypothesis; identify the variables to be studied and apply a conceptual or theoretical framework to the research question; conduct a comprehensive and critical literature review related to the research question; and choose an appropriate research methodology and defend this choice. The work of research teams will result in both a class presentation and a final paper.

HCA 305  Cultural Competencies in Health Care  4 Credits
Prerequisite: None
Health care workers in large urban centers such as New York City encounter people from a great diversity of backgrounds. This can present challenges but ultimately lead to profound and even life-changing personal and professional growth. This course provides a framework for health workers to address issues of difference from the perspectives of power, privilege, health disparities, and social justice in the United States. Through the frequent use of group exercises, case studies, and professional reflections, students will examine and analyze these concepts as well as the concept of social construction of difference. Students will explore the overlap and differences among cultural awareness, cultural sensitivity, cultural competence, cultural proficiency, and cultural respect and humility. The course will not focus on beliefs, behaviors, or customs of specific cultural groups since, in urban centers, health care workers simply cannot become familiar with the many cultures with which they are likely to interact, nor can culture and difference be simplified into clear-cut categories. The course will help students identify their own cultures, acknowledge their own biases and ways they stereotype others, recognize how privilege and power interfere with cultural respect and humility, and develop a framework for relating to people from diverse groups. The course borrows and incorporates materials from various fields including medicine, nursing, dentistry, allied health, psychology, health education, general education, and sociology.

PADM 201  Public Administration  4 Credits
Prerequisite: None
This course will examine the growth, structure, role, and methods of local and federal bureaucracies and their impact on American government and society. It will introduce students to the subject of bureaucracy in American government and will survey the major areas of study in Public Administration, including the context of public administration, the meaning of federalism and intergovernmental relations. In addition the course will address organizational theory and behavior, decision-making, leadership, policy implementation, budgeting, personnel management, performance management, legal and regulatory constraints, ethics and accountability. Students will become knowledgeable about the roles and functions of public agencies and will acquire a grasp of current issues and controversies concerning public bureaucracies and public policy.
Health Information Management (BS)

ACADEMIC DIRECTOR: Ellen Shakespeare, MBA, RHIA, CHDA, FAHIMA
CUNY School of Professional Studies
101 West 31st Street, 7th Floor
New York, NY 10001
Email Contact: Ellen Shakespeare, ellen.shakespeare@mail.cuny.edu
URL: http://sps.cuny.edu/programs/bs_him

FACULTY
Barjis, Isaac ▪ Boyarsky, Andrew ▪ Brown, James ▪ Carey, Stephanie ▪ Cato, Kendrick ▪ Dolezel, Diane ▪ Faden, Marsha ▪ Feinberg, Chana ▪ Fredrickson, Keville ▪ Meacham, Christine ▪ Moisey, Julie ▪ Murphy, Stacey ▪ Olson, Tammy ▪ Samarrai, Walid ▪ Uzun, Ozcan ▪ Webb, RoseAnn ▪ Wei, Don
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

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 Bachelor's Degree in Health Information Management (B.S.) 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.

Career and Academic Advancement Prospects
Graduates of the Online Bachelor's Degree in Health Information Management are prepared for a variety of health information professions in traditional and non-traditional settings, including (but not limited to) Health Information Analyst, Information Auditor, Clinical Data Analyst, Privacy Officer, Compliance Specialist, Health Information Systems Trainer, and Information Systems Director. The program also prepares students for graduate education at the master's level in health information management, public health informatics, and healthcare administration.

CURRICULUM
The Online B.S. in Health Information Management is in candidacy status, pending accreditation review, by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). 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

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

**Elective Courses**
- HIM 340 - Diagnosis Coding using the International Classification of Diseases
- HIM 341 - Procedural Coding
- HIM 391 - Independent Study
COURSE DESCRIPTIONS

BIO 200 Human Biology 3 Credits
Prerequisite: None
Introduces human anatomy and physiology. Describes the organization of the human body. Provides and defines the terminology used to describe the location and function of anatomical structures. Outlines the basic chemical concepts essential for understanding physiological processes. Topics include: homeostasis, cells, the skeletal system, the muscular system, the circulatory system, the respiratory system, the digestive system, the reproductive system and the endocrine system.

BIO 310 Pathophysiology and Pharmacology 3 Credits
Prerequisites: BIO 200
This course combines the study of human disease processes and treatments. The etiology and pathogenesis of diseases are discussed along with the application of diagnostic procedures and patient care. The pathology and underlying principles of the human systems are presented, along with characteristics of typical drugs, side effects, cautions, and interactions.

CIS 101 Computer Fundamentals and Applications 3 Credits
Prerequisite: None
This course is an introduction to computers and their use in information processing. Topics include hardware and software concepts, elements of telecommunications, networks, and the Internet. Emphasis is on using computer programs such as word processing, spreadsheets, and data base management, as well as Internet applications.

HIM 200 Medical Terminology 3 Credits
Prerequisite: None
This course focuses on the development of medical terminology. In addition, students learn to articulate concepts of body systems, components within individual systems, and relationships between systems, for example, the division of the body into body cavities and planes. The remainder of the course applies the terminology of body systems to issues of disease, diagnostic and therapeutic tests, and procedures.

HIM 202 Introduction to the Health Information Management Profession 3 Credits
Prerequisite: None
This course introduces students to the health information management field and the opportunities available for students after graduation. In addition, the course takes an evolutionary view of health information systems. Topics include the systems utilized for HIM departmental functions, the content and types of health records, and the retention and storage of health information. Professional ethics are woven throughout the course and students will be exposed to current issues impacting the field.

HIM 205 Healthcare Delivery Systems 3 Credits
Prerequisites: None
This course provides an overview of the history of healthcare organizations in the United States, and where appropriate, touches on features of other global systems so that students develop a broader perspective of how healthcare can and cannot be delivered effectively and efficiently. It focuses on the organization of healthcare systems, healthcare operations, accreditation standards, and applicable federal and state regulatory and licensing requirements. The course also covers the location, use, and application of resources for ongoing operation, as well as current trends in healthcare service delivery (e.g. e-health).

HIM 250 Health Statistics and Research 3 Credits
Prerequisite: HIM 202 and MATH 215
This course defines the role of health information management professionals in the collection, analysis, and display of healthcare statistics and research. Students learn to define and compute vital statistics such as mortality and morbidity statistics, as well as to calculate them using off-the-shelf software packages. Additional topics include statistical data in quality, utilization, and risk management. The course also addresses research design and research on human subjects.
HIM 300  Survey of Clinical Classification Systems  3 Credits
Prerequisite: BIO 310
This course covers the historical development of classification systems for documenting diagnoses and procedures. It focuses on the application of current and future coding systems as well as coding clinical guidelines for diseases and procedures. Both inpatient and outpatient systems will be reviewed. Areas of emphasis include the purpose of coding, accurate application of coding principles, methods to assure data quality, and the impact of coding on prospective payment systems and Diagnosis Related Group (DRG) assignments. Compliance and ethics are stressed in each lesson.

HIM 331  Legal and Ethical Aspects of Healthcare  3 Credits
Prerequisite: HIM 202
The course covers legal principles and terminology, in general, as well as health records as legal documents, administration of the law, legal aspects of healthcare facilities, medical staff organization, privacy, and security.

HIM 332  Quality Management and Performance Improvement  3 Credits
Prerequisite: HIM 202, HIM 205, MATH 215
The course surveys the evolution of quality management in healthcare focusing on managing critical resources and risk. Additional topics include quality control methods as well as the importance of utilizing case management and critical path analysis. Students will discuss the importance of and methods for measuring outcomes (e.g., patient surveys, data sets). Performance improvement methods, research guidelines, data presentation, and corresponding regulations are introduced.

HIM 340  Diagnosis Coding using the International Classification of Diseases  3 Credits
Prerequisite: HIM 202 and HIM 300
This course is designed to provide more in depth study of diagnosis coding using the International Classification of Diseases (ICD) classification system.

HIM 341  Procedural Coding  3 Credits
Prerequisite: HIM 202 and HIM 300
This course is designed to provide more in depth study of procedural coding using the International Classification of Diseases (ICD) classification system and the Current Procedural Terminology (CPT) system.

HIM 350  Health Information Management Application Design  3 Credits
Prerequisite: HIM 202, HIM 205, HIM 250, HIM 332
This course introduces students to information technology and data systems in a healthcare setting. Students will learn about collecting, analyzing, and managing healthcare data; surveying technologies and communication architectures; and managing domain and control architectures. Lessons include evolving health information administrative applications, health management system integration, and community health information networks.

HIM 351  Professional Practice Experience 1  3 Credits
Prerequisite: HIM 250, HIM 331, HIM 332
This first professional practice experience utilizes the American Health Information Management Association's Virtual Laboratory. Students will be exposed to a variety of health information management (HIM) applications such as Master Patient Index (MPI) and Encoder. HIM tasks include abstracting, chart tracking, document imaging, deficiency analysis, release of information, patient registration, transcription, speech recognition, and natural language processing. Students will develop reports in line with industry standards.

HIM 360  Clinical Data Applications and Data Security  3 Credits
Prerequisite: HIM 331. Prerequisite and/or Co-requisite: HIM 300, HIM 350
The course reviews the structure of clinical data and health records, and the required standards and regulations for documentation. Health information benchmarks include conceptual, documentation, messaging, and application standards. Students will learn about security issues for reimbursement and prospective payment systems, analytical methods for identifying trends, and presentation techniques for healthcare decision-making.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIM 361</td>
<td>Introduction to Database Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> HIM 360</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course discusses the design, development, deployment, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>evaluation of database systems. In addition, students learn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>conceptual and relational data modeling, and implementation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>languages such as Structured Query Language (SQL). Additional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>topics include data integrity, relational normalization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>theory, security, privacy, and concurrence control.</td>
<td></td>
</tr>
<tr>
<td>HIM 365</td>
<td>Management of Health Information Organizations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> HIM 250, HIM 332</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course introduces the principles of managing people and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>other organizational resources. Students will learn how to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>plan, organize, lead, and evaluate human resources. Topics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>include: management and leadership, motivations, team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>building, communication, productivity, performance appraisal,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>recruitment, job development, training, performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>improvement, and revenue cycles.</td>
<td></td>
</tr>
<tr>
<td>HIM 370</td>
<td>Organizational Development and Planning in Health Information</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> HIM 250, HIM 332</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course introduces strategic planning and organizational</td>
<td></td>
</tr>
<tr>
<td></td>
<td>development. The interplay of strategic leadership,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>management, and planning will be applied to health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>information management. Other topics include organizational</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assessment and benchmarking, change management, and leading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>enterprise-level projects.</td>
<td></td>
</tr>
<tr>
<td>HIM 380</td>
<td>Reimbursement Methodologies and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> HIM 300, HIM 365</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course focuses on payment systems, including those for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>inpatient and ambulatory care settings, as well as those for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>psychiatric, hospice, and home health services. Topics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>include reimbursement and case mix management, revenue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cycles, coding compliance requirements, charge-master</td>
<td></td>
</tr>
<tr>
<td></td>
<td>maintenance, auditing processes, types of insurances,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>payment systems (e.g., prospective), and various Diagnosis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Related Groups. The course also covers accounting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>principles, budget processes, cost benefit analysis, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>healthcare finance.</td>
<td></td>
</tr>
<tr>
<td>HIM 391</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> Permission of the instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course provides the individual student with the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>flexibility to learn more about a topic of interest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>outside of the formal course setting. Students are expected</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to take an active role in specifying readings and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>deliverables. They will be required to sign a contract</td>
<td></td>
</tr>
<tr>
<td></td>
<td>acknowledging course learning objectives and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>expectations. The flexible assignment of credit for this</td>
<td></td>
</tr>
<tr>
<td></td>
<td>course will allow faculty to adjust the course to specific</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students' needs and interests.</td>
<td></td>
</tr>
<tr>
<td>HIM 436</td>
<td>Advanced Topics in Health Information Management</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> Permission of the instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course allows students to learn about emerging</td>
<td></td>
</tr>
<tr>
<td></td>
<td>disciplines in healthcare and health information systems,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and to extend the depth and breadth of the program’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>offerings.</td>
<td></td>
</tr>
<tr>
<td>HIM 451</td>
<td>Professional Practice Experience 2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> HIM 300, HIM 360, HIM 370</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This second professional practice experience (PPE) takes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>place in a health information management department of an</td>
<td></td>
</tr>
<tr>
<td></td>
<td>acute healthcare facility. Students are supervised by a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Registered Health Information Administrator, Registered</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Information Technician, or other qualified personnel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assigned by the healthcare facility, and are provided with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>practical experiences that ground the theories acquired in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>prior coursework. The PPE focuses on departmental</td>
<td></td>
</tr>
<tr>
<td></td>
<td>functions, quality assessment and performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>improvement, computerized information systems,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>organizational resources and management, billing and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reimbursement, document imaging, and the electronic health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>record. Students also rotate to non-acute sites such as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ambulatory clinics, skilled nursing facilities and long-term</td>
<td></td>
</tr>
<tr>
<td></td>
<td>facilities, and perform the functions outlined in the PPE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>student handbook.</td>
<td></td>
</tr>
<tr>
<td>HIM 452</td>
<td>Professional Practice Experience 3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> HIM 451 and approval of the HIM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>program director</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This third professional practice experience is an individual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>learning experience that allows students to develop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>deeper expertise in a particular area of interest by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>interning in an established organization. Like the second</td>
<td></td>
</tr>
<tr>
<td></td>
<td>professional practice experience, it is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>supervised by a practitioner. Students must develop and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sign a course contract identifying their expected learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>objectives, on-site duties, supervisor, and course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>work-product. This course is not simply an internship.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>As part of their final report,</td>
<td></td>
</tr>
</tbody>
</table>
students must relate their work to theoretical concepts covered in the overall Health Information Management program. Prior approval from the program’s academic director is required.

**HIM 455  Health Information Management Applications in Non-traditional Settings**  3 Credits
*Prerequisites: HIM 205, HIM 300, HIM 360*
Students are introduced to the management of health information in non-acute hospital settings. Non-traditional provider sites include ambulatory care, mental health, home health, skilled nursing, emergency medical services, and veterinary care. The course also covers reimbursement, coding, licensing, and accreditation issues in these facilities.

**HIM 465  Electronic Health Records**  3 Credits
*Prerequisites: HIM 302, HIM 360, HIM 370*
This course explores the development of electronic health records (EHRs) and health informatics. Students will analyze the technical components of EHRs including laboratory information systems, pharmacy information systems, picture archiving and communication systems, order sets, clinical protocols, provider orders, medication administration records, point-of-care charts, and clinical decision support systems. The benefits and barriers of implementing electronic health records will be discussed. The course will also cover personal health records, network architectures, and connectivity.

**MATH 215  Introduction to Statistics**  3 Credits
*Prerequisite: None*
Introduces the basic principles of statistics and probability, with an emphasis on understanding the underlying concepts, real-world applications, and the underlying story that the numbers tell. Uses Microsoft Excel’s statistical functions to analyze data. Provides an introduction to probability, descriptive statistics, hypothesis testing, and inferential statistics.

**PHE 200  Introduction to Public Health**  3 Credits
*Prerequisites: None*
This course introduces students to the basic tenets of public health. The course provides a history of public health, an introduction to the five core disciplines of public health (Epidemiology, Biostatistics, Environmental Health, Social and Behavioral Health, and Health Policy and Management), and an overview of the field’s primary functions such as assessment, policy development, and assurance. Students are introduced to the impact of information technology on the field.

**PROM 210  Project Management**  3 Credits
*Prerequisites: CIS 101*
Students learn to plan, organize, lead, and evaluate projects—large and small—to ensure that requirements are delivered on time and within budget. Topics include the essentials of initiating a project, defining requirements, scheduling tasks, managing scope, working in cross-functional teams, communicating effectively, resolving conflict, and closing a project. While budget development is beyond the scope of this course, students will be expected to understand simple project budgets. In addition to traditional task lists and timelines, students must generate project charters, change notices, progress reports, and project closing documents.
**Labor Relations (Certificate)**

**PROGRAM DIRECTOR:** Ruth Milkman  
CUNY School of Professional Studies  
Joseph S. Murphy Institute for Worker Education  
25 West 43rd Street  
New York, NY 10036  
**Email Contact:** Irene Garcia-Mathes, irene.garcia-mathes@mail.cuny.edu  
**URL:** [http://sps.cuny.edu/programs/cert_laborrelations](http://sps.cuny.edu/programs/cert_laborrelations)

**FACULTY**  
Alvarez, Sally ▪ Bienstock, Joshua ▪ Caroll, Gene ▪ Figueroa, Maria ▪ Schacter-deChabert, Claudia *(For the most up-to-date faculty listings, see the program website at [http://sps.cuny.edu](http://sps.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.

**CURRICULUM**  
The curriculum includes courses on collective bargaining, law, organizational development and international labor issues.

**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
- LABR 328 - Leadership and Administration: Power, Politics, and Organizational Change
- LABR 337 - Contract Administration

**Collective Bargaining** - One course from the following:
- LABR 320 - Collective Bargaining

**Labor and Employment Law** - One course from the following:
- LABR 324 - Labor and Employment Law
- LABR 325 - Arbitration
- LABR 334 - Public Sector Labor Law

**Electives** - Students must complete four credits from the following:
- LABR 302 - Contemporary Labor Issues
- LABR 304 - Unions and Labor Relations
- LABR 324 - Labor and Employment Law
- LABR 325 - Arbitration
- LABR 330 - Issues in Labor Organizing
- LABR 331 - Health and Safety in the Workplace
- LABR 334 - Public Sector Labor Law
- LABR 337 - Contract Administration
- LABR 339 - Understanding Labor and the Economy
LABR 302  Contemporary Labor Issues  4 Credits
Prerequisite: None
This course examines the social, economic, political, and organizational issues confronting the U.S. labor movement today. As an ever-changing economy and political climate impact workers and the labor movement, unions face challenges that require changes in the visionary, structural, functional, and strategic aspects of their organizations. Students in this course consider how the external environment—globalization, shifts in the economy, employer resistance, political and legal obstacles—has shaped the current state of the union movement in general and affected union density, economic power, and political influence in particular.

LABR 304  Unions and Labor Relations  4 Credits
Prerequisite: None
This course focuses on unions and their role in labor-management relations. Students will examine the purpose, structure and function and governance of unions in the United States. Emphasis will be placed on how unions function in the collective bargaining process and in contract administration. Topics will include: sources and uses of bargaining power, the negotiation process, the content and language of labor contracts, and the role and function of grievance procedures and labor arbitrations. The study of union and labor relations will be studied in the context of a capitalist economy, and throughout the course, comparisons will be made between the private and public sectors, between craft and industrial model unionism, and between US models of unions and those in other parts of the world.

LABR 320  Collective Bargaining  4 Credits
Prerequisite: None
This course is designed to give students an understanding of the practices and activities related to the negotiation of union contracts. It identifies key concepts, techniques, and bargaining issues, especially those that have emerged in recent years. Students will develop an understanding of the similarities and differences between public- and private-sector bargaining and how this has affected tactics and strategies employed by the parties involved. They will analyze fundamental and sometimes varying structures, scope, and legal dimensions of the bargaining process. They will also gain a historical perspective on public and private employment and on the evolution of state and federal bargaining theory and practice found in both the private and public sectors.

LABR 324  Labor and Employment Law  4 Credits
Prerequisite: None
This course will introduce students to the fundamentals of law governing labor relations and employee rights in the workplace. The course begins with an examination of the major areas of law as they apply to workers and unions. Topics covered will include the National Labor Relations Act, employee representation, the grievance process, labor’s right to organize, the ground rules for collective bargaining, legal aspects of strikes, Weingarten rights, obligation to bargain, and the duty of fair representation. The second part of the course will focus on employment rights at the workplace including statutes regarding discrimination, family medical leave, and workplace privacy. Students will debate and analyze the strengths and weaknesses of labor law in terms of protections for workers and workers’ rights and will discuss potential reform of current law.

LABR 325  Arbitration  4 Credits
Prerequisite: None
This course is designed to provide students with an understanding of contract grievances and arbitration procedures. The course will consider discipline and discharge, seniority rights, subcontracting and work preservation disputes, wage and benefit issues, and the role of past practice in establishing binding conditions of employment and in interpreting contract language. Emphasis will be placed on the principles arbitrators have developed and applied to resolve disputes involving provisions commonly found in contracts. Through in-class discussions, mock exercises and readings of actual legal decisions on employment relationships, students will develop an appreciation for the process and scope of labor arbitration.

LABR 328  Leadership and Administration: Power, Politics, and Organizational Change  4 Credits
Prerequisite: None
Today, the power of unions is challenged by globalization and rapidly emerging technologies as well as by changes in the law.
and in the structure of industries and work. These developments have spawned urgent demands for stronger, more visionary leadership in all institutions, including those of labor. As a result, there has been a surge in research about leadership and the role of leaders in maintaining effective organizations. Drawing on a considerable body of social science and historical research, this course applies leadership and organizational theories to a union context in order to examine and analyze the leadership models, practices, and approaches we find in contemporary unions. Students will examine the labor movement in the context of current economic, political and legal conditions. Topics in the course include organizational structure and group dynamics, motivating membership, ethical decision-making, strategic planning, and resolving conflict.

LABR 330 Issues in Labor Organizing 4 Credits
Prerequisite: None
This course examines the development of theory and practice in labor organizing as it has emerged over the course of a century. It addresses organizing in both the public and private sector, through certification elections, recognition actions and alternative methods of organizing. Students discuss the determinants of successful organizing campaigns, including targeting, tactics, and styles of organizing. The subject of organizing is studied in a historical, social, and political context, allowing students to analyze the evolution of an organizing mission and the emergence of various strategic initiatives over time. Students review differing theories of organizing and analyze worker attitudes as well as employer strategies and tactics. In addition, students examine the body of law (National Labor Relations Act) that regulates labor organizing in the US and consider methods of organizing outside the parameters of existing labor law. Students also examine union infrastructures and administrative practices that affect how campaigns are financed and staffed.

LABR 331 Health and Safety in the Workplace 4 Credits
Prerequisite: None
This course provides a detailed look at historical and current workplace safety and health issues in the United States. Through course readings and discussions, students examine a range of topics, including occupational health hazards; the development and implementation of applicable Federal (OSHA) and State (PESH) regulations; the setting of standards for safety and health and enforcement; industrial hygiene; workplace medical screenings and surveillance; and the provision of occupational health services. The class will also examine subjects related to OSHA, such as workers’ compensation and disability; health benefits (ERISA labor-management funds); and other worker-rights programs. Case studies will be used to highlight problems and solutions.

LABR 334 Public Sector Labor Law 4 Credits
Prerequisite: None
This course will provide students with a fundamental understanding of the constitutional, statutory, and collective bargaining rights of public employees. The course begins with a study and analysis of the historical development of the legal status of public employees in the U.S. and in New York, specifically. In particular, the course will examine the development and role of the Public Employee’s Fair Employment Act (the Taylor Law) and the New York City Collective Bargaining Law as they relate to public employees’ rights to self organization, union representation, collective bargaining, mandatory subjects of bargaining and unfair labor practices.

LABR 337 Contract Administration 4 Credits
Prerequisite: None
This course explores the history of contract-based unionism, examining strategies and practices of contract administration as well as alternative approaches to traditional methodologies. In the course of this examination, students will analyze the role of union leaders, stewards, and members in dealing with the union contract. The course will also examine the theory behind contractual dispute resolution mechanisms, focusing on the role played by union stewards and first line-supervisors in these processes. In addition to readings, students will engage in mock sessions, designed to familiarize them with the range of issues and practices central to grievance and arbitration procedures. Students will also examine the distinction between contract violations and grievances that can be adjudicated outside the contractual dispute-resolution process.

LABR 339 Understanding Labor and the Economy 4 Credits
Prerequisite: None
This course provides students with a solid understanding of the structure and direction of the U.S. economy, within a context of globalization. Students learn basic economic principles and concepts through an examination and analysis of labor markets. They analyze and compare competing perspectives and differing explanations of the political economy of work and examine how unemployment rates, global trade, wage inequality, and the growth of the service sector affect worker’s bargaining power.
LHIS 301  U.S. Labor History  4 Credits
Prerequisite: None
This course examines working class life and the evolution of the U.S. labor movement within the larger framework of U.S. history, with specific regard to class formation, industrial development, immigration and the major developments of the organized labor movement. Students in this course also explore the relationships of workers to unions, formal and informal economies, race and gender, technology, the American state; and cultural, political and social movements. Emphasis is placed on the issues that gave birth to the labor movement, the development of working class consciousness, and the milestones in the labor movement's progress during the last century.

LHIS 311  The History of Public Sector Workers in the United States  4 Credits
Prerequisite: None
Public sector workers account for 40% of the unionized workforce in the U.S., outpacing the private sector by almost two-to-one. This course will examine the history and development of labor in the public sector. Beginning in early part of the 20th century, the course will trace the evolution of public sector worker organization, examining the distinctive nature of public sector employment and class formation in the public sphere. Students will consider the role, effect, and growth of public sector labor law and the effects that public sector bargaining has had on the development of both wage and non-wage issues.
Labor Studies (Certificate)

PROGRAM DIRECTOR: Ruth Milkman
CUNY School of Professional Studies
Joseph S. Murphy Institute for Worker Education
25 West 43rd Street
New York, NY 10036
Email Contact: Irene Garcia-Mathes, irene.garcia-mathes@mail.cuny.edu
URL: http://sps.cuny.edu/programs/cert_laborstudies

FACULTY
Brier, Stephen • Chen, May • Featherstone, Liza • Freeman, Joshua • Sandor, John • Lewis, Penny • Luce, Stephanie • Milkman, Ruth • Ott, Ed • Puerta, Andres
(For the most up-to-date faculty listings, see the program website at http://sps.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.

CURRICULUM
The curriculum includes courses in labor history, organizing, politics and contemporary issues.

Program Requirements
16 credits are required for the certificate. Students must complete eight credits in the following courses:
- LABR 302 - Contemporary Labor Issues
- LHIS 301 - U.S. Labor History

Students must also complete eight credits from among the following courses:
- LABR 304 - Unions and Labor Relations
- LABR 399 - Labor and Workplace Studies Field Work
- LPOL 301 - Work, Culture, and Politics in New York City
- LPOL 302 - Contending Ideas and Forces in U.S. Politics
- LPOL 303 - Campaigns and Elections
- LPOL 309 - Power and Democracy in the Nation
- LSOC 301 - Sociology of Work

COURSE DESCRIPTIONS

LABR 302 Contemporay Labor Issues 4 Credits
Prerequisite: None
This course examines the social, economic, political, and organizational issues confronting the U.S. labor movement today. As an ever-changing economy and political climate impact workers and the labor movement, unions face challenges that require changes in the visionary, structural, functional, and strategic aspects of their organizations. Students in this course consider how the external environment—globalization, shifts in the economy, employer resistance, political and legal obstacles—has shaped the current state of the union movement in general and affected union density, economic power, and political influence in particular.

LABR 304 Unions and Labor Relations 4 Credits
Prerequisite: None
This course focuses on unions and their role in labor-management relations. Students will examine the purpose, structure and function and governance of unions in the United States. Emphasis will be placed on how unions function in the collective
bargaining process and in contract administration. Topics will include: sources and uses of bargaining power, the negotiation process, the content and language of labor contracts, and the role and function of grievance procedures and labor arbitrations.

The study of union and labor relations will be studied in the context of a capitalist economy, and throughout the course, comparisons will be made between the private and public sectors, between craft and industrial model unionism, and between US models of unions and those in other parts of the world.

LABR 399  Labor and Workplace Studies Field Work  4 Credits
Prerequisite: None
This course augments traditional classroom-based learning with experiential learning in a community setting and direct engagement in labor and workplace issues. In it, individuals intern for a labor union or labor-related organization with the guidance and supervision of a mentor. The internship is taken in conjunction with a weekly class where students report on their internship projects, bring questions and problems, and discuss readings directly relevant to the placement.

LHIS 301  U.S. Labor History  4 Credits
Prerequisite: None
This course examines working class life and the evolution of the U.S. labor movement within the larger framework of U.S. history, with specific regard to class formation, industrial development, immigration and the major developments of the organized labor movement. Students in this course also explore the relationships of workers to unions, formal and informal economies, race and gender, technology, the American state; and cultural, political and social movements. Emphasis is placed on the issues that gave birth to the labor movement, the development of working class consciousness, and the milestones in the labor movement's progress during the last century.

LPOL 301  Work, Culture, and Politics in New York City  4 Credits
Prerequisite: None
This course explores the work, culture and politics of New York City, examining where New Yorkers live and work, how communities develop, and questioning whether or not the cultural and political institutions of New York adequately serve the city's diverse population. Major topics covered include the history of New York, New York's key industries, trends in immigration, economic development, public policy, public and private space, high culture, popular culture, urban social identity, community organizations, and labor's contributions to building the city's institutions.

LPOL 302  Contending Ideas and Forces in U.S. Politics  4 Credits
Prerequisite: None
This course will examine the often opposing ideas and social forces that have shaped current U.S. political practice, beginning with debates about the nature of democracy and controversies that pre-occupied framers of the constitution—freedom, liberty, equality, and property. The course will cover the origins and development of contending political ideologies from modern liberalism and left-liberal thought to classical and neo-liberal conservatism and ideologies of the new right. Within these theoretical frameworks, students will examine a wide range of social issues, political platforms, and political formations that emerged in the 19th and 20th centuries. Particular attention will be given to examining the historical roots as well as the contemporary political expression of movements for race, gender, and economic equality. Students will also consider a number of contemporary issues that challenge conceptions of democracy: the imperial presidency, the foreign policy of pre-emption, the war on terror and civil liberties, and neo-liberalism and globalization. Finally, students will consider the political potential of new and emerging ideas and social forces.

LPOL 303  Campaigns and Elections  4 Credits
Prerequisite: None
This course will examine political campaigns and the electoral process in the United States and will explore critical issues concerning the character and vitality of American democracy. Students will examine the concept of American Exceptionalism, seeking to explain why America has a two-party rather than multiparty political system and what has prevented the emergence of a viable third party, proportional representation and a parliamentary system. This course will address the structural factors that influence the organization and characteristics of American political parties and will analyze public perceptions of party politics. It will explore current issues, practices, and forces that shape particular elections. In the process, students will examine the nomination system, campaign financing, negative campaigning, and the role of media in framing issues and shaping opinion. Students will also discuss the role of interest groups, focusing on a case study of labor and political action. Finally, the course will examine the transformation from a party-based system of American politics to a system driven by media, marketing, and money.
LPOL 309     Power and Democracy in the Nation     4 Credits
Prerequisite: None
In this course, students will explore the concept of power in a constitutional democracy and analyze the relationship between democracy and political power in contemporary U.S. society. The course will introduce students to the historical foundations, structures and current practices of U.S. government, building a framework for understanding democracy and political power on the federal level. In studying the evolution of American democracy, students will examine the Constitutional framework, debating such key issues as separation of powers; expansion of the presidency; political influence of the judiciary; government regulation of the economy; and the role of social welfare in a democratic system. Students will also examine constraints on democracy, including uneven access to power and inclusion in the political system in terms of race, gender and economic class.

LSOC 301     Sociology of Work     4 Credits
Prerequisite: None
This course introduces students to the sociology and political economics of work, workers, and worker organizations. It begins with an exploration of the meaning of work, an examination of the organization and control of the labor process, and a survey of the changes in the composition of the labor force over the last century. It then explores some of the challenges facing workers at the beginning of the 21st century, including the emergence of new forms of employment; increased gender, ethnic, and racial diversity in the labor force; the impact of technology; developments in labor management; and the emergence of a global economy.
Management in the Transportation Industry (Certificate)

PROGRAM DIRECTOR: Carol Robbins
CUNY School of Professional Studies
119 West 31st Street, 1st Floor
New York, NY 10001
Email Contact: Carol Robbins, carol.robbins@mail.cuny.edu
URL: http://sps.cuny.edu/programs/cert_transportationmanagement

FACULTY
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
As the transportation industry plans for growth and change, there is a need to prepare incumbent workers to advance into leadership roles. The SPS Certificate in Management in the Transportation Industry aids transportation workers with this industry transition by helping them acquire the skills to lead teams, motivate employees, manage change, understand difficult interpersonal dynamics, improve employee performance, and plan budgets. In addition, students study the breadth and complexity of New York City’s transportation industry in order to work more effectively at all levels of the organization.

Students interested in studying for a certificate in Management in the Transportation Industry may want to learn more about the Off Campus College, which has particular expertise in working with returning adult learners. Special features include a career and academic advisor available at each class session to assist with goal setting and career exploration.

CURRICULUM
This curriculum is designed to prepare students to move into positions of increasing responsibility in the transportation field, and to develop their academic research, writing and critical thinking skills. All courses draw on students’ experiences, case studies, and pertinent materials from the field as ways to understand practices that create a productive, satisfying workplace. Two threads, workplace writing and multicultural communication, are prominent in all classes.

Coursework focuses on the following:
- Leading teams
- Employee motivation
- Managing change
- Interpersonal and intercultural communication
- Values-based leadership
- Continuous performance improvement
- Financial and budgetary aspects of transportation units

Program Requirements
12 credits are required for the certificate. Students must complete four of the following five courses:
- ACCT 181 - Budgeting/Managerial Accounting
- MGMT 180 - Principles and Practices of Management
- MGMT 190 - Principles of Supervision
- MGMT 196 - Managerial Communication for Transportation
- MGMT 197 - Essentials of Managing Organizational Change in Transportation

COURSE DESCRIPTIONS

ACCT 181 Budgeting/Managerial Accounting 3 Credits
Prerequisite: None
This course provides students with information on planning and controlling purposes, as well as costing products and services. The emphasis is on the generation of cost data for products and services and how to generate more reliable cost information, in order to make effective business decisions in a rapidly changing, competitive business environment. Students learn how reports, budgets, and information produced are used for internal decision-making purposes. In addition to the traditional process of assigning costs to products and services, alternative cost management systems will be examined. After determining
product costs, students learn new approaches to budgeting, analysis of variance, and pricing.

MGMT 180  Principles and Practices of Management  3 Credits
Prerequisite: None
This course is a survey of contemporary management practices, including strategic planning, decision-making, quantitative analysis, control, operations, human resource management, leadership, and change management. Students will have an opportunity to apply management concepts and engage in decision-making and problem-solving through in-class assignments and projects. The approach integrates assigned course readings, case studies, exercises, and projects to develop students’ critical thinking, team building, project management, and presentation skills.

MGMT 190  Principles of Supervision  3 Credits
Prerequisite: None
This course examines how management and employees relate with one another in the workplace. Students will gain an understanding of the basic elements in employee relations and study crucial topics for a productive employment relationship. The course will also examine the supervisor’s tasks and challenges, as well as the relationship between supervisors and supervisees, how these relationships have been defined in the field, and how society regards them.

MGMT 196  Managerial Communication for Transportation  3 Credits
Prerequisite: None
The course examines skills required for addressing the information process in an operations, customer service and transportation work environment. Through the lens of Gardner’s Emotional intelligence tenets, students will strengthen their approach communication for effective results. Included in the approach are the basic elements of giving and receiving feedback, detailing instructions, describing expectations, explaining work assignments and employee coaching. Students will analyze cross cultural communication and methods used to overcome communication barriers. Equal emphasis is placed on writing, speaking and critical thinking and application of these dimensions in the students’ workplace.

MGMT 197  Essentials of Managing Organizational Change in Transportation  3 Credits
Prerequisite: None
This course addresses how organizational change can be most effectively managed, with an emphasis on the transportation industry. The curriculum deepens students’ understanding of the challenges and methods associated with dealing with, initiating and implementing major change within organizations. Students consider changes at the individual and organizational levels, and examine strategies managers and supervisors use to respond to change, with a focus on team building and multicultural communication.

Through case study and personal experience, students examine current and future trends with regards to change within the transportation industry. Students will also examine the dynamics of anticipating change and people’s emotional and cognitive responses to change. Students will evaluate their personal capabilities as managers/supervisors to navigate change in their work lives. Ultimately, students will consider strategies for contributing to and implementing successful and sustainable organizational change in transportation.
Nonprofit Fundraising and Development (Certificate)

PROGRAM DIRECTOR: Jill Hyland
CUNY School of Professional Studies
119 West 31st Street, 3rd Floor
New York, NY 10001
Email Contact: Kimberly Enoch, kimberly.enoch@mail.cuny.edu
URL: http://sps.cuny.edu

FACULTY
Bates, Mariette • McGuire, Janice • Newman, Harvey • Rocha, Adriana • Young, Antonio
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
This three course, undergraduate certificate program is aimed at helping administrative and program staff in nonprofit organizations to conduct fundraising of all types, including obtaining foundation and government grants, planning special events, and seeking gifts from individuals.

The program is designed to give students a deeper understanding of the historical and theoretical context in which they work, and assist them in developing their own philosophy of fund raising and ethical practice. Analytical ability and clear and coherent writing are critical skills for those engaged in development work. This program emphasizes these skills as students learn to prepare written case statements, analyses, proposals, fundraising appeals, reports and numerous other written documents.

New York City is home to a wide-ranging and vibrant nonprofit sector. As nonprofit organizations strive to meet service demands, manage complex funding arrangements, and compete for scarce resources, individuals working in this sector can benefit from developing their knowledge of nonprofit management. Studies in nonprofit management help professionals to develop their expertise in areas such as planning, financing, fund raising, marketing, human resources, and information technology.

Developed in partnership with Community Resource Exchange, with support from the New York Community Trust and the W.K. Kellogg Foundation.

CERTIFICATE REQUIREMENTS
Nine credits are required for the certificate. Students must complete 9 credits in the following courses:
- NFRD 200 - Introduction to Philanthropy and the Nonprofit Sector
- NFRD 210 - Foundation and Corporate Grantsmanship and Proposal Writing
- NFRD 220 - Government Contracting, Special Events and Raising Funds from Individuals

COURSE DESCRIPTIONS

NFRD 200 Introduction to Philanthropy and the Nonprofit Sector 3 Credits
Prerequisite: At least one college-level writing course, and generally strong writing skills.
This course will familiarize students with the historical context and growth of American philanthropy (voluntary action for the public good). The course will include a brief introduction to nonprofit organizations, and to the history and profession of fundraising. It will be particularly useful for those whose responsibilities include aspects of development, including proposal preparation for foundations, corporations, or the government; planning and execution of special events; or raising funds from individuals in a variety of ways.

This course is designed both for those who currently work for nonprofits and are relatively new to fundraising and for those who would like to know more about the nonprofit sector as a whole.

NFRD 210 Foundation and Corporate Grantsmanship and Proposal Writing 3 Credits
Prerequisite: Course 1 of the Nonprofit Fund Raising and Development Certificate Program, or experience with nonprofit fund raising, as well as at least one college-level writing course
This course will explore the basic techniques and skills involved in working with board and staff of nonprofit organizations to plan, develop, and write successful proposals to community and private foundations as well as corporate foundations. The
course is designed to meet for 15 three-hour session. The course will be especially useful for students working in nonprofit organizations whose responsibility includes preparation of funding requests.

**NFRD 220 Government Contracting, Special Events and Raising Funds 3 Credits**

*Prerequisite: Course 1 of the Nonprofit Fund Raising and Development Certificate Program, or experience with nonprofit fund raising, as well as at least one college-level writing course.*

Funds from government represent the largest source of ongoing, regular income to many nonprofits, particularly those involved in social service provision. Foundation grants help organizations launch new projects or develop ideas, but organizational stability frequently means securing government funding, including member items from your local elected representative. Additional stability can come from special events, direct mail or from the giving of individuals – the largest source of contributed income to nonprofit organizations. This course will provide students with an opportunity to learn more about each of these important sources of funding for organizations.
Nursing (BSN)

ACADEMIC DIRECTOR: Margaret Reilly  
CUNY School of Professional Studies  
101 West 31st Street, 7th Floor  
New York, NY 10001  
Email Contact: Margaret Reilly, margaret.reilly@mail.cuny.edu  
URL: http://sps.cuny.edu/programs/bs_nursing

FACULTY  
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM  
The Online Bachelor’s Degree in Nursing (R.N. to B.S.N.) 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

Career and Academic Advancement Prospects  
The Online Bachelor’s Degree in Nursing program prepares licensed registered nurses to assume leadership positions in hospitals, community agencies, and long-term care facilities across the metropolitan area and beyond. Students gain the tools needed to meet the challenges of the evolving healthcare system, as well as the knowledge and experience required to move forward into graduate level studies and advanced practice nursing.

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 are required to pass the National League for Nursing’s Acceleration Challenge Exams (NLN NACE II – RN to BSN) for acceptance of previous nursing credits. Students’ scores on this exam are equated to the required 3.0 GPA from students entering with an associate’s degree in nursing.
- 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.

CURRICULUM  
By building on prior learning, the curriculum of the Online Bachelor’s Degree program in Nursing 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.

**Program Requirements**

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

**General Education**

Some of these will be transfer credits from students’ associate's degree programs

- 12 credits from the Required Common Core
- 18 credits from the Flexible Common Core

**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 40 or more credits.

**BSN Requirements**

- 15 credits non-nursing courses
- 27 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.

*Note: The program of study must be completed within five (5) calendar years after admission, or students will need to re-apply to the program.*

**Required Courses**

- BIO 310 – Pathophysiology & Pharmacology
- CHEM 101 – General Chemistry
- CIS 101 – Computer Fundamentals and Applications
- HIM 205 – Healthcare Delivery Systems
- MATH 215 – Introduction to Statistics
- NURS 301 – Health Assessment and Promotion in Nursing Practice within Culturally Diverse Populations
- NURS 302 – Health Teaching in Diverse Cultures
- NURS 303 – Caring for Patients, Including Diverse Populations, in their Communities (4 credits)
- NURS 313 – Nursing Informatics
- NURS 350 – Principles of Nursing Research
- NURS 451 – Leadership and Management in Healthcare
- NURS 461 – Global Health and Policy Issues: A Nursing Perspective
- NURS 499 – Nursing Capstone Course (clinical) (5 credits)

**Elective Courses**

- NURS 311 – Alternative and Complementary Health and Healing
- NURS 312 – Introduction to Palliative Care
- NURS 331 – Health Issues in Aging, Longevity and Chronic Healthcare
- NURS 399 – Guided Independent Study (2 credits*)
* 2 credit courses run for 10 weeks

COURSE DESCRIPTIONS

**BIO 310**  Pathophysiology and Pharmacology  3 Credits
*Prerequisites: BIO 200*
This course combines the study of human disease processes and treatments. The etiology and pathogenesis of diseases are discussed along with the application of diagnostic procedures and patient care. The pathology and underlying principles of the human systems are presented, along with characteristics of typical drugs, side effects, cautions, and interactions.

**CHEM 101**  General Chemistry  3 Credits
*Prerequisite: None*
General Chemistry is designed to provide students with a solid foundation in the principles of chemistry. The course covers the following topics: Scientific Notation and the Metric System, Atomic Structure, The Periodic Table, Bonding, Phases of Matter, The Mole, Solutions, and Acid and Bases. The focus is on critical thinking in the application of basic chemistry principles. The course will include a lab component.

**CIS 101**  Computer Fundamentals and Applications  3 Credits
*Prerequisite: None*
This course is an introduction to computers and their use in information processing. Topics include hardware and software concepts, elements of telecommunications, networks, and the Internet. Emphasis is on using computer programs such as word processing, spreadsheets, and data base management, as well as Internet applications.

**HIM 205**  Healthcare Delivery Systems  3 Credits
*Prerequisites: None*
This course provides an overview of the history of healthcare organizations in the United States, and where appropriate, touches on features of other global systems so that students develop a broader perspective of how healthcare can and cannot be delivered effectively and efficiently. It focuses on the organization of healthcare systems, healthcare operations, accreditation standards, and applicable federal and state regulatory and licensing requirements. The course also covers the location, use, and application of resources for ongoing operation, as well as current trends in healthcare service delivery (e.g. e-health).

**MATH 215**  Introduction to Statistics  3 Credits
*Prerequisite: None*
This course will introduce the basic principles of statistics and probability, with an emphasis on understanding the underlying concepts, real-world applications, and the underlying story that the numbers tell. Students will be expected to use Microsoft Excel’s statistical functions to implement analyze data. Broadly speaking, this course will provide an introduction to probability, descriptive statistics, hypothesis testing, and inferential statistics.

**NURS 301**  Health Assessment and Promotion in Nursing Practice within Culturally Diverse Populations  3 Credits
*Prerequisite: None*
This course is designed to assist the professional nurse to further develop interviewing skills and physical assessment skills which will be used in working with patient populations, including multicultural groups. Students will interview and assess individuals and analyze assessment data which they will then compare and contrast to normal findings to determine specific health care needs. Emphasis will be placed on patients’ cultural considerations and access to care in their community.

**NURS 302**  Health Teaching in Diverse Cultures  3 Credits
*Prerequisite: Pre or Co-Requisite NURS 301*
This course is designed to explore the role of the professional nurse as an educator for a population with a specific health problem within a community. Education theory, evidence-based teaching strategies, and the use of appropriate interventions for culturally diverse or at risk populations will be discussed. A teaching plan will be developed using a patient population of the student’s choice.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 303</td>
<td>Caring for Patients, Including Diverse Populations, in their</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Communities</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> NURS 301, NURS 302, co-req NURS 350, HIM 205</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course develops the role of the professional nurse in the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>community setting. Major focus will be the need to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>collaborate with other health team members within the community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to build healthy communities. The challenges of emerging health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>issues as well as access to care for vulnerable populations and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>advocacy for the patient in this setting will also be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>discussed.</td>
<td></td>
</tr>
<tr>
<td>NURS 311</td>
<td>Alternative and Complementary Health and Healing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> NURS 301</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course introduces a discussion of the efficacy of alternative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>health care practices and their utilization as primary and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>secondary treatment modalities. Physiological, psychological and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>spiritual parameters are explored. The cultural healing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>practices of selected populations will be discussed as well as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>their interaction with Western medical practices.</td>
<td></td>
</tr>
<tr>
<td>NURS 312</td>
<td>Introduction to Palliative Care</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course introduces concepts and principles of palliative care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for patients who are experiencing life threatening or chronic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>illness. A holistic approach incorporating social, emotional,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>spiritual physical and cultural dimensions will be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>considered to direct patient and family-centered care.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment and management of patient and family needs will be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>explored in a variety of palliative care settings, including</td>
<td></td>
</tr>
<tr>
<td></td>
<td>acute care, community, long-term care and hospice. The needs of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>underserved and vulnerable populations will be highlighted.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>National trends, quality indicators, policy and reimbursement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>affecting healthcare are viewed from the context of palliative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>care delivery. In addition, a focus on legal and ethical issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>related to palliative care and end-of-life care will be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>addressed.</td>
<td></td>
</tr>
<tr>
<td>NURS 313</td>
<td>Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> CIS 101</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course combines knowledge and skills from nursing science,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>computer science, and information science in the practice of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nursing. Major topics focus on informatics concepts and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>communications that are most critical to therapeutic nursing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>interventions. The course assignments will familiarize students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with both the theoretical concepts and the practical application</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of the scholarship of nursing informatics in health care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>management and/or health services delivery. Students will analyze</td>
<td></td>
</tr>
<tr>
<td></td>
<td>an actual nursing information system and consider how to ensure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>privacy of patient information.</td>
<td></td>
</tr>
<tr>
<td>NURS 331</td>
<td>Health Issues in Aging, Longevity and Chronic Healthcare</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course focuses on content specific to the dynamics of aging,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>theories of aging and nursing interventions for health promotion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and improvement of quality of life for older adults. Social,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>emotional, spiritual and physical aspects of aging will be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>explored.</td>
<td></td>
</tr>
<tr>
<td>NURS 350</td>
<td>Principles of Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> MATH 215, and Pre or Corequisite NURS 302, HIM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>205</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course focuses on the development of skills needed to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>analyze and critique nursing research literature. The course is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>designed to develop an appreciation of research as the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>foundation for evidence-based practice. It provides students with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a conceptual basis to both interpret and evaluate research for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>evidence-based practice. Methodologies are used that facilitate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the analysis of research relevant to the student’s area of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>clinical interest and expertise.</td>
<td></td>
</tr>
<tr>
<td>NURS 399</td>
<td>Guided Independent Study</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> NURS 301</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Under the guidance of a nursing faculty member, students will</td>
<td></td>
</tr>
<tr>
<td></td>
<td>explore a nursing problem or a question or topic of interest.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students are expected to submit a proposal for approval, including:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) problem/question identification;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) delineation of goals to be achieved;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) description of methodology;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) completion of a final product (such as a term paper, project,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or audiovisual production).</td>
<td></td>
</tr>
<tr>
<td>NURS 451</td>
<td>Leadership and Management in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> HIM 205, NURS 350, NURS 302</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course explores principles of organizations, leadership and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>management related to nursing. Skills necessary to facilitate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>group dynamics and personnel management are addressed, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>quality control models are examined. Emphasis is on the</td>
<td></td>
</tr>
</tbody>
</table>
coordination of care for patients and health care personnel. Students will have the opportunity to learn a variety of management methodologies. Discussion will focus on current issues and their potential impact on nursing practice.

NURS 461  Global Health and Policy Issues: A Nursing Perspective  3 Credits
Prerequisite: NURS 303, NURS 451
This course will enhance students’ knowledge of the ongoing changes in health care and policy development including discussion and analysis of issues related to health care around the world. Discussion will be related to health care access, disparities, and human rights. The course will look at ways of promoting access, especially for the most vulnerable individuals and groups in society. Global nursing outreach organizations will also be explored.

NURS 499  Nursing Capstone Course (clinical)  5 Credits
Prerequisite: NURS 451, NURS 303, NURS 313. Pre/Co req: NURS 461
This course provides an integrated experience with opportunities to apply the program core competencies of patient-centered care, safety and quality, communication, collaboration, utilization of evidence based practice, altruism and management of care. This is designed to accomplish role development of the baccalaureate nurse through a leadership practicum experience reflective of a synthesis of nursing knowledge and liberal arts and science knowledge acquired in the BSN completion program. Students will integrate knowledge of nursing research, as well as leadership and management, to design, implement, and lead a team project that will improve patient outcomes. The capstone includes the development, implementation and evaluation of a clinically focused project designed with faculty supervision and carried out in an appropriate health care or community based care setting.
Psychology (BA)

ACADEMIC DIRECTOR: Ellen Smiley
CUNY School of Professional Studies
101 West 31st Street, 7th Floor
New York, NY 10001
Email Contact: Ellen Smiley, esmiley@ccny.cuny.edu
URL: http://sps.cuny.edu/programs/ba_psychology

FACULTY
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
The Online Bachelor's Degree in Psychology (B.A.) 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.

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.

Career and Advanced Study Prospects
The Online Bachelor's Degree in Psychology program is an excellent foundation for a wide variety of careers, including social service, management and business, marketing and market research, health care, and government.

For students who aspire to advanced study, this program offers the essential knowledge and training typically required for admission to graduate programs in clinical psychology and research. Students interested in graduate professional programs in the law, international development, and administration will benefit from the program’s strong emphasis on critical thinking, ethics and multiculturalism.

CURRICULUM
The Online Bachelor's Degree 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.

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

Elective Courses
- PSY 313 - Investigative Psychology and Offender Profiling
- PSY 370 - Special Topics in Psychology
- PSY 380 - Independent Study in Psychology

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 305 - The Psychology of Organizational Change and Leadership
- PSY 315 - The Psychology of Work
Students must also complete one of the following courses:
- PSY 320 - Interviewing
- PSY 340 - Contemporary Issues in Adulthood and Aging
- PSY 348 - Small Group Processes
- PSY 360 - Abnormal Psychology
- PSY 390 - Psychological Tests and Measurement

Psychological Development
Students who select the Psychological Development track must complete six credits in the following:
- PSY 308 - Social and Emotional Development in Childhood
- PSY 340 - Contemporary Issues in Adulthood and Aging
Students must also complete one of the following courses:
- PSY 317 - Family Psychology
- PSY 320 - Interviewing
- PSY 327 - Clinical Methods: Theories and Process
- PSY 337 - Risk and Resilience in Development
- PSY 360 - Abnormal Psychology
- PSY 390 - Psychological Tests and Measurement

Psychopathology
Students who select the Psychopathology track must complete six credits in the following:
- PSY 327 - Clinical Methods: Theories and Process
- PSY 360 - Abnormal Psychology
Students must also complete one of the following courses:
- PSY 317 - Family Psychology
- PSY 320 - Interviewing
- PSY 337 - Risk and Resilience in Development
- PSY 340 - Contemporary Issues in Adulthood and Aging
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

*Psychological Development* - 12 credits as follows:
- **Required**
  - PSY 101 - General Psychology
  - PSY 230 - Learning and Cognition
- **Take Two**
  - PSY 308 - Social and Emotional Development in Childhood
  - PSY 360 - Abnormal Psychology
  - PSY 337 - Risk and Resilience in Development
  - PSY 390 - Psychological Tests and Measurement

*Psychology of Management and Organizations* - 12 credits as follows:
- **Required**
  - PSY 305 - The Psychology of Organizational Change and Leadership
  - PSY 315 - The Psychology of Work
- **Take Two**
  - PSY 390 - Psychological Tests and Measurement
  - PSY 320 - Interviewing
  - PSY 348 - Small Group Processes
  - PSY 201 - Introduction to Research Methods: Descriptive Approaches

*Psychopathology* - 12 credits as follows:
- **Required**
  - PSY 360 - Abnormal Psychology
  - PSY 327 - Clinical Methods: Theories and Process
- **Take Two**
  - PSY 390 - Psychological Tests and Measurement
  - PSY 337 - Risk and Resilience in Development
  - PSY 317 - Family Psychology

COURSE DESCRIPTIONS

**PSY 101 General Psychology**
*Prerequisite: None*
This course examines behavior and mental processes. Topics include research methods, biological bases of brain and mind, sensation-perception, sleep and states of consciousness, learning and memory, development, cognition-intelligence, motivation-emotion, personality, abnormal psychology, and social psychology. The focus is on findings and principles related to everyday life.

**PSY 201 Introduction to Research Methods: Descriptive Approaches**
*Prerequisite: PSY 101 or equivalent*
This course provides an introduction to research approaches that involve observations of behavior and other strategies that result in descriptive accounts, including field studies, content analysis, surveys, and program evaluation. Statistical methods for analyzing descriptive data, including measures of central tendency and variability and graphing will be included, along with questions about validity and research ethics. Active practice in data collection, analysis, and reporting.

**PSY 210 Biological Bases of Behavior**
*Prerequisite: PSY 101*
This course will introduce the biological structures and processes that provide the foundation for human behavior including: brain cell processes, neurotransmitters and chemical circuits, embryogenesis, sensory-motor processes, gender differentiation, and neurocognition. Behavioral effects of psychoactive drugs will also be included, along with issues of drug abuse and dependency.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 220</td>
<td><strong>Developmental Psychology</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> PSY 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course examines the physical, perceptual, motor, cognitive, emotional, and social developments that interact across the lifespan to determine psychological functioning. Prominent theories relevant to lifespan development will be examined. Case studies will be used to illustrate individual and cultural differences and similarities in psychological development.</td>
<td></td>
</tr>
<tr>
<td>PSY 230</td>
<td><strong>Learning and Cognition</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> PSY 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course explores the psychology of thought, including reception of information, short- and long-term storage, perception, memory, concept formation, language acquisition, problem solving, imagination, and creativity. Influences of language and culture on these processes will be analyzed.</td>
<td></td>
</tr>
<tr>
<td>PSY 240</td>
<td><strong>Socio-Cultural Approaches</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> PSY 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course involves the analysis of the ways in which social and cultural factors affect interpersonal behavior, attitudes and attitude change, attraction, leadership and power relationships, aggression, and conflict resolution. Applications across the continuum from close personal relationships to international issues will be considered through case studies.</td>
<td></td>
</tr>
<tr>
<td>PSY 301</td>
<td><strong>Statistical Methods</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> PSY 101, Completion of general education math requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statistical approaches to analyzing psychological research data will be presented, with practice in conducting statistical analyses, designing graphic displays of data, and drawing conclusions related to specific research questions. Topics will include: frequency distributions, graphing, measures of central tendency and variability, correlation, probability, sampling distributions, estimation, tests of significance, and hypothesis testing.</td>
<td></td>
</tr>
<tr>
<td>PSY 302</td>
<td><strong>Advanced Research Methods: Testing Hypotheses</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> PSY 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course offers guided practice with experimental and quasi-experimental approaches used to design psychological research studies. Topics will include: analysis and control of variables, correlations and cause-and-effect relationships, specific design options, and single-subject research. Statistical methods for managing experimental data will be presented. Ethical considerations in experiments will be reviewed and guided practice provided in institutional Review Board procedures, preparation of research reports, and presentation of research findings.</td>
<td></td>
</tr>
<tr>
<td>PSY 305</td>
<td><strong>The Psychology of Organizational Change and Leadership</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> PSY 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course will examine ways in which organizational factors, including management and leadership styles, can be used to maximize satisfaction and productivity. Attention will be on processes for assessing organizational functioning from a systems perspective and implementing and assessing change strategies, with case studies as a resource for critical analysis.</td>
<td></td>
</tr>
<tr>
<td>PSY 308</td>
<td><strong>Social and Emotional Development in Childhood</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> PSY 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inquiry will focus on social and emotional development from birth to age twelve, with theories and research findings as tools for analysis. Topics include: temperament, attachment, identity, achievement, gender roles, moral development, and conformity, along with the roles of family relationships, peers, play and schools.</td>
<td></td>
</tr>
<tr>
<td>PSY 313</td>
<td><strong>Investigative Psychology and Offender Profiling</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> PSY 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course deals with Investigative Psychology, which aims to highlight how we may apply general areas of psychology to the specific applied focus of criminal investigations. A key focus will be on offender profiling, and the main psychological principles upon which offender profiling is based will be outlined, with a specific focus on the three key areas of Investigative Psychology: information gathering, behavioral analysis, and analysis, and decision making applied to the real world context. The course will further build on this by focusing on methodological questions relating to classifying crime scene behaviors, linking behavioral types to offender characteristics, and linking serial offences, and look at profiling in the practical context of the investigative and legal system.</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PSY 315</td>
<td>The Psychology of Work</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: PSY 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course will focus on the application of psychological concepts to the workplace, including recruitment, selection and retention of employees, job design, work motivation, job engagement and satisfaction, testing and performance review, management and leadership strategies, mediation and conflict resolution, and communication. Impact of the physical and social features of the work environment will be examined.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| PSY 317     | Family Psychology                   | 3       |
| Prerequisite: PSY 101                |         |
| This course will explore variations in family structure and functioning from a systems perspective. Specific relationships within families, including cross-generational ties, will be analyzed from a cross-cultural viewpoint. Strategies for optimizing family functioning and for intervening with families will be included, with case studies as key resources. |

| PSY 320     | Interviewing                        | 3       |
| Prerequisite: PSY 101                |         |
| This course will consider uses of interviewing in research, clinical assessment, and work settings, with attention to factors such as: preparing for an interview, constructing interview questions, communication styles, setting objectives, establishing rapport, active listening, managing difficult behaviors, analyses of verbal cues and non-verbal behavior, and using interview information in decision-making. Video and audio samples of interviews will be presented for analysis. |

| PSY 327     | Clinical Methods: Theories and Process | 3       |
| Prerequisite: PSY 101                |         |
| This course will survey the theoretical and practical issues involved in helping people with behavioral and emotional problems, and will study of interventions used in response to specific diagnostic psychological disorders. Psychodynamic, cognitive, person-centered and behavioral approaches, including theoretical foundations as well as diagnostic and therapeutic strategies will be compared. The importance of culture, ethnicity, and gender in the psychotherapeutic process will be studied, both from the perspectives of client and therapist. |

| PSY 337     | Risk and Resilience in Development  | 3       |
| Prerequisite: PSY 101                |         |
| This course will analyze patterns of human development that contribute to psychological difficulties and, in contrast, to optimal psychological functioning. Research studies of the biological, emotional, cognitive, social, and institutional factors that influence developmental progress across the lifespan are analyzed. Case studies illustrate factors that serve protective or preventative functions, effective coping mechanisms and successful intervention strategies. |

| PSY 340     | Contemporary Issues in Adulthood and Aging | 3       |
| Prerequisite: PSY 101                |         |
| Study of current theories and research on physical, intellectual and social-emotional growth and change across the adult years will be the central focus of this course. Key roles of family and friendship, work and retirement, as well as broader social, economic and legal factors are examined, along with race, culture, class, and gender differences. Implications of research findings for optimizing adaptation to normal development change and crises are considered. |

| PSY 348     | Small Group Processes               | 3       |
| Prerequisite: PSY 101                |         |
| This course will examine the key role of small groups in the workplace and in a variety of social contexts, both from the perspective of psychological theory and research and experientially. Students will participate in, chronicle, reflect upon, and analyze their experiences as part of a small group. In addition, they will critique case studies from different theoretical and research-based perspectives. Topics will include: leader-member relations, group development, communication, conflict, decision-making, and self-managed teams. |

| PSY 360     | Abnormal Psychology                 | 3       |
| Prerequisite: PSY 101                |         |
| Analysis of the characteristics of various psychological disorders, along with their origins and diagnoses, including anxiety disorders, dissociative and personal disorders, mood disorders and schizophrenia will be the focus of this course. Different theoretical perspectives on psychological disorders and their implications for treatment will be compared. |
PSY 370  Special Topics in Psychology  3 Credits  
Prerequisite: Permission of the instructor.  
A course offering qualified students the opportunity to study special topics within fields that may vary from semester to semester.

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

PSY 390  Psychological Tests and Measurement  3 Credits  
Prerequisite: PSY 101  
This course will introduce theoretical and practical approaches to the assessment of individuals, including intelligence testing and other assessments of cognitive functioning, achievement and aptitude testing, and personality testing. Factors that influence test-taking, the interpretation of test scores, and other variables will be examined, with special attention to the influence of cultural and gender differences and ethical issues associated with psychological tests and measurement.

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

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: Padraig O'Donoghue, padraig.o'donoghue@mail.cuny.edu  
URL: http://sps.cuny.edu/programs/cert_publicadmin

FACULTY
Caraway, Erica  • Benson, Rodney  • Howard, Keith  • Smikle, Basil  • VanSluytman, Laurens  • Steele, James
(For the most up-to-date faculty listings, see the program website at http://sps.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.

CURRICULUM
Courses in the certificate program examine the institutions and interests that shape policy debate and initiatives. Students explore decision making processes, leadership and policy implementation. They analyze social problems such as urban policy and inequality, and study the research methods that policy makers, advocates and analysts need to shape policy at every level.

Program Requirements
16 credits are required for the certificate. Students must complete 16 credits in the following courses:
- PADM 201 - Public Administration
- PADM 211 - Government, Politics and the Policy-Making Process
- PADM 221 - Public Issues and Public Policy
- PADM 231 - Research Seminar on Public Policy

COURSE DESCRIPTIONS

PADM 201 Public Administration 4 Credits
Prerequisite: None
This course will examine the growth, structure, role and methods of local and federal bureaucracies and their impact on American society. It will introduce students to the subject of bureaucracy in American government and will survey the major areas of study in Public Administration, including the context of public administration, the meaning of federalism and intergovernmental relations. In addition, the course will address organizational theory and behavior; decision making; leadership; policy implementation; budgeting; personnel management; performance management; legal and regularity constraints; ethics; and accountability. Students will become knowledgeable about the roles and functions of public agencies and will acquire a grasp of current issues and controversies concerning public bureaucracies and public policy.

PADM 211 Government, Politics and the Policy-Making Process 4 Credits
Prerequisite: None
This course will explore the policy-making process in a range of public institutions and will introduce students to the
approaches, methods, tools and techniques of decision making. The role of conventional political institutions, as well as alternatives to conventional politics will be studied. In the process, students will identify official, as well as unofficial, political actors, including those in the executive, legislative and judiciary branches of government; social and political activists; the media; and the public. Finally, the course will examine several models of the policy-making process.

**PADM 221 Public Issues and Public Policy**  
*4 Credits*  
*Prerequisite: None*

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

**PADM 231 Research Seminar on Public Policy**  
*4 Credits*  
*Prerequisite: None*

This course is a seminar in public-policy analysis, including full class sessions as well as supervised independent research. The seminar will focus on a single topic, such as health care, housing or criminal justice, which will change each semester. Using a task force model, students will survey the literature in the topic under consideration and work in teams to work on particular aspects of the social problem and policy. The task for each team is to identify, analyze and evaluate an existing policy or set of policies related to the selected topic. Students will develop criteria for evaluation and assemble data to support an argument concerning the viability and effectiveness of policies under examination. The goal for each task force is to recommend modifications or alternatives to existing policy that effectively address the needs and concerns of various constituencies and interest groups in the decision making process. During the term, task force groups will make oral presentations based on their research. Each group will present a final report that incorporates policy analysis and policy recommendations. In preparation for the task-force project, the seminar will provide an overview of the topic under examination and will review methodologies for policy analysis.
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.

**Career and Academic Advancement Prospects**

Career and life planning, with guidance from faculty and student advisors, are integrated into the course work of the Online Bachelor's Degree in Sociology. The emphasis on critical thinking, communication, ethics, research, and multiculturalism prepares students for programs in public policy, higher education, nonprofit management, human rights, urban studies, public health, labor studies, law, and criminal justice. The degree also provides the essential foundation for admission to graduate programs in sociology.

The Online Bachelor's Degree in Sociology degree opens the doors to careers in social policy analysis and advocacy; marketing and market research; law enforcement and corrections; social and community services; and organizational analysis and change management.

**CURRICULUM**

The Online Bachelor's Degree in Sociology provides students with a solid sociological foundation through a required core of four courses in theory and methods. Students supplement these courses with first and second level topical courses, followed by a minimum of two upper division courses in at least two contemporary or classical topical areas to augment the breadth and depth of sociological knowledge. All students are required to take one course in inequality. A required senior capstone provides students with the opportunity to integrate theory, research methods and substantive problem or issue analysis in an empirical research project.
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:

- SOC 101 - Introduction to Sociology
- SOC 301 - Introduction to Research Methods
- SOC 302 - Advanced Quantitative Analysis
- SOC 310 - Foundations of Sociological Theory
- SOC 499 - Senior Capstone

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

- SOC 490 - Ethnography
- SOC 491 - Comparative Methods

Elective Courses
- SOC 380 - Independent Study
- SOC 497 - Sociology Internship

Microsociology
- SOC 320 - Sociology of the Body
- SOC 319 - Self and Social Interaction

Inequality
- SOC 203 - Race, Class and Gender
- SOC 303 - Demography
- SOC 304 - Global Culture and Diversity
- SOC 313 - Stratification

Institutions
- SOC 206 - Sociology of the Family
- SOC 208 - Urban Sociology
- SOC 216 - Social Problems
- SOC 226 - Sociology of Religion
- SOC 405 - Sociology of Culture
- SOC 406 - Sociology of Education
- SOC 407 - Sociology of Health and Medicine
- SOC 408 - Political-Legal Sociology
- SOC 409 - Economic Sociology

Deviance/Criminal Justice
- SOC 207 - Introduction to Criminal Justice

Social Change
- SOC 317 - Organizational Structure and Change
- SOC 418 - Social Movements and Collective Behavior
- SOC 419 - The Digital Revolution and the Information Society
- SOC 429 - Sociology of the Environment
MINORS IN SOCIOLOGY

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 of an important sociological sub-discipline.

Minor Requirements

Sociology - General - 12 credits as follows:
Required course:
SOC 101 Introduction to Sociology

Nine credits (three courses) from the following:
SOC 203 Race, Class and Gender
SOC 206 Sociology of the Family
SOC 207 Introduction to Criminal Justice
SOC 208 Urban Sociology
SOC 216 Social Problems
SOC 226 Sociology of Religion
SOC 304 Global Culture and Diversity
SOC 313 Stratification
SOC 317 Organizational Structure and Change
SOC 319 Self and Social Interaction
SOC 320 Sociology of the Body
SOC 405 Sociology of Culture
SOC 406 Sociology of Education
SOC 407 Sociology of Health and Medicine
SOC 408 Political-Legal Sociology
SOC 409 Economic Sociology
SOC 418 Social Movements and Collective Behavior
SOC 419 The Digital Revolution and the Information Society
SOC 429 Sociology of the Environment

Cultural Sociology – any 12 credits (four courses) from the following:
SOC 226 Sociology of Religion
SOC 304 Global Culture and Diversity
SOC 320 Sociology of the Body
SOC 405 Sociology of Culture
SOC 406 Sociology of Education
SOC 407 Sociology of Health and Medicine
SOC 408 Political-Legal Sociology
SOC 419 The Digital Revolution and the Information Society

COURSE DESCRIPTIONS

SOC 101 Introduction to Sociology 3 Credits
Prerequisite: None
An introduction to the theoretical perspectives, concepts, methods, and core research areas in sociology. Active learning projects develop understanding of the discipline of sociology and demonstrate mastery of key concepts in the field.

SOC 203 Race, Class and Gender 3 Credits
Prerequisite: None
Race and ethnicity often frame social relations in structures of inequality. Likewise, gender and class relations can also be shaped by unequal resources and differential access to the sources of power. In this course we explore the historic and social
roots that have given rise to minority-dominant power relations both from a U.S. and an international perspective. Students will use their sociological imagination to envision how race, ethnicity, gender and other categories of experience -- i.e., age, religion, sexual orientation, physical abilities, and geographic region -- intersect with institutions in everyday society to create minority statuses.

SOC 206  Sociology of the Family  3 Credits
Prerequisite: None
The course examines the family as a social institution, its origins, structure and process. Students will describe and analyze cross-cultural and historical variations in family patterns, social relationships and interaction patterns involved in courtship, mate selection and marriage. They will understand the nature of family organizations, family disorganization and the impact on the lives of men, women and children in America.

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

SOC 208  Urban Sociology  3 Credits
Prerequisite: None
The course provides an overview of basic sociological theories, concepts and models of urbanization and demographic transitions. Students will use existing data-bases such as the U.S. Census, NYC: A City of Neighborhoods, Social Explorer and other resources to collect and describe urban populations. The descriptive quantitative work will be coupled with observations and urban ethnography in urban neighborhoods.

SOC 216  Social Problems  3 Credits
Prerequisite: None
The course focuses on problems whose origins lie outside the individual and how these problems impact individual behavior and social adjustment. Students will analyze problems related to major social institutions with special focus on the impact of inequality: health care, education, criminal justice, culture, political, and economic.

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

SOC 301  Introduction to Research Methods  3 Credits
Prerequisite: SOC 101, PSY 101, or equivalent
This course engages students in the planning, conducting, reporting and evaluation of research. A survey of methods characteristic of the social and behavioral sciences is included, with emphasis on those most closely related to the study of Sociology.

Note: For requirement purposes SOC 301 is the equivalent to CC 201.

SOC 302  Advanced Quantitative Analysis  3 Credits
Prerequisite: SOC 301
This course aims to enhance and develop the research methodological competencies developed in the introduction to research methods course by focusing more specifically on survey research, sampling, research design, questionnaire development, and more advanced quantitative analysis techniques: regression, correlation, analysis of variance, t-tests, and chi-square, as well as advanced issues in research design. Students will learn SPSS or another statistical program and use it to plan and execute a research project involving analysis of data located and extracted from a data bank.

Note: For requirement purposes SOC 302 is the equivalent to CC 411.
SOC 303  Demography  3 Credits
Prerequisite: SOC 101
This course is designed to provide students with the knowledge and skills to address questions concerning population growth and change. It explores critical issues such as the relationship between population growth and development; immigration and internal migration; how demographic processes and opportunities vary by age, race, ethnicity, and gender; and how and why these processes vary around the world. Additionally, students will learn to compute a variety of demographic measures using publically available data and Excel.

SOC 304  Global Culture and Diversity  3 Credits
Prerequisite: None
The contemporary world features astonishing cultural diversity, easily accessed through communication networks and international trade. This course will examine classical and contemporary theories of cultural development and its stages, as well as problems posed by global diversity: inequality, imperialism, miscommunication, and intercultural strife.

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

SOC 310  Foundations of Sociological Theory  3 Credits
Prerequisite: SOC 101, PSY 101, or equivalent
This course examines the historical development and transformation of critical social thought. Students will initially focus on classical European theorists such as Marx, Weber, and Durkheim, as well as early American theorists such as Mead, Burgess and Park, in order to explain their founding role in sociology and its direction. They will then examine the progression from classical to contemporary sociological theory and the increasing emphasis on middle-range theories and empirical work. Students will develop basic knowledge of key theoretical and conceptual frameworks as well as an understanding of how theory is developed, tested, and applied to practical social problems and research questions.

SOC 313  Stratification  3 Credits
Prerequisite: None
This course provides an overview of classic and contemporary theories of social class and inequality within the United States and in a global context. Students will examine these as well as strategies for assessing and measuring the level of inequality within and across nations, mobility rates, and factors, i.e., religion, ethnicity, and gender that affect socio-economic status and impact life chances. Students will also evaluate the impact of social policies intended to mitigate the effects of inequality.

SOC 317  Organizational Structure and Change  3 Credits
Prerequisite: None
The contemporary world has produced new organizational types and styles while at the same time perpetuating older, more traditional, bureaucratic forms. This course will engage students in analysis of organizations in an array of contexts using a combination of case studies and the application of contemporary and classical organizational theorists.

Note: For requirement purposes SOC 317 is the equivalent to CC 305 and BUS 341.

SOC 319  Self and Social Interaction  3 Credits
Prerequisite: None
Social psychology provides a framework for analyzing the emergence and construction of self, identity, cognition and personality in the context of groups, cultures, networks (including digital networks), organizations and communities. Students will examine and apply concepts and ideas from social learning theory, psychoanalysis and post-analytic theories, cognitive development theory, exchange theory, dramaturgy and symbolic interaction to understand the emergence and development of self, self identity and self-presentation.

SOC 320  Sociology of the Body  3 Credits
Prerequisite: None
This course examines the body as social construction that is situated within a particular social and historical context. Students will understand how bodies become gendered, raced, classed, and sexualized in ways that create and reinforce social institutions and relations of power. They will analyze the reciprocal processes of structuration: how the body is shaped by social expectations and symbolic exchange, how meanings are attached to bodies and different body parts, and how these interpretations in turn shape social relations. Students will critically evaluate the experience of embodiment and the contribution of sociological theories and data to our understanding of the process. They will write two course papers on the sociology of the body.
SOC 380  Independent Study  3 Credits
Prerequisite: SOC 301 and SOC 310, plus permission of the Academic Director are required.
The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

SOC 405  Sociology of Culture  3 Credits
Prerequisite: None
This course provides an overview of sociological approaches to the production, distribution and consumption of culture. Students will examine how culture is produced, framed, distributed and interpreted; they will analyze how patterns of cultural consumption define social groups, and how these consumption patterns both reflect and shape social status. Students will develop an understanding of how sociological approaches to culture differ from those of other disciplines, notably the humanities.

SOC 406  Sociology of Education  3 Credits
Prerequisite: None
The course will provide an overview of the American Educational system as an institution. Students will learn and apply sociological theories of education, evaluate research on education, understand the role of education in social reproduction as well as social dynamics and change, and develop awareness of how education affects their own lives.

SOC 407  Sociology of Health and Medicine  3 Credits
Prerequisite: None
This course examines current issues in health, healing, and medicine from a sociological perspective. Students will use the sociological imagination to develop a deeper understanding of patterned relationships among social, cultural, political, organizational and economic contexts and individual health/illness definitions and outcomes. Course assignments will engage students in empirical analysis and critical thinking about connections between demographic characteristics such as race, ethnicity, education and income, and health-related outcomes such as stress, health education, health maintenance, and chronic diseases. Student projects will evaluate the impact of social policies and/or of technologies on environmental factors, health education and health care delivery within broader institutional systems.

SOC 408  Political-Legal Sociology  3 Credits
Prerequisite: None
This course provides an introduction and overview to international human rights organizations, laws, and practices. Students will develop an understanding of national and international human rights standards, constitutionalism, the nature of human rights violations, and human rights advocacy within the framework of national and international legal systems designed to protect human rights. Students will develop analytic skills and a knowledge base with which to assess human rights violations and to implement as well as evaluate various strategies for addressing them.

SOC 409  Economic Sociology  3 Credits
Prerequisite: None
This course provides an overview of the main theoretical orientations in economic sociology and some of its main substantive areas – such as; development, globalization, labor markets, the nature of the firm, and financial markets. Students will evaluate significant research studies, theories, and the extent to which the different theoretical paradigms serve as alternatives to one another or as complements in the explanation of specific patterns of behavior within economic institutions.

SOC 418  Social Movements and Collective Behavior  3 Credits
Prerequisite: None
The goal of this course is to assist advanced students in thinking systematically about contentious politics – processes in which people make conflicting collective claims on each other or on third parties – as they participate in them, observe them, or learn about how they are happening elsewhere. Students will review and evaluate theories of political contention as well as methods for gathering and analyzing evidence. They will examine and analyze specific examples of forms of contention such as social movements, revolutions, nationalist mobilization, and ethnic conflict and how these have worked in different times and places. Students will apply systematic comparative methods to analyze parallels and differences among these, to assess the role of communication in propelling them, and to evaluate theories that explain them.
SOC 419  The Digital Revolution and the Information Society  3 Credits
**Prerequisite:** None
This course provides an overview of the information revolution over the last fifty years. Students will develop a critical perspective regarding narratives and theories that explain this phenomenon as a variant of "technological determinism." They will examine and evaluate alternative theoretical perspectives and explanations, e.g., the social constructivist understanding of science and technology as objects and systems that derive significance and definitions from their embeddedness in social, political, and economic contexts. Students will engage in research projects related to "information work"; the "digital divide" and technological access; virtual communities; digital communities, and popular culture to assess and evaluate various information technologies and their impact on human communities.

SOC 429  Sociology of the Environment  3 Credits
**Prerequisite:** None
This course is an introduction to the politics of the international/global environment. As a field of study it examines questions about the environment; state sovereignty; policy processes at the local, national, and international levels; and north-south politics. It also prompts us to interrogate the character of human interaction with the earth.

SOC 490  Ethnography  3 Credits
**Prerequisite:** SOC 101, PSY 101 or equivalent
This course is designed to provide an overview of ethnographic research methods. Students will gain understanding of the process, tools, rewards and challenges of observing and describing symbolic interaction within cultural fields. They will evaluate the contributions of ethnographic research to anthropological and sociological theory and knowledge and compare its utility relative to other social science research methods such as quantitative and historical analysis. Students will study and evaluate specific ethnographic studies and conduct their own ethnographic research project.

SOC 491  Comparative Methods  3 Credits
**Prerequisite:** SOC 101, PSY 101 or equivalent
This course aims to enhance research methodological competencies that bridge quantitative and qualitative methodologies by focusing on the development and application of Boolean analysis to a small number of cases. Students will evaluate research studies that use ideal types, analytic elements and Boolean logic, fuzzy set theory, event analysis, set theory contrasts of empirical configurations, and/or path analysis in causal explanations of macro-socio-historical phenomena. They will apply appropriate comparative methods to a research project of their own design.

SOC 497  Sociology Internship  3 Credits
**Prerequisite:** Advanced status and permission of the Academic Director
The Internship will be taken under the supervision of an instructor in coordination with a supervisor at the Internship site. The student will develop a proposal and rationale for the Internship, which must be approved in advance by the Academic Director and Internship instructor. The instructor and the student will develop a set of guidelines for the course, including the scope of reading, writing and work task assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students may submit Internship proposals for capstone eportfolio projects or for advanced sociology elective credits.

SOC 499  Senior Capstone  3 Credits
**Prerequisite:** Department Permission
All students are expected to complete a senior research project under the direction of a faculty mentor. This capstone project will expand upon and integrate work completed in previous courses and provide students with an opportunity to apply methods of scholarly and/or action research to issues and problems of their own choosing. The final results of this study will be shared through ePortfolios on a virtual "commons" used for publication/presentation and critique open to all.
Urban and Community Studies (BA)

PROGRAM DIRECTOR: Joshua Freeman
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@mail.cuny.edu
URL: http://sps.cuny.edu/programs/cert_laborstudies

FACULTY
Brier, Stephen • Chen, May • Featherstone, Liza • Freeman, Joshua • Sandor, John • Lewis, Penny • Luce, Stephanie • Milkman, Ruth • Ott, Ed • Puerta, Andres
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
The Bachelor’s Degree in Urban and Community Studies (B.A.) 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.

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.

Career Prospects
The Bachelor’s Degree in Urban and Community Studies opens doors to careers in government agencies, community service and philanthropy, urban planning, law, urban design, education research, business, and finance, as well as in non-profit institutions serving urban populations. Students are also prepared for advanced study in the field, including the M.A. in Urban Studies, offered by CUNY SPS.

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.

CURRICULUM
The Bachelor’s Degree in Urban and Community Studies curriculum includes courses in the areas of U.S. economic and social policy, the operations of city government and municipal politics, the management of city agencies, the role of immigrant populations, and the dynamics of race, class, gender, ethnicity, and sexual orientation in contemporary cities. Courses in community organization and structure, labor, and labor relations offer students opportunities to develop specialized interests.

Students may also pursue a CUNY SPS certificate in Public Administration and Policy, Health Care Administration and Policy, Labor Studies, or Labor Relations while enrolled in the Bachelor’s Degree in Urban and Community Studies.

Program Requirements
120 credits are required for the BA 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
- URB 320 - Urban Populations and Communities
- LABR 302 - Contemporary Labor Issues
- URB 351 - Research Methods for Urban and Community Studies
- URB 499 - Urban and Community Studies Capstone

Elective Courses
- URB 339 - Urban and Community Studies Field Work
- URB 399 - Urban and Community Studies Independent Study
- URB 451 - Urban and Community Studies Special Topics

Urban Studies
Students who select the Urban Studies track must complete six credits in the following:
- URB 340 - Contemporary Urban Problems
- PADM 211 - Government, Politics and the Policy-Making Process
Students must also complete two courses from the following:
- LABR 305 - Labor Relations in Transportation
- HCA 300 - Urban Health Services and Institutions
- PADM 201 - Public Administration
- PADM 202 - Public Management and the Delivery Services
- PADM 221 - Public Issues and Public Policy
- POL 201 - Politics and Government of New York City (3 credits)
- SOC 313 - Stratification (3 credits)
- URB 341 - Metropolitan Transportation and Urban Development

Community Studies
Students who select the Community Studies track must complete six credits in the following:
- URB 321 - Community Organization and Community Organizations
- URB 322 - Social Movements
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
- SOC 203 - Race, Class and Gender (3 credits)
- SOC 207 - Introduction to Criminal Justice (3 credits)
- URB 323 - Community Development
- URB 324 - Introduction to Non-Profit Leadership

Labor Studies
Students who select the Labor Studies track must complete six credits in the following:
- LHIS 301 - U.S. Labor History
- LABR 201 - Introduction to Labor Studies
Students must also complete two courses from the following:
- LABR 304 - Unions and Labor Relations
- LABR 320 - Collective Bargaining
- LABR 334 - Public Sector Labor Law
- LABR 339 - Understanding Labor and the Economy
- LABR 330 - Issues in Labor Organizing
- LSOC 301 - Sociology of Work
COURSE DESCRIPTIONS

GEOG 301  International Migration  3 Credits
Prerequisite: None
This course is a quantitative and qualitative examination of historic and contemporary international migration patterns. Emphasis is on spatial demographic impacts of immigration policy in the United States with special attention to major urban centers. A comparative analysis of ethnic and racial minorities in the United States will also be offered.

HCA 300  Urban Health Services and Institutions  4 Credits
Prerequisite: None
This course will use New York City as the context within which to examine a variety of urban health services and institutions, reviewing their historical development, financing mechanisms and regulatory and legislative oversight. Service provision in private and public institutions will be compared and contrasted, and the impact of services examined within a wide range of health contexts, including HIV/AIDS services, mental health, disabilities services, reproductive services, elder care, child health, and more. The course will also analyze how class, race/ethnicity, gender and sexuality affect provision of and access to services. Policies that influence the delivery of services and the functioning of institutions, such as the development of managed care, will be critically analyzed.

LABR 201  Introduction to Labor Studies  4 Credits
Prerequisite: None
This course is designed to provide a broad, inter-disciplinary overview of labor studies, covering topics that are fundamental to the study of work, workers, and worker organizations. These include labor history as well as contemporary challenges facing the U.S. labor movement. Students in the course will examine the purposes and structure of unions, the political and economic landscape within which unions must operate, organizing strategies and the nature of employer resistance to unions, alternative forms of worker organization, and the impacts of globalization. Students will assess the legacy of labor as it relates to questions of gender, race, sexuality, and immigration and will look at proposals and strategies for building worker power and revitalizing the labor movement through coalitional organizing and cross-border alliances.

LABR 302  Contemporary Labor Issues  4 Credits
Prerequisite: None
This course examines the social, economic, political, and organizational issues confronting the U.S. labor movement today. As an ever-changing economy and political climate impact workers and the labor movement, unions face challenges that require changes in the visionary, structural, functional, and strategic aspects of their organizations. Students in this course consider how the external environment—globalization, shifts in the economy, employer resistance, political and legal obstacles—has shaped the current state of the union movement in general and affected union density, economic power, and political influence in particular.

LABR 304  Unions and Labor Relations  4 Credits
Prerequisite: None
This course focuses on unions and their role in labor-management relations. Students will examine the purpose, structure and function and governance of unions in the United States. Emphasis will be placed on how unions function in the collective bargaining process and in contract administration. Topics will include: sources and uses of bargaining power, the negotiation process, the content and language of labor contracts, and the role and function of grievance procedures and labor arbitrations. The study of union and labor relations will be studied in the context of a capitalist economy, and throughout the course, comparisons will be made between the private and public sectors, between craft and industrial model unionism, and between US models of unions and those in other parts of the world.

LABR 305  Labor Relations in Transportation  4 Credits
Prerequisite: None
In this course, students will learn the fundamental concepts of labor relations in the field of public transportation and will analyze practices in the field. Topics in the course include the contractual, statutory and legal implications of labor relations in transportation. These issues will be examined and analyzed through lecture and discussion, case studies and simulations, and the participation of guest speakers. Collective bargaining agreements will be analyzed, with particular attention to grievance processes involving contractual and disciplinary issues. Workplace legislation involving safety and health, family medical leave, the Americans with Disabilities Act, and Equal Employment Opportunities (EEO) will also be discussed. Topics will be developed in a historical context. Students will examine the 1966, 1980, and 2005 NYC transit strikes and analyze the roles played by management and labor during those disputes. Students will have opportunities to study comparative labor relations in...
transit, including examples from San Francisco’s Bay Area Rapid Transit (BART) and the Washington, D.C. Metro.

LABR 320 Collectives Bargaining 4 Credits
Prerequisite: None
This course is designed to give students an understanding of the practices and activities related to the negotiation of union contracts. It identifies key concepts, techniques, and bargaining issues, especially those that have emerged in recent years. Students will develop an understanding of the similarities and differences between public- and private-sector bargaining and how this has affected tactics and strategies employed by the parties involved. They will analyze fundamental and sometimes varying structures, scope, and legal dimensions of the bargaining process. They will also gain a historical perspective on public and private employment and on the evolution of state and federal bargaining theory and practice found in both the private and public sectors.

LABR 330 Issues in Labor Organizing 4 credits
Prerequisite: None
This course examines the development of theory and practice in labor organizing as it has emerged over the course of a century. It addresses organizing in both the public and private sector, through certification elections, recognition actions and alternative methods of organizing. Students discuss the determinants of successful organizing campaigns, including targeting, tactics, and styles of organizing. The subject of organizing is studied in a historical, social, and political context, allowing students to analyze the evolution of an organizing mission and the emergence of various strategic initiatives over time. Students review differing theories of organizing and analyze worker attitudes as well as employer strategies and tactics. In addition, students examine the body of law (National Labor Relations Act) that regulates labor organizing in the US and consider methods of organizing outside the parameters of existing labor law. Students also examine union infrastructures administrative practices that affect how campaigns are financed and staffed.

LABR 334 Labor and Employment Law 4 Credits
Prerequisite: None
This course will introduce students to the basics of the law governing labor relations and employee rights in the workplace. The course begins an examination of the major areas of the law as they apply to workers and unions. Topics covered will include the National Labor Relations Act, employee representation, the grievance process, labor’s right to organize, the ground rules for collective bargaining, legal aspects of strikes, Weingarten rights, obligation to bargain, and the duty of fair representation. The second part of the course will focus on employment rights at the workplace including statutes regarding discrimination, family medical leave and workplace privacy. Students will debate and analyze the strengths and weaknesses of labor law in terms of protections for workers and workers’ rights and will discuss potential reform of current law.

LABR 339 Understanding Labor and the Economy 4 Credits
Prerequisite: None
This course provides students with a solid understanding of the structure and direction of the U.S. economy, within a context of globalization. Students learn basic economic principles and concepts through an examination and analysis of labor markets. They analyze and compare competing perspectives and differing explanations of the political economy of work and examine how unemployment rates, global trade, wage inequality, and the growth of the service sector affect worker’s bargaining power.

LHIS 301 U.S. Labor History 4 Credits
Prerequisite: None
This course examines working class life and the evolution of the U.S. labor movement within the larger framework of U.S. history, with specific regard to class formation, industrial development, immigration and the major developments of the organized labor movement. Students in this course also explore the relationships of workers to unions, formal and informal economies, race and gender, technology, the American state; and cultural, political and social movements. Emphasis is placed on the issues that gave birth to the labor movement, the development of working class consciousness, and the milestones in the labor movement’s progress during the last century.

LPOL 301 Work, Culture, and Politics in New York City 4 Credits
Prerequisite: None
This course explores the work, culture and politics of New York City, examining where New Yorkers live and work, how communities develop, and questioning whether or not the cultural and political institutions of New York adequately serve the city’s diverse population. Major topics covered include the history of New York, New York’s key industries, trends in immigration, economic development, public policy, public and private space, high culture, popular culture, urban social identity, community organizations, and labor’s contributions to building the city’s institutions.
LSOC 301 Sociology of Work 4 Credits
Prerequisite: None
This course introduces students to the sociology and political economics of work, workers, and worker organizations. It begins with an exploration of the meaning of work, an examination of the organization and control of the labor process, and a survey of the changes in the composition of the labor force over the last century. It then explores some of the challenges facing workers at the beginning of the 21st century, including the emergence of new forms of employment; increased gender, ethnic, and racial diversity in the labor force; the impact of technology; developments in labor management; and the emergence of a global economy.

PADM 201 Public Administration 4 Credits
Prerequisite: None
This course will examine the growth, structure, role and methods of local and federal bureaucracies and their impact on American society. It will introduce students to the subject of bureaucracy in American government and will survey the major areas of study in Public Administration, including the context of public administration, the meaning of federalism and intergovernmental relations. In addition, the course will address organizational theory and behavior; decision making; leadership; policy implementation; budgeting; personnel management; performance management; legal and regularity constraints; ethics; and accountability. Students will become knowledgeable about the roles and functions of public agencies and will acquire a grasp of current issues and controversies concerning public bureaucracies and public policy.

PADM 202 Public Management and the Delivery of Public Services 4 Credits
Prerequisite: None
This course introduces students to the subjects of public management and the delivery of public services. It combines theoretical and practical approaches, allowing students employed in public service organizations to apply their own experiences in analyzing the operations of public-service agencies and evaluating how these bureaucracies meet the needs of diverse urban populations. Students identify the range of human services required by city dwellers and examine the social agencies and institutions that deliver those services. In doing so, they seek to understand what public managers do and how they do it. They analyze the structure and operation of local bureaucracies; evaluate fundamental theories and styles of leadership and decision-making; and explore strategies for making organizational change. They also examine the influence of public-sector unions in determining the nature and structure of public management and the delivery of public services. In the latter half of the course, students examine concepts and theories of social welfare and the development of social welfare policy in the U.S. Topics include: the role of government and government regulation, the role of social-service professionals, and the privatization of public services. Students will identify challenges in service delivery; discuss legal and ethical questions confronting service providers; and identify the professional and technical skills required to function effectively as service providers.

PADM 211 Government, Politics and the Policy-Making Process 4 Credits
Prerequisite: None
This course will explore the policy-making process in a range of public institutions and will introduce students to the approaches, methods, tools and techniques of decision making. The role of conventional political institutions as well as alternatives to conventional politics will be studied. In the process, students will identify official as well as unofficial political actors, including those in the executive, legislative, and judiciary branches of government; social and political activists; the media; and the public. Finally, the course will examine several models of the policy-making process.

PADM 221 Public Issues and Public Policy 4 Credits
Prerequisite: None
This course will provide an overview of the major problems facing American cities and will examine the federal, state and local policies that address urban poverty and inequality. Students will explore a range of economic and social policies, including: taxation; minimum wage; social security; immigration; education; the environment; crime; social welfare; discrimination; and civil rights. Students will also examine the political and intellectual debates over policy initiatives to regulate social and private life. Finally, students will discuss pluralist and elitist perspectives on public policy and policy debate. Readings will include diverse points of view and will often emphasize developments in New York City.

POL 201 Politics and Government of New York City 3 Credits
Prerequisite: None
This course analyzes the politics and government of New York City, including City-State relations; and the role of the City in the region, the nation and the world. Special attention is given to the municipal government's institutions and procedures, and the city's evolving political culture.
### SOC 203  Race, Class and Gender  3 Credits
*Prerequisite: None*
Race and ethnicity often frame social relations in structures of inequality. Likewise, gender and class relations can also be shaped by unequal resources and differential access to the sources of power. In this course we explore the historic and social roots that have given rise to minority-dominant power relations both from a U.S. and an international perspective. Students will use their sociological imagination to envision how race, ethnicity, gender and other categories of experience—i.e., age, religion, sexual orientation, physical abilities, and geographic region—intersect with institutions in everyday society to create minority statuses.

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

### SOC 313  Stratification  3 Credits
*Prerequisite: None*
This course provides an overview of classic and contemporary theories of social class and inequality within the United States and in a global context. Students will examine these as well as strategies for assessing and measuring the level of inequality within and across nations, mobility rates, and factors, i.e., religion, ethnicity, and gender that affect socio-economic status and impact life chances. Students will also evaluate the impact of social policies intended to mitigate the effects of inequality.

### URB 310  Introduction to U.S. Social and Economic Policy  4 Credits
*Prerequisite: None*
This course will introduce students to basic economic concepts and political theories that have influenced the development of U.S. social and economic policy. Students will explore the ways national policy and political practice have historically affected the policies and practices of urban government, the structures of urban institutions, and the allocation of resources to urban communities. Students will evaluate how national and local policies address problems created by unequal distribution of income and wealth. In this context, students will discuss such topics as education, housing, health care, employment and labor relations, criminal justice, social welfare, and the environment. Students will also consider the ways globalization has altered the local as well as national economy and the ways in which it has affected social structures and social policies.

### URB 320  Urban Populations and Communities  4 Credits
*Prerequisite: None*
Nearly half the world’s population lives in cities. This course will introduce students to the history of urbanization and the development of urban communities and enclaves. Students will examine the various economic, social, and political factors that stimulate global immigration and internal migrations, including the shift from an industrial to a service economy that marks contemporary cities such as New York. Using New York as an example, students will explore multiple meanings of community—what defines and constitutes a community; what is the impact of race, class, ethnicity, gender, and sexuality; how do communities participate in the social and political life of the city? In addressing these questions, students will examine conflicts and contradictions between the concept of assimilation and the maintenance of social and cultural identity. Students will consider the ways in which structural inequalities affect employment, the development of public policy, and the delivery of public services. They will identify the various public and non-profit institutions that advocate for working-class communities and under-served populations, including worker centers, unions, and other non-profit organizations.

### URB 321  Community Organizing and Community Organizations  4 Credits
*Prerequisite: None*
This course will examine the historical development and contemporary practice of community organization. Students will examine why and how people in urban communities and neighborhoods have organized to protect their rights and their entitlements to public services; to acquire resources for development; and to improve their quality of life. Through readings, students will develop a historical and theoretical perspective on community organization and explore the range of issues around which communities organize. They will gain familiarity with various models and strategies of community organizations in New York City and will acquire practical knowledge and skills for effective grassroots organizing. They will also examine the effectiveness of coalitions and alliances, including relationships between community organizations, public agencies, and labor unions. Weekly sessions will periodically include guest speakers; site visits will be scheduled, allowing students to learn first-
hand about specific strategies or issues. Following each guest presentation or site visit, students will submit brief reflection papers relating experiential learning to theoretical concepts encountered in class readings.

**URB 322 Social Movements 4 Credits**
*Prerequisite: None*
This introductory course explores the role of social movements in the U.S. as they relate to urban and community issues and organizations. The course will include an examination of social movement literature. Through readings and class discussion, students will analyze the interactions among civil rights, labor, women’s, student, and global justice movements. The course will also examine working-class movements that deal with such issues as welfare and tenant rights.

**URB 323 Community Development 4 Credits**
*Prerequisite: None*
Community development is a term used to describe strategies for improving the standard of living in low-income communities, often, but not always, in urban environments. The term is used widely and in varied contexts—sometimes applied to physical infrastructure; sometimes to quality-of-life issues. In this course, topics covered under the rubric of community development include: housing and infrastructure, economic activity, education, commercial outlets, access to healthy food, and public safety. The course will examine the way the term “community development” has been defined and used historically in the U.S. It will address the role of government and policy in community development, including the role of Community Development Corporations. Students will explore concepts of community development, focusing on current theories and empirical data to evaluate the effectiveness of different strategies for community development. They will seek to answer central questions, concerning community development: who sets goals; who has agency; how are diverse interests and needs balanced—or not balanced. Students will analyze case studies of specific community development projects. These case studies will provide the basis for a final research paper.

**URB 324 Introduction to Nonprofit Leadership 4 Credits**
*Prerequisite: None*
This course provides an introduction to the field of nonprofit management. The class will cover issues that arise for leaders of these kinds of organizations, including governance and boards, strategic planning, fundraising and philanthropy as well as grant-writing, administration, personnel management, and ethical questions. The class will focus on nonprofits broadly but investigate variations in the sector, from public-sector organizations to education, labor organizations, 501c(3) organizations, and others. The class will emphasize issues related to best practices needed for nonprofit leaders to successfully meet the mission of their organizations. Students will be required to engage in discussion and exercises that explore the relationship between theories and practices of nonprofit leadership and management.

**URB 339 Urban and Community Studies Field Work 4 Credits**
*Prerequisite: Permission of the Academic Director*
This course augments traditional classroom-based learning with experiential learning through an internship or field project at a public agency, city government office, community organization or public-sector union. The field work is guided and supervised by a mentor. Students and the course instructor will meet in a weekly class in order to reflect analytically on the field experience and to discuss related readings.

**URB 340 Contemporary Urban Problems 4 Credits**
*Prerequisite: None*
Urban centers like New York City are very complex and diverse, increasingly affected by globalization, and always in a state of flux. While this description conveys the vitality and energy of cities, it also points to a host of challenges faced by city dwellers and communities as well as civic institutions, service providers, and local government. This course explores the major challenges faced by U.S. cities in light of population shifts, widening disparities in income and wealth, restructuring of work, persistent unemployment, and diminishing resources for low-income and working-class populations. Though the majority of this course will focus primarily on urban issues in the US, the course will highlight a comparative selection of urban problems in developing nations.

**URB 341 Metropolitan Transportation and Urban Development 4 Credits**
*Prerequisite: None*
This course focuses on the ways transportation, especially mass transit, has influenced urban development in the New York metropolitan area from the late 19th century to the present, with comparisons between New York and other world cities. Students will examine the operations of mass transit, its characteristic infrastructure, and its impacts on urban development.
Themes recurring throughout the course include: the effects of demographic patterns and land use on both transportation demand and transit system development; the ways improved technology has led to expanded development opportunities; comparisons of low density (automobile-oriented) and high density (transit-oriented) development patterns; intersections between politics, transportation and development; evolution in mass transit from private to public sector; ongoing conflict between pro- and anti-transit forces and its effects on urban and metropolitan development. The course is divided into six modules, each incorporating and historicizing a set of related topics.

**URB 351 Research Methods and Community Studies**  
4 Credits  
*Prerequisite: URB 310*

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

**URB 399 Urban and Community Studies Independent Studies**  
1 – 4 Credits  
*Prerequisite: Permission of the Academic Director*

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

**URB 451 Urban and Community Studies Special Topics**  
4 Credits  
*Prerequisite: None*

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

**URB 499 Urban and Community Studies Capstone**  
4 Credits  
*Prerequisite: Permission of the Academic Director*

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

PROGRAM DIRECTOR: Carol Robbins
CUNY School of Professional Studies
119 West 31st Street, 1st Floor
New York, NY 10001
Email Contact: Carol Robbins, carol.robbins@mail.cuny.edu
URL: http://sps.cuny.edu/programs/gradcert_adultlearning

FACULTY
Fountain, Susan • Johnson, Bonnie • Hayes, Sandra • Lennard, Diane • Robbins, Carol • Williams, Denise
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
The Advanced Certificate in Adult Learning provides current and aspiring professionals in the field with a rigorous foundation in theories of adult learning, principles of adult development, and models of program design that apply to diverse populations in multiple settings. Students think critically about these theories and models from a range of perspectives, including those of race, class, and gender.

Graduates of the program are prepared to lead, manage, design, facilitate and evaluate adult learning programs in a range of contexts, including:
- Continuing professional education programs;
- Workplace learning in corporate and not-for-profit sectors;
- Human resources departments;
- Higher education instruction and student service departments;
- Community-based organizations, such as hospitals, museums, places of worship, and community centers; and
- Social service agencies.

CURRICULUM
The curriculum is designed to continually explore the links between theory and practice. Each course has practical components, which may include conducting observations, interviewing adult learners and educators, designing program components, and facilitating adult learning experiences with feedback from other class members.

Program Requirements
12 credits are required for the certificate. Students must complete 12 credits in the following courses:
- ED 601 - How Adults Learn: Understanding Formal and Informal Learning in Adulthood
- ED 602 - Adult Development: Processes of Learning, Growth, and Change
- ED 603 - Developing Programs for Adult Learners
- ED 604 - Facilitating Adult Learning Experiences

COURSE DESCRIPTIONS

ED 601 How Adults Learn: Understanding Formal and Informal Learning in Adulthood 3 Credits

Prerequisite: None

Learning is a lifelong process that takes place in both formally and informally. Adults learn in higher education classes, at the workplace, at health care facilities, at not-for-profit organizations, through participation in their communities, and through daily relationships. This course examines what makes learning in adulthood different from learning at earlier stages of life. It explores aspects of adults’ intellectual and psychological development that affect learning. It also considers key theories about learning styles, self-directed learning, experiential learning, and transformative learning, and critiques of these theories. The role of gender, race, class and power in adult learning is explored, as is the potential of adult learning to bring about both personal transformation and social change. The role of technology in adult learning will also be addressed.

The ability to be self-reflective – to think about our own thinking – is a characteristic of adult learners. In this course, students are expected to practice self-reflection, to think critically about their assumptions about learning, and apply what they learn to
their own lives and those of the adults they work with. They are also expected to demonstrate respect for different ways of
learning as a dimension of diversity.

ED 602
Adult Development: Processes of Learning, Growth, and Change
3 Credits
Prerequisite: None

Learning in adulthood is shaped by adult development – the processes of growth and change that adults experience in different
aspects of their lives, throughout the life span. This course introduces students to major theories and research findings on
adults' biological, cognitive and psychological development. It also examines the development of racial and gender identity,
social roles and relationships, moral values and the capacity for meaning-making. The implications of these perspectives on
development for adult learning will be continuously explored.

While the course readings will provide foundational theories, an equally important “text” is the life experience that each student
brings to the class. Students will be expected to reflect on how the theories and research topics relate to their own lives, and
how they contribute to self-understanding. The class will encourage students to reflect on, validate, and/or critique theories in
light of their own experience, and in terms of their relevance for the adult learners that students work with. In order for this kind
of learning to take place, students are expected to make a commitment to the creation of an atmosphere in which everyone can
contribute as a valued and respected member of a learning community.

ED 603
Developing Programs for Adult Learners
3 Credits
Prerequisite: None

While the success or failure of adult education experiences may appear to be due entirely to the course content and nature of
the classroom interaction, a thorough and conscientious process of planning and development is the essential foundation upon
which such programs rest.

This course will introduce students to selected models for planning and developing adult learning programs, with an emphasis
on Caffarella’s Interactive Model of Program Planning. Drawing on participants’ experiences as adult learners, combined with
reading, class discussion, case analysis, and practical application, participants will learn about the components of program
planning, including needs assessment, setting objectives, formulating learning activities, program evaluation, and key program
management functions.

ED 604
Facilitating Adult Learning Experiences
3 Credits
Prerequisite: None

Drawing on theories of adult learning, this course explores the role of the facilitator and the nature of the facilitation process.
Students will explore the development of their own philosophy, facilitation style, and voice as a facilitators, while examining
ways in which learners' voices can be drawn out in the classroom. Practical ideas, tools and techniques for creating
democratic classrooms and learning activities will be discussed and experienced. This will include exploration of facilitating
learning in online environments. Students will consider ways to handle tension and resistance in adult education settings, and
how to transform those emotions into teachable moments. Race, class and gender differences and their impact upon learning
and in facilitating are addressed throughout the course.

This course includes a practicum component. Students are expected to reflect upon their practice as facilitators of adult
learning in the contexts in which they work, to try out ideas explored in class, and to share their reactions in written work and
class discussions. Students who are not currently facilitating adult learning will be placed in an appropriate practicum setting
that will provide them with opportunities for facilitation practice.
Applied Theatre (MA)

ACADEMIC DIRECTOR: Christopher Vine
CUNY School of Professional Studies
101 West 31st Street, 6th Floor
New York, NY 10001
Email Contact: Matthew Freeman, matthew.freeman@mail.cuny.edu
URL: http://sps.cuny.edu/programs/ma_appliedtheatre

FACULTY
Banks, Daniel • Byam, Dale • Goode, Tony • Green, Amy • Hardwick, Gwendolen • Howell, Lynn • Vine, Christopher • White, Helen
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

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

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

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

Career Prospects
Graduates of the Master's Degree in Applied Theatre are prepared for careers and work opportunities such as:
• Teaching artists with theatres, museums, hospitals, and other community-based organizations;
• Education directors for cultural organizations;
• Facilitators of a wide variety of youth programs including after school, youth theatres, and specialist centers (e.g. juvenile detention centers, homeless shelters);
• HIV/AIDS prevention program specialists;
• Team-building, conflict resolution, and management trainers; and
• Activities specialists with national and international development programs, aid agencies, and refugee support and trauma-relief programs.

Students wishing to obtain New York State Teacher Certification may take additional classes with the M.S.Ed. in Educational Theatre program at CUNY's City College of New York.

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.

CURRICULUM
The Master's Degree in Applied Theatre is a 36-credit program, which may be taken full-time or part-time. Students admitted to the program are introduced to the history of the theatre movements and practices from which the field of applied theatre has developed. They explore key theories in theatre, human development, learning theory, and community development, all of which help to define and support Applied Theatre practices. Students are taught the skills and strategies necessary for creating and implementing the work, and they are asked to think critically about the goals of the work in relation to different audiences, needs and community contexts.
Apprenticeship opportunities are offered with the Create Arts Team’s professional outreach programs or appropriate programs elsewhere. All culminate their studies with a Project Thesis in which they research, create, implement, document, and evaluate an original applied theatre model.

Program Requirements
36 credits are required for the degree.

Required Courses - Students must complete 30 credits in the following courses:
- APTH 601 - Theatre and Learning: Theories Seminar
- APTH 602 - Community, Culture and Diversity: Theories Seminar
- APTH 603 - Playbuilding: The Process of Creating Group-Based Original Theatre
- APTH 604 - Teaching through Theatre: The Theory and Practice of Theatre-in-Education
- APTH 610 - The Group Theatre Session
- APTH 611 - The Co-intentional Director
- APTH 612 - An Introduction to Drama Conventions
- APTH 620 - Theatre of the Oppressed: An Introduction to the Work of Augusto Boal
- APTH 690 - The Project Thesis Part I
- APTH 691 - The Project Thesis Part II

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

COURSE DESCRIPTIONS

APTH 601 Theatre and Learning: Theories Seminar 3 Credits
Prerequisite: None
This course runs concurrently with the core courses in the first two semesters. Students will use readings from selected texts to place the central strands of the program’s course work in an historical context and understand the key artistic, educational, and cultural theories that inform them. They will address important dimensions of the work such as learning theory, research methodology, community development and multiculturalism.

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

APTH 602 Community, Culture and Diversity: Theories Seminar 3 Credits
Prerequisite: APTH 601
This course runs concurrently with the core courses in the first two semesters. Students will use readings from selected texts to place the central strands of the program’s course work in an historical context and understand the key artistic, educational, and cultural theories that inform them. They will address important dimensions of the work such as learning theory, research methodology, community development and multiculturalism.

Essential content will include:
- Definitions of Community & Artist/Community Relationships
- Principles of Youth and Community Development
- Race and Culture
- Issues of Diversity and Multiculturalism
• Research Methods and Ethics
• Assessment and Evaluation

APTH 603 Playbuilding: The Process of Creating Group-Based Original Theatre
Prerequisite: None
This course examines alternative structures for devising original theatre productions in various settings with different populations, in accordance with asset-based youth and community development principles. Students will apply their skills through a course project and enjoy an opportunity to create original theatre by working with a selected community/group.

APTH 604 Teaching through Theatre: The Theory and Practice of Theatre-in-Education
Prerequisite: None
This course is designed to prepare students to devise and perform appropriate theatre-in-education (TIE) interventions by analyzing case studies, conducting field research and developing the skills necessary to the actor-teacher. Students will gain an historical perspective, a theoretical over-view and a practical grounding in the working practices of the TIE team. They will reflect on what contributes to a successful educational theatre experience and examine the requirements for building effective partnerships between actor-teachers and educators. As a final in-class assignment, students will develop and present their own TIE projects to an invited audience of young people.

APTH 610 The Group Theatre Session
Prerequisite: None
This course establishes the fundamental building blocks for group theatre processes that can be used both with untrained participants and professional actors. Its principle focus is how to establish an ensemble and begin to develop individual and group skills prior to embarking on a group performance project. The course will culminate with students planning and implementing their own sessions in the classroom working with an invited outside group.

APTH 611 The Co-intentional Director
Prerequisite: None
This course will develop actor-centered, collaborative approaches to leading creative teams and directing play texts. Although applied theatre is dependent on teamwork, both as a value and a practical necessity, this does not negate the need for the expertise and vision of the artistic leader. This class will examine the role of the director through the lens of a Freirean-based transformational pedagogy.

APTH 612 An Introduction to Drama Conventions
Prerequisite: None
This course introduces students to the key conventions in the drama-in-education canon such as the use of the still-image and role-play. It explores a variety of strategies that can be employed to apply them effectively for a wide range of groups in many different settings, both in and beyond the boundaries of formal educational institutions. Students will experiment with ways in which to sequence activities in order to structure effective learning experiences and will become critically acquainted with the pedagogical principles on which they are founded.

APTH 613 Creating Meaning through Community Drama: Making Theatre Based on a Community’s Own Stories
Prerequisite: None
This course is designed to prepare students to devise and perform appropriate, theatre-based community interventions based on the community’s own stories. They will gain a theoretical and practical grounding in the study of community theatre processes through which practitioners work in, with and for a specific community. They will intervene using theatre strategies, to interrogate particular interests, problems or issues that the community wishes to share.

APTH 625 Community Acts: Performances, Rituals and Celebrations
Prerequisite: None
This course offers students the opportunity to explore the theory and practice of community-based theatre, cultural community development and civic engagement through the arts, working in and with a specific community, facilitating creative acts by the community members themselves.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>APTH 620</td>
<td>Theatre of the Oppressed: An Introduction to the Work of Augusto Boal</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

This course provides students with an overview of the theories and methods of the Brazilian popular theatre director and activist, Augusto Boal. It also examines the important influences that have informed his work, including his experiences under military dictatorship and the liberatory pedagogy of Paulo Freire. As the final in-class assignment, students will research, devise and present a Theatre of the Oppressed forum theatre performance.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>APTH 649</td>
<td>Apprenticeship</td>
<td>3</td>
<td>Permission of Academic Director</td>
</tr>
</tbody>
</table>

Students will have an opportunity to spend one semester apprenticed to one of the Creative Arts Team’s professional theatre outreach programs or to an appropriate program elsewhere. They will assess the work through a youth/community development lens, document and analyze their experience in journals and discuss experiences in special seminars with the Program Directors.

Apprenticeships will be available at CAT with: the Early Learning Through the Arts Program, the Elementary/Junior High Schools Program, High Schools, Parent Education, Youth Theatre and After School Programs; the Student Shakespeare Festival and a selection of Special Projects. Students will have the opportunity to observe and assist in the preparation and implementation of specific projects, working alongside professional actor-teachers or youth theatre directors, under the guidance of senior CAT Program Directors.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>APTH 659</td>
<td>Independent Study</td>
<td>3</td>
<td>Permission of the Academic Director</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>APTH 669</td>
<td>Topics in Applied Theatre</td>
<td>3</td>
<td>Permission of Academic Director</td>
</tr>
</tbody>
</table>

This course designation provides an option for offering special experiences with guest specialists of national and international renown, as and when opportunities arise. These experiences might include special master classes, seminars, conferences and special development projects at home or abroad. All projects will be developed by the faculty and approved by the Academic Director.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>APTH 690</td>
<td>The Project Thesis Part I</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

The Project Thesis (Parts I & II) is the culminating capstone experience of the program. The course will be offered in two parts spanning the final two semesters. Working in small ‘companies’, students will research, create and implement an original piece of applied theatre. The written thesis accompanying the practical work will require each student to document the process, its goals and outcomes from her or his own perspective, to contextualize it in relation to its historical and cultural antecedents and to evaluate the experience, including personal lessons learned.

Before beginning the practical work of the Project Thesis, students will be required to submit a Project Proposal including a Review of Literature. The proposal will appraise the theories and main strands of thought they have encountered in the program to date, with particular reference to those most relevant to their project. They will also be expected to identify deficiencies in their knowledge and broaden their reading accordingly.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>APTH 691</td>
<td>The Project Thesis Part II</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

The Project Thesis (Parts I & II) is the culminating capstone experience of the program. The course will be offered in two parts spanning the final two semesters. Working in small ‘companies’, students will research, create and implement an original piece of applied theatre. The written thesis accompanying the practical work will require each student to document the process, its goals and outcomes from her or his own perspective, to contextualize it in relation to its historical and cultural antecedents and to evaluate the experience, including personal lessons learned.

Before beginning the practical work of the Project Thesis, students will be required to submit a Project Proposal including a Review of Literature. The proposal will appraise the theories and main strands of thought they have encountered in the program to date, with particular reference to those most relevant to their project. They will also be expected to identify deficiencies in their knowledge and broaden their reading accordingly.
Business Management and Leadership (MS)

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@mail.cuny.edu
URL: http://sps.cuny.edu/programs/ms_business

FACULTY
Lopez-Pumarejo Tomas • Reinig, Timothy • Thompson, Cynthia
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
The Online Master's Degree in Business Management and Leadership (M.S.) 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.

Career Prospects
Graduates of the Online Master's Degree in Business Management and Leadership are prepared to advance in jobs within a variety of fields including banking, finance, management, consulting, marketing, accounting, and human resources.

CURRICULUM
The Online Master's Degree in Business Management and Leadership is a graduate program of 30 credits; its eight required core courses focus on the traditional business core competencies - accounting, marketing, management, finance, and economics. The curriculum balances these traditional subjects with emerging areas such as new media, fast-changing knowledge systems, and global entrepreneurship; it places all content in a context of socially responsible and sustainable practices.

Program Requirements
30 credits are required for the degree.

Required Courses - Students must complete 21 credits in the following courses:
• BUS 600 - Organizational Behavior and Leadership
• BUS 630 - Business Law and Ethics in the Digital Age
• BUS 640 - Accounting for Business Decisions
• BUS 650 - Knowledge and Information Systems
• BUS 660 - Corporate and International Finance
• BUS 670 - Quantitative Decision-Making
• BUS 680 - Economics for Business Decisions

Capstone - students must complete one of the following four capstone courses:
• BUS 696 - Global Virtual Enterprise
• BUS 697 - Global Strategic Management
• BUS 698 - Applied Business Research
• BUS 699 - Thesis

Elective Courses - Students must also complete six credits from among the following courses:
• BUS 608 - Negotiation and Conflict Resolution
• BUS 610 - Strategic Marketing and Socially Responsible Practices
• BUS 617 - Workplace Values and Happiness
• BUS 620 - Entrepreneurship in a Global Environment
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.

COURSE DESCRIPTIONS

**BUS 600** Organizational Behavior and Leadership 3 Credits
*Prerequisite: None*
This course is designed to introduce students to the major concepts, models, theories, and research in the field of organizational behavior and leadership. We will cover relevant theories and concepts from psychology, sociology, anthropology, and social psychology. Although the course is analytical and conceptual in nature, the primary focus is on applying behavioral science knowledge to the practice of management and leadership. The course focuses on individual and small-group processes, ethics, managing group and inter-group processes, creating meaningful change, and improving organizational effectiveness.

**BUS 608** Negotiation and Conflict Resolution 3 Credits
*Prerequisite: BUS 600, BUS 680 and one additional required course.*
This course will provide an overview to negotiation that includes key approaches to negotiation, strategies for successful negotiation, psychological approaches related to understanding and succeeding in negotiation, communication aspects of negotiation, and power and influence in negotiation.

**BUS 610** Strategic Marketing and Socially Responsible Practices 3 Credits
*Prerequisite: None*
This course will cover the principles of marketing management. Topics covered include: environments of marketing, social marketing, green marketing, buyer behavior, marketing research, market segmentation, market forecasting, product planning and development, pricing, advertising, and global marketing. This course will stress the importance of ethics and corporate social responsibility when making marketing decisions.

**BUS 617** Workplace Values and Happiness 3 Credits
*Prerequisite: BUS 600 and two additional required courses.*
This course examines the latest research on happiness; the important role played by meaningful work and virtue in achieving happiness and success; issues relating to the development of an organizational culture that is based upon workplace spirituality and its impact on productivity, creativity, innovativeness, and performance. This course explores how and why traditional economic models that focus on growth, GDP, and maximization of profits are being replaced by models that stress gross domestic happiness.

**BUS 620** Entrepreneurship in a Global Environment 3 Credits
*Prerequisite: BUS 610 or BUS 640 and four additional required courses.*
This course will take students through the process of initiating a business venture from the conceptualization phase to the preparation of a detailed, realistic, and professional level business plan. While the course will provide an overview of issues such as entrepreneurship and the entrepreneurial character, its main focus is on specific issues, stages, and the process of developing a new business in the increasingly global business environment.

Students who successfully complete the course will have a strong knowledge of the issues involved in initiating and operating...
an entrepreneurial venture in a global business climate. They will specifically know how to prepare and present a feasibility analysis and business plan for such a venture. In addition, they will have learned how to critically analyze business issues such as those presented in the case studies throughout the course.

**BUS 626  Current Issues in Global Business**  
*Prerequisite: Varies, depending on topic. At minimum, three graduate courses.*  
The global business environment is ever-changing. This course applies the case study method and tools from across the many fields of business to examine and propose solutions to global business issues of the day. If there is a specific theme to the entire course content, this will be indicated when the course is scheduled.

**BUS 633  Managing Diversity in a Global Economy**  
*Prerequisite: BUS 600 and two additional required courses.*  
Drawing upon research in the social science and business disciplines, this course will: (1) provide students with knowledge of diversity issues in a global context and (2) develop students’ cross-cultural communication and negotiation skills. The course will cover the following topics: diversity and individuals; defining diversity in a global context; theoretical perspectives on workplace diversity; diversity legislation in a global perspective; discrimination and fairness in employment; global demographic trends; diversity management; interpersonal relationships in a global context; intercultural communication process; intercultural negotiation process; politico-legal, economic and business environments in China, India, Japan, France, Brazil, and Russia in a comparative perspective with those of the United States; and cultural values, communication patterns and negotiation styles in China, India, Japan, France, Brazil, and Russia.

**BUS 630  Business Law and Ethics in the Digital Age**  
*Prerequisite: None*  
This course examines the convergence of law, ethics, market forces, democratic social norms and the architectures of computer code that form the environment within which online business activities are being shaped and regulated in the global, digital world. It also explores the ethical and public policy issues for law and participatory democracy raised by the development and application of technologies which can be used to remove certain business interests from the jurisdiction of public laws into private, unregulated “trusted systems.” Students in the class will conduct independent scholarly research based on specific business-related areas or topics of interest to them in response to the classroom discussions and the assigned and suggested readings.

**BUS 640  Accounting for Business Decisions**  
*Prerequisite: One undergraduate course in Accounting and one in Computer Applications.*  
The course introduces fundamental principles in accounting and demonstrates how these principles are used in preparing and interpreting financial statements of business organizations. Emphasis is given to the effect of transactions and events on the financial position, profitability, and cash flows of business enterprises as well as the use of accounting information in decision making.

**BUS 644  Audit Controls and Accounting Failures**  
*Prerequisite: BUS 640 and two additional required courses*  
Legislation has been passed which now requires that independent auditors of publicly traded companies both assess and report on their clients’ system of internal controls. Auditors need to ascertain whether those internal controls are in compliance with GAAP and proper audit standards. Some argue that many accounting failures and fraudulent activities occur due to companies not having an ‘adequate’ system of internal controls in place. As a result, the public often looks to the auditors and asks why this was not discovered while the audit was in process. In this course, students will develop an understanding of the audit process, along with how a company develops, or should develop, internal controls. Applying this knowledge, students will examine prominent case studies of accounting failures and will analyze how the auditor might have been able to detect them. A familiarity with contemporary issues and controversies currently under scrutiny in the public media is beneficial.

**BUS 650  Knowledge and Information Systems**  
*Prerequisite: Undergraduate course in Computer Applications.*  
This course introduces the student to the use of management information systems as a business resource for achieving competitive advantage. Topics covered include: the major information technology (IT) applications used in business; the central role of databases and data warehouses; the fundamentals of information system requirement specification (UML); the framework of systems design and analysis; the management tools needed in the implementation of an IT system; the management and personnel skills needed to maintain an IT system; the importance of IT in the growth of e-commerce; the role of decision support systems and artificial intelligence; the IT infrastructure; the importance of help desk and call center support;
the impact of outsourcing; the basics of software ownership with an emphasis on copyright issues; forensic methods; and information security. Case studies will be analyzed.

BUS 655 New Media and Electronic Commerce 3 Credits
Prerequisite: BUS 610 or equivalent course in marketing and two additional required courses
"New Media" and “Web 2.0” are examined as an important transition from an old, static form of e-Commerce to one that is highly dynamic, networked and socially connected. The course will explore how these new tools and strategies are utilized to engage and inform customers through virtual, interactive and informative conversations that serve to retain them as loyal, life-long and profitable customers. The class will focus on the marketing and public relations potential of blogs, business and social networks, podcasting, viral marketing, virtual communities and wikis, and analyze how they are applied in the Web 2.0 strategies of the current brand-name companies who are leaders in their respective markets and industries. Students will conduct independent scholarly research based on areas of interest in response to classroom discussions and assigned and suggested readings.

BUS 660 Corporate and International Finance 3 Credits
Prerequisite: One undergraduate course in Accounting and one in Computer Applications.
This course offers students a strong working knowledge of how managers of small entrepreneurial ventures and publicly traded corporations raise, allocate and protect capital for the purpose of creating value. The class will discuss and analyze how managers evaluate domestic and international investment and funding opportunities. The class will examine how good managers create value and how bad managers destroy value and how investors in credit and equity markets react to the expected creation and destruction of value.

BUS 670 Quantitative Decision-Making 3 Credits
Prerequisite: One undergraduate course in Statistics and one undergraduate course in Computer Applications.
This course will apply mathematical and statistical techniques to issues related to the production of goods and services, with the goal of ensuring that business operations are efficient in terms of using as few resources as needed and are effective in terms of meeting customer requirements. Managing the process that converts inputs, in the forms of materials, labor and energy, into outputs, in the form of goods and services, is predicated on decision-making of all kinds. Areas of investigation and implementation include: process identification and design, statistical process controls, linear programming, transportation/shipment optimization, queuing optimization, forecasting, and scheduling.

BUS 680 Economics for Business Decisions 3 Credits
Prerequisite: Undergraduate course in Macroeconomics or Microeconomics.
Drawing upon modern managerial and behavioral economics, this course will develop students’ ability to apply the tools of economic analysis to business decisions. The course will cover the following topics: macroeconomic environment, economic decisions and rationality, markets and organizations, demand, production and cost, market structure, pricing, strategy and game theory, incentive conflicts and contracts, organizational architecture, decision rights, human resource decisions, vertical integration and outsourcing, leadership and change within organizations, regulation, and creating organizational architectures that foster ethical behaviors.

BUS 685 Risk Management 3 Credits
Prerequisite: BUS 660, BUS 680 and one additional required course
This class will focus on the various forms of risk that managers must deal with to protect human, physical, intellectual and financial capital. We will examine the sources of risk and the potential consequences firms could experience from the realization of these hazards. Students will examine how companies have been damaged by adverse movements in economic variables, errors in human judgment, market failures, product failures, political actions, natural events and terrorist actions. ‘Best practices’ for setting up an enterprise-wide risk management strategy, along with costs and other relevant factors, will be explored.

BUS 696 Global Virtual Enterprise 3 Credits
Prerequisite: Must be taken in the last or next to last semester.
Global Virtual Enterprise is a business simulation where students experience the business world by creating and operating virtual firms and taking virtual products and services to market in the global economy. Activities include hands-on experience with concept development, business planning, e-commerce, marketing, strategic planning, finance, accounting and management in an interactive and realistic business environment. A portfolio, business plan, company reports and reflective blogs are required. This capstone course applies knowledge acquired from previous coursework and students’ existing...
knowledge, supplemented by additional learning drawn from tutorials, independent research and faculty and student consultants in order to grow the global business. Like a real business, each student brings their personal and professional experiences to the table. The firm is charged with capitalizing on these human resources in order to develop the firm to its maximum potential.

**BUS 697 Global Strategic Management**

*Prerequisite: Must be taken in the last or next-to-last semester*

This course explores concepts and theories that provide a foundation for strategic management and strategic issue resolution in a global environment, including frameworks for understanding performance and opportunity gaps, and options for strategy implementation and evaluation. The course provides opportunities to apply foundational principles through real-life case studies, based on multi-industry experience in developed and emerging markets, through state-of-the-art strategy simulations, as well as through building a new strategic plan for an existing multinational business.

**BUS 698 Applied Business Research**

*Prerequisite: Must be taken in the last or next-to-last semester*

This project-oriented course is designed to help managers make informed decisions and be informed users of information relevant to business. Students will learn how to define a research problem, to evaluate secondary data, to choose the appropriate research design, to develop measurement instruments, to evaluate different sample designs, to collect primary data, to use various statistical techniques to analyze data, and to present data, research findings, and recommendations in an ethical manner.

**BUS 699 Thesis**

*Prerequisite: BUS 698. Must be taken in the last or next to last semester*

In this course, students will research and write an original scholarly paper deemed to be of publication quality on a business topic. Students will apply and present their results using qualitative and/or quantitative methods in business. Research for the thesis will be supervised by a faculty member with frequent progress reports/web meetings. Credit is earned when the thesis is complete.

**PROM 600 Fundamentals of Project Management**

*Prerequisite: None*

This course is designed to provide an overview of project management practices and techniques and their practical application to managing projects. The participants will review practices recognized by the Project Management Institute (PMI) and learn how these can be used to address a range of project challenges. Throughout the course, participants will work in teams to complete exercises and apply what they have learned. Participants should have at least one year experience managing projects.
Coaching in the Organizational Context (Advanced Certificate)

PROGRAM DIRECTOR: Carol Robbins
CUNY School of Professional Studies
119 West 31st Street, 1st Floor
New York, NY 10001
Email Contact: Carol Robbins, carol.robbins@mail.cuny.edu
URL: http://sps.cuny.edu/programs/gradcert_coaching

THE PROGRAM
The Advanced Certificate in Coaching in the Organizational Context provides a model and structure for working with organizations and individuals simultaneously. The program is designed for those with a background in coaching and:

- Provides students with the opportunity to develop new competencies and awareness in the field of organization development;
- Redefines business coaching as a co-client relationship between the coached individual and the sponsoring organization;
- Equips business coaches with the knowledge to describe the contextual coaching process;
- Allows students to comprehend and explain the value of coaching in workplace settings while incorporating the strategic values and agenda of the organization; and
- Prepares students to synthesize and report about ways that the Contextual Coaching model contributes to balanced leadership development in the business coaching process.

The program provides professional development for:

- HR managers and staff who assume coaching roles within their organizations;
- Internal coaches seeking additional training; and
- External coaches and consultants who require a credential to distinguish themselves from others in the field.

CURRICULUM
The curriculum is based on the Contextual Coaching model, which addresses the need for business coaching to serve organizational purposes, and the individual and organizational realities to make the business coaching experience more relevant and rewarding. Students will gain practical exposure to the use of the Contextual Coaching model through a supervised practicum component of the Advanced Certificate.

Program Requirements
12 credits are required for the certificate. Students must complete 12 credits in the following courses:

- ORLD 600 - Foundation and Theories of Coaching
- ORLD 601 - Organizational Development and the Coaching Practice
- ORLD 602 - Coaching in an Organizational Context: Theory and Practice
- ORLD 639 - Coaching Practicum

COURSE DESCRIPTIONS

**ORLD 600 Foundation and Theories of Coaching 3 Credits**

Prerequisite: None

Organizational coaching is the process of building an ongoing professional relationship between coaches and members of the workforce that helps improve job performance, career direction, and/or working relationships. Through the process of coaching, clients deepen their understanding and learning, taking advantage of the coach’s guidance to grow and develop according to a developmental coaching action plan.

This course will examine key theories and themes from disciplines of psychology, communication, and organizational studies. The course will provide a framework for examining coaching models that emanates from the work of Carl Rogers, Fritz Perls, Alfred Adler, and Fred Pine. Students will consider the ways in which these models would be applied in a coaching situation and link them to the application of current coaching techniques.
**ORLD 601 Organizational Development and the Coaching Practice**  
3 Credits  

*Prerequisite: None*

In scholarship and in practice, the discipline of Organization Development (OD) focuses on the structure and systems that comprise an organization. Visual representations and images of organizations, intra-organizational networks of communication, power, and work processes, as well as cultural constructs are all part of an organization’s identity and unique footprint in the marketplace. Throughout the course, students will examine how the components of organizations can be studied, analyzed, designed, and even altered to serve new or additional purposes.

This course addresses how the design and development of organizations contributes to the organization’s purpose and goals. The study of organizations and their design and development will be examined through the lens of a skilled business coach who is concerned with the developmental needs of individuals as they relate to the organization.

**ORLD 602 Coaching in an Organizational Context Theory and Practice**  
3 Credits  

*Prerequisite: None*

Coaching in an organizational context involves identifying the strengths of employees and organizational needs with an eye toward finding linkages that work for both to achieve organizational and personal goals. Within this context, students in this course will examine coaching models that address the need to consider the individual and the organization. Students will study models of leadership coaching and performance coaching, with an emphasis on the Hoover and Gorrell Contextual Coaching model. Students will learn to analyze the role of managers and other stakeholders in organization-sponsored coaching. Finally, students will study techniques for assessing the effectiveness of coaching engagements as well as prepare analysis and recommendation reports.

**ORLD 639 Coaching Practicum**  
3 Credits  

*Prerequisite: None*

In the practicum course, each learner will spend three months in a business coaching assignment, practicing and reflecting upon his/her Coaching approach. These engagements can be part of the learner’s existing coaching practice or as part of a pro-bono coaching engagement for a non-profit or other organization where coaching opportunities are available.

Drawing upon coaching theories and practice, students will explore and reflect on the development of their own philosophy of coaching and coaching style. Practical ideas, tools, and techniques will be discussed in class as they relate to students’ coaching engagements. Students are expected to reflect upon their experiences as coaches, to try ideas explored in class, and to share their reactions in written work and class discussions.

Practicum participants will research contemporary publications to find materials specific to the unique challenges of their coaching engagement. The learners will study processes for reporting on coaching engagements, conducting conversations with stakeholders, designing and conducting 360-degree feedback and other assessments, giving feedback to coaching clients, setting goals with clients, and presenting appropriate questions for individual and organization strategic plans.
Creating Theatre with Young People (Advanced Certificate)

PROGRAM DIRECTOR: Christopher Vine
CUNY School of Professional Studies
101 West 31st Street, 6th Floor
New York, NY 10001
Email Contact: Matthew Freeman, matthew.freeman@mail.cuny.edu
URL: http://sps.cuny.edu

FACULTY
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
To successfully develop and produce original theatre with young people, educators and artists need to thoroughly understand student-centered pedagogy, actor-centered directing skills, and the process of devising. Moreover, they must be able to apply all of this in practice and be comfortable working with young people. This certificate program offers students a solid grounding in the educational theory related to creating theatre with young people and its practical applications.

In the program, students work directly with the Creative Arts Team Youth Theatre and consequently have the opportunity to develop arts administration skills and to participate in effective youth development practices, particularly in the context of after school programming.

The certificate program is designed for pre-service and in-service teachers, teaching artists, and community and youth group leaders. In the introductory course, students study group facilitation and theatre skill-building activities. In the two advanced courses and intensive internship, students learn to devise, direct, rehearse, and present original youth theatre productions.

This certificate is offered in association with the Paul A. Kaplan Center for Educational Drama of the CUNY Creative Arts Team (http://www.creativeartsteam.org/).

CERTIFICATE REQUIREMENTS
Twelve credits are required for the certificate. Students must complete 12 credits in the following courses:

- YTCP 601 - The Youth Theatre Session
- YTCP 602 - Devised Plays with Young People
- YTCP 603 - Youth Theatre Apprenticeship
- YTCP 604 - Playbuilding: The Youth Theatre Project

COURSE DESCRIPTIONS

YTCP 601 The Youth Theatre Session 3 Credits
Prerequisite: Practical experience with theatre development and production or at least one college level course in theatre is required.

This course establishes the fundamental building blocks of youth theatre education and an understanding of non-didactic, student-centered pedagogical principles, and introduces a wide range of specific theatre skills, conventions and strategies. As part of the course, students study a range of essential classroom and theatre group activities, explore some of the strategies that can be employed to implement them, the educational principles that best support them, the process of structuring successful group sessions, and the role of the leader/youth theatre director. The class looks at establishing and building a group and developing skills within the group prior to starting to develop a show. The course culminates with students planning and initiating sessions with the CAT (Creative Arts Team) Youth Theatre.

YTCP 602 Devised Plays with Young People 3 Credits
Prerequisite: Practical experience with theatre development and production or at least one college level course in theatre is required.

This course is designed to build on the introductory course, shifting focus from group facilitation to directing a production and devising original theatre by integrating the ideas of the young people. It explores the director’s preparation and planning roles, presents different ways of engaging young people in the rehearsal process, and presents rehearsal techniques from a youth-
centered perspective. Participants learn how to successfully manage students with various levels of acting experience and study a range of exercises for generating ideas from young people and then developing those ideas into a theatrical form. The course culminates with an opportunity to devise and rehearse original pieces of theatre with members of the CAT (Creative Arts Team) Youth Theatre.

YTCP 603 Youth Theatre Apprenticeship 3 Credits
Prerequisite: Practical experience with theatre development and production or at least one college level course in theatre is required in addition to Course 1 of the Creating Theatre with Young People Certificate Program.
This course is an apprenticeship that can be done at any point during the Creating Theatre with Young People Certificate Program course of study. In this apprenticeship, students attend weekly sessions of the CAT (Creative Arts Team) Youth Theatre and observe all aspects of running the group, including the management of logistical and administrative concerns. Weekly reflection sessions are tailored to the individual student apprentice’s needs, as determined in consultation with the instructor. During the CAT Youth Theatre’s annual show, the apprentices observe several different directors engaging in a student-centered devising practice.

YTCP 604 Playbuilding: The Youth Theatre Project 3 Credits
Prerequisite: Practical experience with theatre development and production or at least one college level course in theatre is required.
This course examines alternative structures for devising original youth theatre productions, as well as pedagogical principles and practical activities beyond those explored in earlier courses in the certificate program. Students apply their advanced skills through a course project, working with forty young people ages 14-18. These young people are drawn from schools in all boroughs of New York City and from the CAT (Creative Arts Team) Youth Theatre, and become members of a theatre company with which students will devise and rehearse an original theatrical production.
Data Analytics (MS)

PROGRAM DIRECTOR: Paul Russo
CUNY School of Professional Studies
101 West 31st Street, 7th Floor
New York, NY 10001
Email Contact: Paul Russo, paul.russo@mail.cuny.edu
URL: http://sps.cuny.edu/programs/ms_dataanalytics

FACULTY
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
The Online Master’s Degree in Data Analytics (M.S.) 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.

Careers in Data Analytics
Students in the Online Master’s Degree in Data Analytics that opt for the track in urban sustainability are trained in urban informatics, and emerge prepared for jobs that help make cities “smarter”-for example, by making the electricity grid intelligent, relieving traffic congestion, and reducing building energy consumption. Graduates of the Online Master’s Degree in Data Analytics are prepared for a variety of technical and managerial positions such as Data Scientist, Business Intelligence Analyst, Knowledge and Informatics Engineer, Data Analyst, Data Mining Engineer, and Data Warehousing Manager.

When considering the Online Master’s Degree in Data Analytics, it is helpful to look at the job market in analytics, data science, and informatics. Recommended sources include:

- Data Scientist: The Sexiest Job of the 21st Century (Harvard Business Review)
- Big Data: The next frontier for innovation, competition, and productivity (McKinsey)
- Special Report: It’s a Smart World (The Economist)

Admissions Criteria
In addition to the admission criteria for graduate degree programs, applicants must have earned a bachelor’s degree in Computer Science, Information Systems, or another STEM field from an accredited institution. A degree in a business-related discipline will be considered on a case by case basis depending on the nature of an applicant’s coursework.

Applicants must have the ability to program in a high-level computer language (e.g., Java, C++, Python). Applicants must also have a GPA of 3.0 or better. An admissions interview is required. For more information call 212.652.2869.

CURRICULUM
While the foundational courses lay out four core areas in data analytics (systems, computation, quantitative methods, and data management), the curriculum includes a breadth of cutting edge electives such as business analytics and data mining, web analytics, energy and transportation systems that provide students with options for applying analytic and informatics techniques to a host of issues that that impact the economy and our world.
What Makes the SPS Online MS in Data Analytics Unique?

- **Foundational Skills:** The online data analytics degree’s core courses ensure that students develop competencies in three critical areas of analytics: systems thinking, quantitative methods, and data management.
- **Career Mobility:** Graduates can work in a large and rapidly growing number of industries.
- **Professional Network:** At CUNY, students are part of the largest urban university in the nation. And at SPS, students gain the advantage of a close-knit academic community.
- **Flexible Scheduling:** Because the degree is online, students have the flexibility to decide when, where, and how to study. The streamlined curriculum can be completed in three full-time semesters.
- **Real Value:** While cost should never be the primary reason for choosing a school, the online Master's Degree in Data Analytics combines affordability with CUNY's reputation and reach.

Program Requirements

To complete the Online Master's Degree in Data Analytics, 36 credits are required - 27 credits in the core and nine credits in elective courses. For the urban sustainability track, all nine of the elective credits must be in the track.

**Required Core Courses**

- IS 600 - Information and Systems
- IS 602 - Advanced Programming Techniques
- IS 604 - Simulation and Modeling Techniques
- IS 605 - Fundamentals of Computational Mathematics
- IS 606 - Statistics and Probability for Data Analytics
- IS 607 - Data Acquisition and Management
- IS 608 - Knowledge and Visual Analytics
- IS 609 - Mathematical Modeling Techniques for Data Analytics
- IS 698 - Analytics Master's Research Project

**Electives**

**General Electives**

- IS 610 - Project Management Concepts
- IS 613 - Managing Innovation and Strategy
- IS 620 - Web Analytics
- IS 621 - Business Analytics and Data Mining
- IS 641 - Current Topics in Database Systems
- IS 642 - Current Topics in Complex System Analysis
- IS 643 - Current Topics in Information Systems
- IS 661 - Independent Study

**Specialized Electives in Urban Sustainability**

- IS 611 - Overview of Current Technologies for Sustainability
- IS 630 - Urban Society and Sustainability
- IS 644 - Current Topics in Urban Sustainability: Energy
- IS 645 - Current Topics in Urban Sustainability: Transportation
- IS 646 - Current Topics in Urban Sustainability: Complex Systems

**COURSE DESCRIPTIONS**

**IS 600 Information and Systems** 3 Credits

*Prerequisite: None*

Information systems today play an important role within an organization and that role will only grow in the future as data becomes an ever more critical driver of organizational goals. This course introduces students to concepts of information systems and the role of information systems within an organization. Topics covered will include organizational structure and behavior, types of information systems, hardware and software issues, data collection tools and techniques, issues of complexity, and the relevance of information systems to larger social issues like sustainability. The course will provide a review of relevant literature and some case study discussions.

*Note: This must be taken in the student's first semester.*
IS 602  Advanced Programming Techniques  3 Credits
Prerequisite: IS 600 and IS 605
In this course students will learn aspects of contemporary programming that are important for data gathering and analysis, including real-time programming, GUI design, interactive database programming, service-oriented architecture, data collection with and without databases, machine learning, data mining techniques, and GIS programming. Computer security issues will also be addressed, as will overall computer architecture. Students will be required to create a working system for a large volume of data using publicly available data sets.

IS 604  Simulation and Modeling Techniques  3 Credits
Prerequisite: IS 606
This course teaches students the basics of simulation, systems modeling, and related software applications. Topics include event-driven and agent-based simulations, such as generation of random numbers, random variates, design for simulation experiments, gathering statistics, and steady state versus transient state results. The use of combined simulation and optimization will be covered. Students will develop a contextual understanding of simulation and modeling through the use of case studies.

IS 605  Fundamentals of Computational Mathematics  3 Credits
Prerequisites: None
This course will cover basic differential and integral calculus from the viewpoint of numerical methods and some basic probability concepts. The emphasis will be on modeling and applications to a number of different fields that make use of analytics in differing ways: e.g., business, urban systems, social networks. The course will incorporate basic linear and matrix algebra. Statistical programming and modeling packages will be used throughout.

IS 606  Statistics and Probability for Data Analytics  3 Credits
Prerequisites: IS 600 and IS 605
This course covers basic techniques in probability and statistics that are important in the field of data analytics. Discrete probability models, sampling from infinite and finite populations, statistical distributions, basic Bayesian statistics, and non-parametric statistical techniques for categorical data are covered in this course. Each of these statistical concepts will be applied in a variety of real-world scenarios through the use of case studies and customized data sets.

IS 607  Data Acquisition and Management  3 Credits
Prerequisites or Corequisites: IS 600 and IS 605
In this course students will learn about core concepts of contemporary data collection and its management. Topics will include systems for collecting data (real time, sensors, open data sets, etc.) and implications for practice; types of data (textual, quantitative, qualitative, GIS, etc.) and sources; an overview of the use of data, including what and how much should be collected and the distinction between data, information, and knowledge from a data-centric point of view; provenance; managing data with and without databases; computer and data security; data cleaning, fusing, and processing techniques; combining data from different sources; storage techniques including very large data sets; and storing data keeping in mind privacy and security issues.

Students will be required to create a working system for a large volume of data using publicly available data sets.

IS 608  Knowledge and Visual Analytics  3 Credits
Prerequisites: IS 607
In this course students will learn non-statistical aspects of elucidating from data its information content which leads to knowledge. Several differing visual techniques will be examined to gain this knowledge through exploratory use of visualizations as well as visualization techniques for presenting data to a variety of stakeholders. Exploratory techniques look to find patterns in the data. Finding patterns that underlie the system’s characteristics when the data sets are very large or have many dimensions by reducing the dimensionality in intelligent ways is a complex task that often includes user direction. Presentation visualizations provide the viewer with useful information and knowledge since the visualizations are created with context in mind. In addition, students will learn how to integrate quantitative and qualitative data (e.g., text and narrative).

IS 609  Mathematical Modeling Techniques for Data Analytics  3 Credits
Prerequisites: IS 600 and IS 605
In this course students will learn mathematical methods for understanding data relationships and for system optimization. Mathematical modeling techniques for representing a complex system will be presented. Topics to be covered include linear
and non-linear programming (NLP); algorithmic search methods for optimization; branch and bound and dynamic programming, and their uses. Use of modeling packages will be stressed. Examples will be used from actual systems. In addition, students will be expected to explain their models, reports, and analyses in plain and easy-to-understand language.

**IS 610**  
*Project Management Concepts*  
*Prerequisite: None*  
Students in this course learn to plan, organize, lead, and control software projects to ensure that they meet requirements and are delivered on time and within budget. Students learn the essentials of defining requirements, scheduling, budgeting, managing complex teams and distributed work, communications, conflict resolution, and staff development.

**IS 611**  
*Overview of Current Technologies for Sustainability*  
*Prerequisite: IS 607*  
This research course uses a case study format to examine the underlying technologies that offer potential for improving urban sustainability and enabling well connected and intelligent cities. Areas of study may include sensors and actuators; transportation systems; building control systems; electric power control systems; renewable energy delivery systems; analytics and optimization for decision-making, sustainability policy, and complex systems of systems. Current papers discussing real-life examples from urban areas around the world will be used. This course ties in aspects of behavioral economics, psychology, sociology, social media, and urban design and explores the nature of human interaction with systems. Guest speakers from New York City government and industry will enrich the student experience.

**IS 613**  
*Managing Innovation and Strategy*  
*Prerequisite: None*  
This course has a dual focus. First, it prepares students to understand the nature of technical change in both information systems and technologies that are at the forefront of current practice. Second, the course explores current business models and product strategies that will drive market trends. Throughout the course students are responsible for analyzing how technical changes—many of which are specific to information systems—impact the populations affected by a new technology.

**IS 620**  
*Web Analytics*  
*Prerequisites: IS 606 and IS 607*  
Organizations, both commercial and community, can benefit from deep analysis of their website interactions and mobile data. Social networks have also become a source of information for companies; search engines are an important referral mechanism. Popular social networks and other online communities provide rich sources of user information and (inter-) actions through their application programming interfaces. This data can help to identify a number of individual user preferences and behaviors, as well as fundamental relationships within the community. Search engines use algorithms to rank sites. Students will learn how to analyze social network data for types of networks, the fundamental calculations used in social networks (e.g., centrality, cohesion, affiliations, and clustering coefficient) as well as network structures and roles. Beyond social network data, students will learn about important concepts of analyzing website traffic such as click streams, referrals, keywords, page views, and drop rates. The course will touch on the fundamentals of search algorithms and search engine optimization. To provide a basic context for understanding these online user and community behaviors, students will learn about relevant social science theories such as homophily, social capital, trust, and motivations as well as business and social use contexts. In addition, this course will address ethical and privacy issues as they relate to information on the internet and social responsibility.

**IS 621**  
*Business Analytics and Data Mining*  
*Prerequisites: IS 606 and IS 607*  
This course teaches students to comb through complex business data sets to produce knowledge, and ultimately, business intelligence. Students learn the basics of business analytics. However, this course goes well beyond typical analytics for managers by including rich computational components for predictive and prescriptive analytics. Strategy and operational business contexts are provided via case studies throughout the course. Students will deal with actual business scenarios like sales, marketing, logistics, and finance. Students are expected to bring in practical problems from their own fields of interest. In addition, each student will be responsible for leading discussions in a particular application area. Teamwork is an essential part of the course.

**IS 630**  
*Urban Society and Sustainability*  
*Prerequisite: IS 600 and IS 605*  
The course introduces students to concepts and practices of sustainability in cities. Key objectives are to review and critique how sustainability planning is being carried out, to identify the barriers and bridges to its effective implementation, and to
identify the technologies and metrics of success being used to create, catalog, and understand the progress made. A related objective is to analyze the urban systems being impacted by sustainability planning and practices, and how those systems have been modeled. Furthermore, students will reflect on and discuss the impact of sustainability projects on people’s lives. The course includes a review of relevant literature and extended case study discussions. Topics include: urbanization and resource utilization; society and cities; systems and the built environment; resources; environmental management; green businesses.

IS 641 Current Topics in Database Systems 3 Credits
Prerequisite: IS 602 and IS 607
This course will cover the most up-to-date trends in database systems in an in-depth manner. It will further the student’s basic understanding of how a database is organized allowing multiple users to access and update it. It will cover topics that support the IS component of any organization, especially database management systems (DBMS). Topics might include: DBMS systems, web-based approaches, data warehousing, business intelligence, very large databases, security issues, advanced data models, cooperative databases, data mining, user interfaces, web databases, query languages, expert systems, multimedia database systems.

IS 642 Current Topics in Complex System Analysis 3 Credits
Prerequisite: IS 600 and IS 605
This course allows the program to offer additional material in the area of complex systems after the student has gained a general background from Prerequisite courses. Topics might include: interactions, description languages, multiple user interactions and locking, organization complexity, performance issues, modeling, software. It will make use of actual real life examples of complex systems and examine methods for how to improve them making use of software programs.

IS 643 Current Topics in Information Systems 3 Credits
Prerequisite: 602 and IS 606
This course allows the program to offer additional material in the broad area of Information Systems after the student has gained a general background from the Prerequisites. This will be an advanced class. Emphasis will be placed on the software and hardware associated with the information systems.

IS 644 Current Topics in Urban Sustainability: Energy 3 Credits
Prerequisite: IS 607
This course will cover the in detail the most up-to-date trends in energy distribution, consumption, monitoring, and conservation, including building control systems. Modeling and economic considerations will be a focal part of the course. Emphasis will be placed on software that is currently available for energy distribution, building usage, and conservation. Topics will vary, sometimes with a particular emphasis.

IS 645 Current Topics in Urban Sustainability: Transportation 3 Credits
Prerequisite: IS 607
The course will cover the most up-to-date trends in urban transportation systems, including both mass transit and surface transportation issues in an in-depth manner. Trends that rely on information systems, such as congestion pricing, peak demand parking, real-time transit information, and priority signaling, among others, will be considered. Emphasis will be placed on software and hardware implications.

IS 646 Current Topics in Urban Sustainability: Complex Systems 3 Credits
Prerequisite: IS 607
The course will cover the most up-to-date trends in urban systems and their interrelationships in an in depth manner. Emphasis will be placed on software and hardware implications.

IS 661 Independent Study 1 - 3 Credits
Prerequisite: None
This course allows the program to offer additional material in the broad area of Information Systems after the student has gained a general background from the Prerequisites. This will be an advanced class. Topics might include: effects of internationalism on information systems (language considerations, distributed program creation techniques across time zones, etc.), cooperative information systems, security, threats, internet considerations, filtering, GUI design considerations. Emphasis will be placed on the software and hardware associated with the information systems.
IS 698  Analytics Master's Research Project  3 Credits

Prerequisites: Permission of Academic Director

In this course, students will integrate the knowledge and skills derived from the previous classes into a real-world project. Working in small teams (that may be geographically distributed) or by themselves, students will work on designing an information system.

With the oversight of a faculty advisor, students will identify a topic, develop a research plan, conduct research, and collect and analyze data. The project may be organized in collaboration with a partner organization, for example, a local company, non-profit, or research lab.
Disability Studies (Advanced Certificate)

PROGRAM DIRECTOR: Mariette Bates
CUNY School of Professional Studies
119 West 31st Street, 2nd Floor
New York, NY 10001
Email Contact: Katie DeFoe, Kathleen.defoe@mail.cuny.edu
URL: http://sps.cuny.edu/programs/gradcert_disabilitystudies

FACULTY
Bates, Mariette J. • Black, Merrill • Broderick, Kathleen • Chutuape, Erica • Connor, David J. • Kramer, Jeanne • DuMoulin, Kristen • Ebenstein, William • Feinman, Jules • Feibusch, Fred • Goode, David • Haller, Beth • Ingalls, Paige • Gill, Jody • Mauldin, Laura • Maybee, Julie • Nishida, Akemi • Rosa, Christopher • Katz Rothman, Barbara • Pawlukewicz, Justine • Straus, Joseph • Thompson, Ashleigh • Tucker, Kevin • Wyman, Franklin
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
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 MA in Disability Studies and to other graduate programs at CUNY.

CURRICULUM
Students are introduced to Disability Studies and explore its main concepts and perspectives. Advanced Certificate coursework emphasizes the relationship of disability and society; the knowledge of the disability experience, both individual and social; and disability and families.

Program Requirements
Twelve 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
- DSAB 602 - Embodiment and Disability

Elective Courses - Students must also complete six credits from among the following courses:
- DSAB 603 - Disability and the Family Life Cycle
- DSAB 605 - Disability and Diversity
- DSAB 611 - Research Methods
- DSAB 620 - Disability History
- DSAB 621 - Disability Studies and the Humanities
- DSAB 622 - Disability in Mass Media
- DSAB 623 - Disability Studies and the Health Professions
- DSAB 624 - Disability Services Administration
- DSAB 626 - Disability Law and Policy
- DSAB 627 - Disability and Narrative
- DSAB 628 - Disability Studies in Education
- DSAB 629 - Students with Disabilities in Higher Education
- DSAB 630 - Aging and Disability: Multiple Perspectives and Emerging Issues
- DSAB 639 - Fieldwork in Disability Studies
- DSAB 651 - Special Topics Course

COURSE DESCRIPTIONS

**DSAB 601**  
**Psychosocial, Cultural and Political Aspects of Disability**  
**3 Credits**

*Prerequisite: None*

This course is an introduction to the emerging multidisciplinary field of Disability Studies. Students who complete the course will be knowledgeable about: the roots of Disability Studies in the Disability Rights Movement and the political activism and self-advocacy of people with disabilities; the emergence of Disability Studies within the university and other academic settings; the incorporation of the experience of disability and the perspectives of people with disabilities within its core knowledge and research base; disability statistics, disability and impairment definitions, and demographics of disability; the relationship between disability studies, women’s studies, and ethnic studies and the special challenges faced by women and minorities with disabilities; the definition of disability as a social construct as distinct from a medical model of disability; the relationship and challenge of Disability Studies to fields of professional practice including rehabilitation counseling, special education, social work and medicine; links between Disability Studies and the Humanities including the new disability history, and the representation of disability in art, literature and the media; the key role of Disability Studies in articulating and implementing the ADA and other legal and human rights of people with disabilities; the importance of Disability Studies in furthering the principles of normalization, self-determination, inclusion and independent living for people with disabilities; links between poverty and other socio-economic conditions and disability; the role of disability studies in the formulation of social welfare and other public policies in the delivery of services and supports to people with disabilities; and the value of disability studies in helping to understand disability within American culture and cultures throughout the world.

**DSAB 602**  
**Embodiment and Disability**  
**3 Credits**

*Prerequisite: None*

This course focuses on issues related to embodiment and the biological and medical aspects of disability. Students who complete the course will be knowledgeable about: the relationship between Disability Studies, medical sociology and the concept of the “lived body;” the difference between an understanding of the disabled body as a social construction and as a medical problem; the health care needs and experiences of people with disabilities; public policies related to the access of people with disabilities to quality health care; identification, prevalence, clinical manifestations, cognitive, behavioral and social implications and interventions associated with genetic causes of disabilities and acquired disabilities due to traumatic events; the relationship of Disability Studies and bioethics in areas such as prenatal testing, the genome project and assisted suicide; the value and possibilities of non-verbal communication and sign language to improve the quality of life of people with sensory disabilities; language development and educational options for children with cochlear implants; modes of communication with individuals with hearing impairments and other sensory disabilities; advances in our understanding of issues related to the sexual life of people with disabilities; the value of universal design and the physical accessibility of the built environment to people with disabilities and the broader community; and the potential for assistive technologies to improve the quality of life of persons with impairments and disabilities.

**DSAB 603**  
**Disability and the Family Life Cycle**  
**3 Credits**

*Prerequisite: None*

This course focuses on disability viewed from the perspective of lifespan development and the family life cycle. Students who complete the course will be knowledgeable about: the relationship between Disability Studies, lifespan developmental psychology and the sociology of the family; the use of autobiographical narratives and personal accounts by people with disabilities to address critical issues across the life span; the experience of parents and siblings of a family member with a disability; the pervasiveness of Ableism in the American educational system and its deleterious impact on educational outcomes of children with disabilities; characteristics of successful inclusion efforts, and the relationship between inclusion and school reform; self-determination and family involvement in the transition from school to adult life for youth with disabilities; family life of adults with disabilities including marriage, parenting, caring for aging parents and the death of parents; the importance of social networks in the lives of people with disabilities; approaches to challenging behaviors including autism, and individuals dually diagnosed with intellectual disabilities and psychiatric disorders; use of applied behavioral analysis (ABA) in the treatment of challenging behaviors; the negative impact of stigma on individuals with mental illness and family members and on the delivery of quality mental health services in the community; behavioral and mental health changes associated with
This course focuses on (1) disability as a category of diversity and identity in comparison with other categories of diversity and identity, such as race, class, gender and ethnicity, as well as on (2) diversity within disability, insofar as people with disabilities are diverse and different from one another. It also (3) critically examines different strategies that may be used to increase the freedom or liberty of people with disabilities, in light of questions posed in (1) and (2). Students who complete the course will be knowledgeable about: different definitions or models of disability and disability identity, as well as critiques of those definitions or models, such as the medical model, the bio-psycho-social model, the minority group (socio-political) model, and the postmodern account of disability identity; debates about the role of impairment/biology in defining disability; the concept of disability as a distinctive culture (or ethnicity); the concept of disability identity as a political construction; the character or nature of ableism (sometimes called handicappism), or the exclusion/disadvantage faced by individuals with disabilities, including statistics on educational attainment, employment, and access to health care; the idea of disability, race, class, gender, and ethnicity as intersecting systems or structures of exclusion and disadvantage; different possible strategies of liberation that have been or could be used to increase the liberty and freedom of people with disabilities including Marxist-inspired strategies, the civil rights model, and strategies that involve building the identities of people with disabilities.

This course will provide an overview of research methods including participant observation, in-depth interviewing, the use of personal narratives and other personal documents, and participatory action research. Students will be introduced to data analysis in disability research. The course will feature theoretical approaches and practical techniques. The application of these research methodologies to people with disabilities will be illustrated. The book for the course will be the classic disability research text Introduction to Qualitative Research Methods by Stephen Taylor and Robert Bogdan; additional readings will be utilized as well to complement the text. Students who complete the course will be able to: discuss the ethics of studying people and the special protections required when studying vulnerable populations; describe situations where approval is needed from the Institutional Review Board and the steps to secure IRB approval; contrast and compare quantitative and qualitative research methodologies and describe research scenarios where each would be appropriate; discuss various methodologies utilized to conduct qualitative research and describe the attributes of each; describe his or her experience in practicing various qualitative research methods and what he or she learned; participate in participant observation and write field notes describing it; describe the benefits of reflexive journaling while conducting research and issues around the biases we bring to research; conduct interviews with individuals and code them for content; analyze the results of participant observation and interviews research; develop a structured questionnaire; describe issues related to writing about research; contrast and compare several qualitative research studies; describe an area of investigation and develop a research question which addresses it; conduct a literature review and identify gaps in research; formulate a research proposal and present it to peers.

This course focuses on some of the Western, pre-modern notions of disability, such as the sacred and the profane and the ugly and grotesque, inherited from classical antiquity and Christianity. The course also constructs a history of persons with disabilities in the U.S. by concentrating primarily on the modern era beginning with institutionalization in the Jacksonian and Civil War eras. The course reviews the history of persons with disabilities, highlighting the so-called hierarchy of disabilities. The course also examines why social history, the history of everyday lives that is the dominant methodology among historians, has scarcely been applied to people with disabilities until the advent of Disability Studies.

This course will provide an introduction to disability studies and the humanities. Over the last twenty years disability scholars have analyzed representations of people with disabilities as they appear in literature, myth, art, film, photography, music and theater. These fields reflect and shape the meaning and reality of disability. Poetic and other artistic modes of discourse can deepen our understanding of the lived experience of disability. However, these shared representations of disability are, for the most part, taken for granted. Yet they have a powerful effect on popular culture, influence the attitudes and behaviors of individuals and play a part in the formation of public policies related to disability. The course will provide in-depth analysis of: the image of the cripple in literature; women with disabilities in fiction and drama; the idiot figure in modern fiction and film; the
roles and stereotypes of disabled figures in cinema; theorizing disability in music; the history of photography and psychiatry; images of madness in literature; people with disabilities as artists and performers; representations of people with disabilities in journalism, media and popular culture.

**DSAB 622  Disability in Mass Media  3 Credits**
*Prerequisite: None*
This course focuses on issues related to disability and mass media representation, including journalism, TV, film, advertising, photography, documentary, comic art and the Internet. Topics covered will include:
- The relationship between disability studies and media studies;
- The various models of media representation of disability;
- The impact of stigma in mass media imagery;
- Mediated bodies – the impact of cultural and media representations on the experiences of people with disabilities;
- Disability media, i.e. content created by and for people with disabilities;
- Content and textual analysis – researching the prevalence and meaning of mediated disability representation;
- News about disability rights in U.S. society, what is and isn’t covered; and
- “Hidden” disabilities and how they do or don’t get onto the media’s radar.

**DSAB 623  Disability Studies and the Health Professions  3 Credits**
*Prerequisite: None*
This course will focus on health disparities experienced by people with disabilities. Many health professionals have the same misconceptions and fears about persons with disabilities that are found in the general public and physical barriers still exist in many, if not most, health delivery settings. The course will review the Declaration on Health Parity for Persons with Disabilities issued by the AAIDD. It will review the research on health disparities documented by the Baylor College of Medicine’s Center for Research on Women with Disabilities and other sources. We will look at ongoing efforts to address these problems. Both the 2005 Surgeon General’s *Call to Action to Improve the Health and Wellness of Persons with Disabilities* and the Institute of Medicine’s 2007 report on the *Future of Disability in America*, stress the importance of strengthening the education of health professionals in this area. Indeed many health professionals still equate disability and illness. The strengths and weaknesses of the International Classification of Functioning, Disability and Health of the World Health Organization as a conceptual framework for disability will be discussed in detail. The relationship between disability studies and the emerging patient-centered approach will be highlighted. The role of disability studies in the education of health professionals will also be discussed including the integration of narrative medicine into the curriculum of medical schools and the practice of physicians. We will also look at the challenges faced by health professionals with disabilities.

**DSAB 624  Disability Services Administration  3 Credits**
*Prerequisite: None*
This course looks at the role that Disability Studies is playing in the formulation of public policies to insure the delivery of quality services and supports to people with disabilities. The course analyzes the costs of these services and the economics of the disability industry. It focuses also on organizational factors involved in the management of public and private agencies that deliver services to people with disabilities. The active participation of people with disabilities and family members in the design, delivery and evaluation of community-based services is emphasized.

**DSAB 626  Disability Law and Policy  3 Credits**
*Prerequisite: None*
This course examines how the federal government treats discrimination against persons with disabilities in three areas: public life (public accommodations, such as transportation and housing), education, and private life in terms of employment. Divided into three parts, the course first examines the origins of the disability rights movement and the ways this movement contributed to the drafting of these anti-discrimination disability laws. Second, it reviews the statutes themselves-Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA), and the American with Disabilities Act (ADA), as well as how federal courts have interpreted them. The course will also analyze how these laws are enforced. It will pay special attention to how these laws compose a public policy. Finally, the course concludes by reviewing how the ADA has influenced the United Nations which recently passed its own disability rights laws.

**DSAB 627  Disability and Narrative  3 Credits**
*Prerequisite: None*
This course focuses on the individual, cultural, social and political meanings of disability as seen through the eyes of people
with disabilities themselves. It does so by studying powerfully and elegantly written memoirs and narratives by authors with different disabilities or those that have been intimately involved with those with disabilities. The course is divided into two parts. First, it explores some conceptual issues to help place “life writing” in a Disability Studies context. For instance, how do people with disabilities identify themselves? How is their identity perceived by society? What is “normal?” What types of discrimination do people with disabilities face? And second, this course reviews a number of narratives, focusing on these specific questions.

**DSAB 628 Disability Studies in Education 3 Credits**

*Prerequisite: None*

This course provides an overview of dis/ability within education. We will foreground historical, social, cultural and interpretive understandings of dis/ability, contrasting them with the medical, scientific, and psychological understandings of dis/ability within the context of schooling practices. Using personal narratives, media representations, contemporary research, historical accounts, legal and policy issues, we will analyze competing claims of what dis/ability is. By analyzing multiple and interdisciplinary understandings of dis/ability from a wide variety of sources, we are able to deepen our understanding of dis/ability issues within education, and by extension, society. Students will: be introduced to, or extend their knowledge of a dis/ability studies perspective; explore various ways of understanding dis/ability (medical model, social model, charity model, civil rights model, etc.); explain the value of understanding school and classroom practices through a DSE lens; examine the history of schooling for students with and without dis/abilities; describe the differences between traditional special education and a DSE approach to understanding dis/ability; debate the validity and/or usefulness of dis/ability categories that have been constructed within the education field, such as “learning disabilities,” and “emotional disturbance”; analyze complex issues involved in inclusive education; discuss negative social perceptions, ableism, stigma, and discrimination experienced by people with dis/abilities within an education context; explain discrepancies in educational opportunities when dis/ability intersects with race, class, and gender; evaluate the experience(s) of dis/ability for urban students; consider schools as work environments for educators with dis/abilities; discuss major longitudinal and outcome studies and examine factors related to successful transitions for students with dis/abilities; discuss ways to advocate for, and with, students with dis/abilities and their parents.

**DSAB 629 Students with Disabilities in Higher Education 3 Credits**

*Prerequisite: None*

According to HEATH, a national clearinghouse of data on the experiences of students with disabilities, students with disabilities are one of the fastest growing segments of the American college population. They contribute to the diversity of the campus and have used the higher education setting to ready themselves for independent living and competitive employment. In some cases, the college experience has also helped students forge a cross-disability collective identity as part of a distinctive disability culture. This course examines the experiences of students with disabilities in higher education and key issues related to their full and equal participation in all aspects of college life, including: the historical experiences of students with disabilities in U.S. postsecondary education including demographic trends; key transition issues of students with disabilities from K-12 to postsecondary education; the legal and legislative context framing access and opportunity for college students with disabilities; understanding different disabilities and the reasonable accommodations they typically require in higher education settings; the deliberative and collaborative process through which reasonable accommodations are determined; implementing the principles of universal design in postsecondary curricula; the role of assistive technology in enhancing access; issues in the retention of college students with disabilities; challenges of college students with hidden disabilities; emerging populations of college students with disabilities; promoting the participation of students with disabilities in co-curricular and residential life; facilitating successful transitions to employment; faculty and staff development around postsecondary disability issues.

**DSAB 630 Aging and Disability: Multiple Perspectives and Emerging Issues 3 Credits**

*Prerequisite: None*

This course is intended to explore aging and disability from multiple theoretical and applied perspectives utilizing an interdisciplinary approach. Students will be encouraged to explore the dynamics of aging and disability from a person-centered, lifespan and systems perspective. Students who successfully complete this course will be able to apply the knowledge to enhance service delivery to a specialized population, assume leadership in the aging and disability fields and support advocacy efforts as professionals and citizens.

**DSAB 639 Fieldwork in Disability Studies 3 Credits**

*Prerequisite: None*

Disability Studies can play a valuable role in the education and daily practice of human services professionals. This course provides opportunities for students to embody the values and principles and test the knowledge and skills they have learned in the classroom in an applied setting. Their fieldwork activities will support the goals of inclusion, integration, and independence of people with disabilities consistent with the legal mandates contained in IDEA, the Rehabilitation Act and the ADA. Students
will receive guidance from exemplary professionals at agencies that provide services to people with disabilities. Students who complete the course will: be knowledgeable about professional careers and educational opportunities in the disability field; participate in a person-centered planning process with an individual with a disability to identify their personal goals and strategies to achieve those goals; relate professionally and ethically to people with disabilities, families, other professionals and members of the community; demonstrate an awareness of the array of services, programs and agencies that support people with disabilities across the lifespan and across disability categories; develop critical observational, communication, interviewing and analytic skills to acquire specific and meaningful information related to people with disabilities; develop leadership skills in promoting policies and programs that integrate a Disability Studies approach into the provision of community-based services and supports.

**DSAB 651 Special Topics Course**

*Prerequisite: None*

The following is an example of possible Special Topics courses:

The Recovery Model in the Treatment of People with Chronic Mental Illness.
Disability Studies (MA)

ACADEMIC DIRECTOR: Mariette Bates
CUNY School of Professional Studies
119 West 31st Street, 2nd Floor
New York, NY 10001
Email Contact: Katie DeFoe, kathleen.defoe@mail.cuny.edu
URL: http://sps.cuny.edu/programs/ma_disabilitystudies

FACULTY
Bates, Mariette J. • Black, Merrill • Broderick, Kathleen • Chutuape, Erica • Connor, David J. • Kramer, Jeanne • DuMoulin, Kristen • Ebenstein, William • Feinman, Jules • Feibusch, Fred • Goode, David • Haller, Beth • Ingalls, Paige • Gill, Jody • Mauldin, Laura • Maybee, Julie • Nishida, Akemi • Rosa, Christopher • Katz Rothman, Barbara • Pawlukewicz, Justine • Straus, Joseph • Thompson, Ashleigh • Tucker, Kevin • Wyman, Franklin
(For the most up-to-date faculty listings see the program website at http://sps.cuny.edu.)

THE PROGRAM
The Master's Degree in Disability Studies (M.A.), 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 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.

Career Prospects
The Master's Degree 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 begin or further 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.

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 Master's Degree in Disability Studies (M.A.) 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
Thirty credits are required for the degree.
Required Courses - Students must complete 18 credits in the following courses:
- DSAB 601 - Psychosocial, Cultural and Political Aspects of Disability
- DSAB 602 - Embodiment and Disability
- DSAB 605 - Disability and Diversity
COURSE DESCRIPTIONS

DSAB 601  Psycho-Social, Cultural and Political Aspects of Disability  3 Credits
Prerequisite: None
This course is an introduction to the emerging multidisciplinary field of Disability Studies. Students who complete the course will be knowledgeable about: the roots of Disability Studies in the Disability Rights Movement and the political activism and self-advocacy of people with disabilities; the emergence of Disability Studies within the university and other academic settings; the incorporation of the experience of disability and the perspectives of people with disabilities within its core knowledge and research base; disability statistics, disability and impairment definitions, and demographics of disability; the relationship between disability studies, women's studies, and ethnic studies and the special challenges faced by women and minorities with disabilities; the definition of disability as a social construct as distinct from a medical model of disability; the relationship and challenge of Disability Studies to fields of professional practice including rehabilitation counseling, special education, social work and medicine; links between Disability Studies and the Humanities including the new disability history, and the representation of disability in art, literature and the media; the key role of Disability Studies in articulating and implementing the ADA and other legal and human rights of people with disabilities; the importance of Disability Studies in furthering the principles of normalization, self-determination, inclusion and independent living for people with disabilities; links between poverty and other socio-economic conditions and disability; the role of disability studies in the formulation of social welfare and other public policies in the delivery of services and supports to people with disabilities; and the value of disability studies in helping to understand disability within American culture and cultures throughout the world.

DSAB 602  Embodiment and Disability  3 Credits
Prerequisite: None
This course focuses on issues related to embodiment and the biological and medical aspects of disability. Students who complete the course will be knowledgeable about: the relationship between Disability Studies, medical sociology and the concept of the "lived body;" the difference between an understanding of the disabled body as a social construction and as a medical problem; the health care needs and experiences of people with disabilities; public policies related to the access of people with disabilities to quality health care; identification, prevalence, clinical manifestations, cognitive, behavioral and social implications and interventions associated with genetic causes of disabilities and acquired disabilities due to traumatic events; the relationship of Disability Studies and bioethics in areas such as prenatal testing, the genome project and assisted suicide; the value and possibilities of non-verbal communication and sign language to improve the quality of life of people with sensory disabilities; language development and educational options for children with cochlear implants; modes of communication with individuals with hearing impairments and other sensory disabilities; advances in our understanding of issues related to the sexual life of people with disabilities; the value of universal design and the physical accessibility of the built environment to people with disabilities and the broader community; and the potential for assistive technologies to improve the quality of life of persons with impairments and disabilities.
DSAB 603 Disability and the Family Life Cycle 3 Credits

Prerequisite: None

This course focuses on disability viewed from the perspective of lifespan development and the family life cycle. Students who complete the course will be knowledgeable about: the relationship between Disability Studies, lifespan developmental psychology and the sociology of the family; the use of autobiographical narratives and personal accounts by people with disabilities to address critical issues across the life span; the experience of parents and siblings of a family member with a disability; the pervasiveness of Ableism in the American educational system and its deleterious impact on educational outcomes of children with disabilities; characteristics of successful inclusion efforts, and the relationship between inclusion and school reform; self-determination and family involvement in the transition from school to adult life for youth with disabilities; family life of adults with disabilities including marriage, parenting, caring for aging parents and the death of parents; the importance of social networks in the lives of people with disabilities; approaches to challenging behaviors including autism, and individuals dually diagnosed with intellectual disabilities and psychiatric disorders; use of applied behavioral analysis (ABA) in the treatment of challenging behaviors; the negative impact of stigma on individuals with mental illness and family members and on the delivery of quality mental health services in the community; behavioral and mental health changes associated with aging adults with intellectual disabilities; and using person-centered planning and self-advocacy to improve the quality of life of aging individuals with disabilities.

DSAB 605 Disability and Diversity 3 Credits

Prerequisite: None

This course focuses on (1) disability as a category of diversity and identity in comparison with other categories of diversity and identity, such as race, class, gender and ethnicity, as well as on (2) diversity within disability, insofar as people with disabilities are diverse and different from one another. It also (3) critically examines different strategies that may be used to increase the freedom or liberty of people with disabilities, in light of questions posed in (1) and (2). Students who complete the course will be knowledgeable about: different definitions or models of disability and disability identity, as well as critiques of those definitions or models, such as the medical model, the bio-psycho-social model, the minority group (socio-political) model, and the postmodern account of disability identity; debates about the role of impairment/biology in defining disability; the concept of disability as a distinctive culture (or ethnicity); the concept of disability identity as a political construction; the character or nature of ableism (sometimes called handicappism), or the exclusion/disadvantage faced by individuals with disabilities, including statistics on educational attainment, employment, and access to health care; the idea of disability, race, class, gender, and ethnicity as intersecting systems or structures of exclusion and disadvantage; different possible strategies of liberation that have been or could be used to increase the liberty and freedom of people with disabilities including Marxist-inspired strategies, the civil rights model, and strategies that involve building the identities of people with disabilities.

DSAB 611 Research Methods 3 Credits

Prerequisite: None

This course will provide an overview of research methods including participant observation, in-depth interviewing, the use of personal narratives and other personal documents, and participatory action research. Students will be introduced to data analysis in disability research. The course will feature theoretical approaches and practical techniques. The application of these research methodologies to people with disabilities will be illustrated. The book for the course will be the classic disability research text Introduction to Qualitative Research Methods by Stephen Taylor and Robert Bogdan; additional readings will be utilized as well to complement the text. Students who complete the course will be able to: discuss the ethics of studying people and the special protections required when studying vulnerable populations; describe situations where approval is needed from the Institutional Review Board and the steps to secure IRB approval; contrast and compare quantitative and qualitative research methodologies and describe research scenarios where each would be appropriate; discuss various methodologies utilized to conduct qualitative research and describe the attributes of each; describe his or her experience in practicing various qualitative research methods and what he or she learned; participate in participant observation and write field notes describing it; describe the benefits of reflexive journaling while conducting research and issues around the biases we bring to research; conduct interviews with individuals and code them for content; analyze the results of participant observation and interviews research; develop a structured questionnaire; describe issues related to writing about research; contrast and compare several qualitative research studies; describe an area of investigation and develop a research question which addresses it; conduct a literature review and identify gaps in research; formulate a research proposal and present it to peers.

DSAB 620 Disability History 3 Credits

Prerequisite: None

This course focuses on some of the Western, pre-modern notions of disability, such as the sacred and the profane and the ugly and grotesque, inherited from classical antiquity and Christianity. The course also constructs a history of persons with
disabilities in the U.S. by concentrating primarily on the modern era beginning with institutionalization in the Jacksonian and Civil War eras. The course reviews the history of persons with disabilities, highlighting the so-called hierarchy of disabilities. The course also examines why social history, the history of everyday lives that is the dominant methodology among historians, has scarcely been applied to people with disabilities until the advent of Disability Studies.

DSAB 621 Disability Studies and the Humanities 3 Credits
This course will provide an introduction to disability studies and the humanities. Over the last twenty years disability scholars have analyzed representations of people with disabilities as they appear in literature, myth, art, film, photography, music and theater. These fields reflect and shape the meaning and reality of disability. Poetic and other artistic modes of discourse can deepen our understanding of the lived experience of disability. However, these shared representations of disability are, for the most part, taken for granted. Yet they have a powerful effect on popular culture, influence the attitudes and behaviors of individuals and play a part in the formation of public policies related to disability. The course will provide in-depth analysis of: the image of the cripple in literature; women with disabilities in fiction and drama; the idiot figure in modern fiction and film; the roles and stereotypes of disabled figures in cinema; theorizing disability in music; the history of photography and psychiatry; images of madness in literature; people with disabilities as artists and performers; representations of people with disabilities in journalism, media and popular culture.

DSAB 622 Disability in Mass Media 3 Credits
Prerequisite: None
This course focuses on issues related to disability and mass media representation, including journalism, TV, film, advertising, photography, documentary, comic art and the Internet. Topics covered will include:
- The relationship between disability studies and media studies;
- The various models of media representation of disability;
- The impact of stigma in mass media imagery;
- Mediated bodies – the impact of cultural and media representations on the experiences of people with disabilities;
- Disability media, i.e. content created by and for people with disabilities;
- Content and textual analysis – researching the prevalence and meaning of mediated disability representation;
- News about disability rights in U.S. society, what is and isn’t covered; and
- “Hidden” disabilities and how they do or don’t get onto the media’s radar.

DSAB 623 Disability Studies and the Health Professions 3 Credits
Prerequisite: None
This course will focus on health disparities experienced by people with disabilities. Many health professionals have the same misconceptions and fears about persons with disabilities that are found in the general public and physical barriers still exist in many, if not most, health delivery settings. The course will review the Declaration on Health Parity for Persons with Disabilities issued by the AAIDD. It will review the research on health disparities documented by the Baylor College of Medicine’s Center for Research on Women with Disabilities and other sources. We will look at ongoing efforts to address these problems. Both the 2005 Surgeon General’s Call to Action to Improve the Health and Wellness of Persons with Disabilities and the Institute of Medicine’s 2007 report on the Future of Disability in America, stress the importance of strengthening the education of health professionals in this area. Indeed many health professionals still equate disability and illness. The strengths and weaknesses of the International Classification of Functioning, Disability and Health of the World Health Organization as a conceptual framework for disability will be discussed in detail. The relationship between disability studies and the emerging patient-centered approach will be highlighted. The role of disability studies in the education of health professionals will also be discussed including the integration of narrative medicine into the curriculum of medical schools and the practice of physicians. We will also look at the challenges faced by health professionals with disabilities.

DSAB 624 Disability Services Administration 3 Credits
Prerequisite: None
This course looks at the role that Disability Studies is playing in the formulation of public policies to insure the delivery of quality services and supports to people with disabilities. The course analyzes the costs of these services and the economics of the disability industry. It focuses also on organizational factors involved in the management of public and private agencies that deliver services to people with disabilities. The active participation of people with disabilities and family members in the design, delivery and evaluation of community-based services is emphasized.
This course examines the origins of the disability rights movement and the ways this movement contributed to the drafting of these anti-discrimination disability laws. Second, it reviews the statutes themselves—Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA), and the American with Disabilities Act (ADA), as well as how federal courts have interpreted them. The course will also analyze how these laws are enforced. It will pay special attention to how these laws compose a public policy. Finally, the course concludes by reviewing how the ADA has influenced the United Nations which recently passed its own disability rights laws.

This course focuses on the individual, cultural, social and political meanings of disability as seen through the eyes of people with disabilities themselves. It does so by studying powerfully and elegantly written memoirs and narratives by authors with different disabilities or those that have been intimately involved with those with disabilities. The course is divided into two parts. First, it explores some conceptual issues to help place “life writing” in a Disability Studies context. For instance, how do people with disabilities identify themselves? How is their identity perceived by society? What is “normal?” What types of discrimination do people with disabilities face? And second, this course reviews a number of narratives, focusing on these specific questions.

This course provides an overview of dis/ability within education. We will foreground historical, social, cultural and interpretive understandings of dis/ability, contrasting them with the medical, scientific, and psychological understandings of dis/ability within the context of schooling practices. Using personal narratives, media representations, contemporary research, historical accounts, legal and policy issues, we will analyze competing claims of what dis/ability is. By analyzing multiple and interdisciplinary understandings of dis/ability from a wide variety of sources, we are able to deepen our understanding of dis/ability issues within education, and by extension, society. Students will: be introduced to, or extend their knowledge of a dis/ability studies perspective; explore various ways of understanding dis/ability (medical model, social model, charity model, civil rights model, etc.); explain the value of understanding school and classroom practices through a DSE lens; examine the history of schooling for students with and without dis/abilities; describe the differences between traditional special education and a DSE approach to understanding dis/ability; debate the validity and/or usefulness of dis/ability categories that have been constructed within the education field, such as “learning disabilities,” and “emotional disturbance”; analyze complex issues involved in inclusive education; discuss negative social perceptions, ableism, stigma, and discrimination experienced by people with dis/abilities within an education context; explain discrepancies in educational opportunities when dis/ability intersects with race, class, and gender; evaluate the experience(s) of dis/ability for urban students; consider schools as work environments for educators with dis/abilities; discuss major longitudinal and outcome studies and examine factors related to successful transitions for students with dis/abilities; discuss ways to advocate for, and with, students with dis/abilities and their parents.

According to HEATH, a national clearinghouse of data on the experiences of students with disabilities, students with disabilities are one of the fastest growing segments of the American college population. They contribute to the diversity of the campus and have used the higher education setting to ready themselves for independent living and competitive employment. In some cases, the college experience has also helped students forge a cross-disability collective identity as part of a distinctive disability culture. This course examines the experiences of students with disabilities in higher education and key issues related to their full and equal participation in all aspects of college life, including: the historical experiences of students with disabilities in U.S. postsecondary education including demographic trends; key transition issues of students with disabilities from K-12 to postsecondary education; the legal and legislative context framing access and opportunity for college students with disabilities; understanding different disabilities and the reasonable accommodations they typically require in higher education settings; the deliberative and collaborative process through which reasonable accommodations are determined; implementing the principles of universal design in postsecondary curricula; the role of assistive technology in enhancing access; issues in the retention of college students with disabilities; challenges of college students with hidden disabilities; emerging populations of college students with disabilities; promoting the participation of students with disabilities in co-curricular and residential life; facilitating successful transitions to employment; faculty and staff development around postsecondary disability issues.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSAB 630</td>
<td>Aging and Disability: Multiple Perspectives and Emerging Issues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is intended to explore aging and disability from multiple theoretical and applied perspectives utilizing an interdisciplinary approach. Students will be encouraged to explore the dynamics of aging and disability from a person-centered, lifespan and systems perspective. Students who successfully complete this course will be able to apply the knowledge to enhance service delivery to a specialized population, assume leadership in the aging and disability fields and support advocacy efforts as professionals and citizens.</td>
<td></td>
</tr>
<tr>
<td>DSAB 639</td>
<td>Fieldwork in Disability Services</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disability Studies can play a valuable role in the education and daily practice of human services professionals. This course provides opportunities for students to embody the values and principles and test the knowledge and skills they have learned in the classroom in an applied setting. Their fieldwork activities will support the goals of inclusion, integration, and independence of people with disabilities consistent with the legal mandates contained in IDEA, the Rehabilitation Act and the ADA. Students will receive guidance from exemplary professionals at agencies that provide services to people with disabilities. Students who complete the course will: be knowledgeable about professional careers and educational opportunities in the disability field; participate in a person-centered planning process with an individual with a disability to identify their personal goals and strategies to achieve those goals; relate professionally and ethically to people with disabilities, families, other professionals and members of the community; demonstrate an awareness of the array of services, programs and agencies that support people with disabilities across the lifespan and across disability categories; develop critical observational, communication, interviewing and analytic skills to acquire specific and meaningful information related to people with disabilities; develop leadership skills in promoting policies and programs that integrate a Disability Studies approach into the provision of community-based services and supports.</td>
<td></td>
</tr>
<tr>
<td>DSAB 649</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eligible students will have an opportunity to design and carry out an independent project under the guidance of a faculty member.</td>
<td></td>
</tr>
<tr>
<td>DSAB 651</td>
<td>Special Topics Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The following is an example of possible Special Topics courses: The Recovery Model in the Treatment of People with Chronic Mental Illness</td>
<td></td>
</tr>
<tr>
<td>DSAB 699</td>
<td>Capstone Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course, which should be taken in the student's final semester, is an opportunity for the student to integrate and synthesize the body of knowledge acquired in courses leading to completion of the M.A. in Disability Studies. Students will work with the instructor to develop a multi-disciplinary capstone project that demonstrates the student's command of subject matter and literature covered in the courses. The capstone may take various forms, including an independent or group research project; an annotated literature review; or a media presentation. All capstones must include an extensive bibliography and a 20-25 page analytic essay. Classroom sessions will alternate with independent supervised research and project development.</td>
<td></td>
</tr>
</tbody>
</table>
Drama in the Classroom (Advanced Certificate)

PROGRAM DIRECTOR: Christopher Vine
CUNY School of Professional Studies
101 West 31st Street, 6th Floor
New York, NY 10001
Email Contact: Matthew Freeman, matthew.freeman@mail.cuny.edu
URL: http://sps.cuny.edu

FACULTY
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
For at least forty years, the small but distinctive field of drama-in-education has pushed the boundaries of education with a methodology that provides an impetus for learning across the curriculum, from language arts to history, math and science. Drama-in-education puts students at the center of their own learning. Its emphasis is on empowerment through participation and its aim is discovery rather than assimilation. Students are required to question, research, negotiate, compromise, take responsibility, and collaborate. Educational drama is a particularly powerful tool for literacy instruction, sharpening the essential skills of speaking, listening and viewing, as well as motivating reading and writing activity.

This certificate program is designed specifically to enhance the skills of New York City public school teachers at the elementary and secondary levels and teaching artists working in public school settings. The literacy components are compatible with the balanced literacy curriculum and whole language instruction.

The program is also appropriate for teachers in higher education seeking to develop more interactive and student-centered strategies for their own classrooms. All courses are rooted in a constructivist educational perspective and incorporate the pedagogy of Paulo Freire. The program focuses on the core curriculum rather than on peripheral enrichment programs.

This certificate is offered in association with the Paul A. Kaplan Center for Educational Drama of the CUNY Creative Arts Team (http://www.creativeartsteam.org/).

CERTIFICATE REQUIREMENTS
Twelve credits are required for the certificate. Students must complete 12 credits in the following courses:
- DCCP 601 - Teaching through Drama: Practical Classroom
- DCCP 602 - Literacy, Drama and Dramatic Writing
- DCCP 603 - Role Play in the Classroom: The Uses of Role Play as a Teaching Tool
- DCCP 604 - Drama with Special Education Populations

COURSE DESCRIPTIONS

DCCP 601 Teaching through Drama: Practical Classroom 3 Credits
Prerequisite: None

To practice educational drama effectively requires an understanding of non-didactic, child-centered pedagogical principles as well as skills in a wide range of specific practical drama conventions and strategies. This course introduces key conventions such as still-image and role-playing, explores a range of strategies that can be used to apply them effectively, critiques the educational rationale that supports them, and analyzes the process of structuring drama work to provide maximum learning opportunities. In this course, students gain practical "hands-on" experience of working with young people using the main dramatic conventions of the drama-in-education canon.

DCCP 602 Literacy, Drama and Dramatic Writing 3 Credits
Prerequisite: Completion of Course 1 of the Drama in the Classroom Certificate Program is recommended but not required.

In this course educators learn how to foster competencies in reading, writing, speaking, listening, and viewing through classroom drama. The course offers activities and strategies to help learners at all levels to contextualize these skills within a broader framework that encourages critical thinking and a wider vision of the world and their choices of action within it.
Participants experience a broad range of interactive drama and dramatic writing exercises and evaluate their potential for enhancing literacy instruction. In the process, they develop a strong working knowledge of drama structures by exploring stimuli, planning and organizing creative writing, and practicing methods of refining and presenting texts. Creating written and dramatized narratives and then presenting group work as well as individual work helps participants to formulate and articulate ideas, assume ownership of the work, and create a base for further learning in other contexts and subjects. This course incorporates the New York City Department of Education’s performance standards for the English Language Arts.

DCCP 603 Role Play in the Classroom: The Uses of Role Play as a Teaching Tool
Prerequisite: Completion of Courses 1 and 2 of the Drama in the Classroom Certificate Program is recommended but not required.

The single most important convention in the educational drama canon is role-play. The successful use of participatory drama as a learning medium hinges upon the ability of the teacher to work with students inside a dramatic fiction: this requires a basic understanding of the principles and practice of teaching in-role.

This class is designed for students with little or no practical experience of this complex educational drama convention. It defines those characteristics that are specific to role-play as a teaching and learning strategy; and it offers students a thorough practical introduction to the techniques and skills required for its successful implementation. Ultimately, students understand the purpose and enormous potential of role-play, and gain "hands-on" experience of the dynamics of the role-playing process.

DCCP 604 Drama with Special Education Populations
Prerequisite: Completion of Courses 1, 2 and 3 of the Drama in the Classroom Certificate Program is recommended but not required.

This practical course is designed for education students, special education teachers, and general education teachers who work in integrated settings, catering to mainstream and special education populations simultaneously. Participants begin by reviewing current trends and classifications in special education and participating in and reflecting on drama activities that support different groups of young people. As the course unfolds, participants consider the wide-ranging cognitive, physical, and emotional needs of special education students within the frameworks of New York State and national learning standards. They learn to skillfully adapt, design, implement, and critique curriculum units so that students with a range of abilities can enjoy academic success.
Health Care Policy and Administration (Advanced Certificate)

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@mail.cuny.edu
URL: http://sps.cuny.edu/programs/gradcert_hca

FACULTY
(For the most up-to-date faculty listings, see the program website at http://sps.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.

CURRICULUM
Courses in the advanced certificate program analyze the history of the U.S. health care system and evaluate the effectiveness of current policies and administrative services. Whether exploring the impact of economic and social inequality on health or the role of interest groups and government in shaping the health care industry, students learn to better understand, evaluate and contribute to health care institutions, services, and policies.

Program Requirements
12 credits are required for the certificate. Students must complete the following courses for 12 credits:
- HCA 600 - Health Care Administration
- HCA 601 - Health Disparities
- HCA 602 - The Politics of Health Care
- HCA 603 - Evaluation of Health Care Policy

COURSE DESCRIPTIONS

HCA 600  Health Care Administration  3 Credits
Prerequisite: None
This course will examine critical issues confronting health care administration, focusing on the public and not-for-profit sectors. Readings and discussions will cover a broad range of topics and will include comparisons of public and private bureaucracies. Students will analyze theoretical questions of health care administration and will address the real-world experience of health care employees, both managers and staff. Students will examine and evaluate academic literature on current and future trends in health care human resources, including; evaluation of employee performance and motivation of employees; health care financing, including the impact of managed care and the role of third party payers; union-management relations and collective bargaining; quality improvement in health care; training and staff-development; the nursing shortage; organizational justice; and diversity management. Students will draw on both their practical experience and the scholarly literature discussed in the course to develop a research proposal that addresses an administrative challenge relevant to their work.
HCA 601  Health Disparities  3 Credits
Prerequisite: None
This course will examine critical issues confronting government and public administration. Readings and discussions will cover a broad range of topics and will include comparisons of public and private bureaucracies as well as proposals for “reinventing” government. Students will analyze theoretical questions of public administration and address the real-world experience of public sector employees, both managers and staff.

Students will evaluate academic literature on current and future trends in public-sector labor relations, including material on performance management and the Government Performance Results Act, as well as “post-bureaucratic” models of the public-sector workplace. In this process, students will examine such key managerial issues as evaluation of employee performance; motivation of employees; organizational justice; diversity management; training and staff-development; union-management relations; and collective bargaining. The course will conclude with a participatory workshop on managing in the public sector, in which students will draw on both their practical experience and the scholarly literature discussed in the course.

HCA 602  The Politics of Health Care  3 Credits
Prerequisite: None
This course will approach the politics of health care in the U.S. by examining and analyzing the interests of the major stakeholders in the system of care delivery. These stakeholders will include the federal, state and local governments; hospitals; insurance companies; the pharmaceutical, tobacco, and food industries; organized labor; health providers and professional organizations, the public health movement, and consumer health movements. Among the issues to be considered are financial gain, control of health care resources, and process and power in decision making. The historical conditions that set the stage for the current role of each stakeholder will be discussed. Relationships among the various stakeholders will be assessed as will their contributions to fostering or thwarting universal access to care, equitable health treatment, health promotion and disease prevention, and health research free from bias. At the conclusion of the class, several case studies that demonstrate how politics actually works in the practice of setting health care policy will be presented.

HCA 603  Evaluation of Health Care Policy  3 Credits
Prerequisite: None
This course will present a variety of compelling issues and problems that confront the U.S. health care system today. It will examine policies that have been enacted or promulgated to address each of these issues as well as present alternative policies that address access to care and equity in services. These policies will include legislation at the federal, state, and local levels, regulations and guidelines issued by agencies at each governmental level, and positions or strategies offered by advocacy groups. Each policy will be examined in terms of how it came to be and whose interest or interests it serves. Policies will also be analyzed and evaluated in terms of their effectiveness as solutions to the problems they address, their feasibility, and their relationship to the concepts of health as a basic human right, equity in health care delivery, and health promotion and disease prevention. Throughout the course, specific examples of policies that have been successful and unsuccessful to varying degrees in achieving these goals will be discussed and evaluated. In each policy discussion, analysis of how competing forces shape policies will be provided, such as how market forces compete with public need and how profit-making businesses and institutions affect health policy.
Immigration Law Studies (Advanced Certificate)

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@mail.cuny.edu
URL: http://sps.cuny.edu/programs/gradcert_immigrationlaw

FACULTY
Cohen, Adam ▪ Donoghue, Victoria ▪ Drucker, Mark ▪ Dunn, Scott ▪ Ehrens, Batya ▪ Fair, Andrew ▪ Feinbloom, Jeffrey ▪ Guerrero, Rio ▪ Hildenbrand, Myriam ▪ Shogan, Amelia ▪ Videla, Gabriel ▪ Wihey, Elaine ▪ Wonder, Patricia
(For the most up-to-date faculty listings, see the program website at http://sps.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.

CURRICULUM
Course work, depending on courses selected, includes:
- Basics of U.S. immigration and citizenship law including family-based immigration, adjustment of status to permanent residence, and citizenship and naturalization;
- Practical knowledge of business immigration laws and regulations and how to address immigration problems related to work status;
- An overview of family-based immigration law including sponsorship of family members for residence and other immigration benefits;
- The legal process and related issues involved with removal proceedings including each step of the removal process; and,
- An overview of the law regarding eligibility for Naturalization including when and how one can acquire citizenship at birth and how one can derive U.S. Citizenship.

Program Requirements
Nine credits are required for the certificate.
Required Course - Students must complete three credits in the following course:
- ILAW 601 - Introduction to Immigration Law
Elective Courses - Students must also complete six credits from among the following courses:

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

**COURSE DESCRIPTIONS**

**ILAW 601  Introduction to Immigration Law  3 Credits**

*Prerequisite: None*

The student will gain a comprehensive understanding of the basics of U.S. immigration and citizenship law with an emphasis on family-based immigration, adjustment of status to permanent residence, citizenship and naturalization. The student will also survey asylum and refugee law, employment-based immigration, nonimmigrant visas, and employer sanctions compliance and anti-discrimination laws. The course is oriented towards the students gaining a practical understanding of the law.

**ILAW 602  Business Immigration Law  3 Credits**

*Prerequisite: ILAW 601 or five years experience with the field of immigration law.*

The student will gain a comprehensive understanding of business immigration law. The course will prepare the student to provide immigration law paralegal services to employers of foreign-born workers, foreign investors, and outstanding and extraordinary individuals. The student will learn how to prepare and document applications for permanent labor certification, and petitions for employment-based permanent residence, petitions for temporary professionals and intracompany transferees. Students will also learn how to prepare applications for change and extension of nonimmigrant status and for nonimmigrant visas at U.S. consulates abroad.

**ILAW 603  Proceedings in Immigration Court: The Removal Process and Applications for Relief  3 Credits**

*Prerequisite: ILAW 601 or five years experience with the field of immigration law.*

This course will cover what happens once a non-citizen has been charged and placed in immigration removal proceedings (formerly called deportation proceedings). The student will study each step of the proceeding, with the choices that the client and her representative must make in the effort to avoid removal: responding to the charges and putting the government to its proof; determining the client's immigration history; determining the client's eligibility for any relief from removal; preparing a winning case on paper; preparing the client and other witnesses to testify; what options are available for appeal and the requirements for filing a motion to reopen. The course will cover the legal standards and the preparation of the following applications for relief: cancellation of removal, Violence Against Women Act (VAWA) cancellation of removal, and asylum relief along with withholding of removal and relief under the Convention Against Torture. Given that recent developments have greatly increased the complexity of asylum law, the course will cover this area in depth. The course will also briefly cover adjustment of status and voluntary departure. The course will not emphasize courtroom skills; however, we plan to arrange a visit for the class to Immigration Court near the middle of the semester. In addition, the skills necessary to prepare court cases will be emphasized throughout the course, with class discussion and exercises.

**ILAW 604  Family-Based Immigration Law  3 Credits**

*Prerequisite: ILAW 601 or five years experience with the field of immigration law.*

Students will gain a comprehensive understanding of family-based immigration law, as well as how family relationships affect other areas of immigration. Students will engage in a detailed study of family-based immigration as they learn how U.S. Citizens and Lawful Permanent Residents (LPRs) may sponsor certain family members who can become LPRs through adjustment of status and consular process. Students will also consider how family members of asylees, employment-based applicants for LPR status and others are able to become LPRs based on their familial relationship to primary applicants. The course will also review how changes in age and family circumstances affect eligibility for immigration benefits. Special family situations, such as those involving the foster care system and domestic violence will also be studied. Finally, the affect of immigration status on other areas of law involving families (such as custody determinations, tax implications, and public benefits access) will be discussed.

**ILAW 605  Naturalization and Citizenship  3 Credits**

*Prerequisite: ILAW 601 or five years experience with the field of immigration law.*

The student will learn the law regarding eligibility for Naturalization under different sections of the I&N Act, as well as when and how one can acquire citizenship at birth, and how one can derive U.S. Citizenship. Issues such as good moral character and
physical presence will be explored in detail. The student will also learn the law regarding denaturalization, appellate review, and options if an Application for Naturalization is denied. The course will also cover dual nationality and special classes of individuals who are applying for Naturalization including spouses of U.S. Citizens, veterans, and active duty members of the military. The course will cover automatic bars to citizenship such as convictions for an aggravated felony, or for refusing to serve in the military. The student will also learn about the English language requirements, the new civics examination that tests one's knowledge of U.S. history and government, certain exemptions for persons with disabilities, and considerations made for the elderly and people who have been Lawful Permanent Residents for many years.
Interactive Technology and Pedagogy (Advanced Certificate)

PROGRAM DIRECTOR: Paul Russo
CUNY School of Professional Studies
101 West 31st Street, 7th Floor
New York, NY 10001
Email Contact: Jennifer Lee, jennifer.lee@mail.cuny.edu
URL: http://sps.cuny.edu

FACULTY
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
Technology offers educators ways to improve teaching and learning in their classrooms, by allowing teachers and students to develop educational websites, for example, or to enhance class discussion and communication through course management software. This graduate-level certificate program provides a unique professional development opportunity for K-12 teachers, higher education professionals, graduate students and others interested in acquiring new technical skills and exploring the implications of the increasing role of interactive technology for teaching. The classes include both theoretical exploration and practical skills training using various educational technology tools.

CERTIFICATE REQUIREMENTS
Eleven credits are required for the certificate. Students must complete 11 credits in the following course:

- ITCP 601 - Introduction to Interactive Technology and Pedagogy
- ITCP 602 - Interactive Technology and the Classroom: Theory, Design and Practice
- ITCP 603 - Practical Applications of Interactive Technology and Pedagogy

COURSE DESCRIPTIONS

ITCP 601 Introduction to Interactive Technology and Pedagogy 4 Credits
Prerequisite: None
This course provides an introduction to the underlying educational theory and history of the development of interactive technologies used in the classroom, as well as hands-on experience in using many of these technologies. In-class workshops and a one-hour weekly laboratory focus on course management systems like Blackboard, the use of blogs in education, basic HTML for web design, and preparing images for the web using Adobe Photoshop. Students also examine available instructional technologies appropriate to their own educational settings and disciplines.

ITCP 602 Interactive Technology and the Classroom: Theory, Design and Practice 4 Credits
Prerequisite: None
Prerequisite: ITCP 601
This course examines major concepts relevant to the digital classroom, such as cognition, intellectual property rights, and interface design, and critiques pedagogical tools and methods, such as discussion boards, PowerPoint, and virtual collaborative spaces. Students also learn how to use advanced technologies and software in database design (Microsoft Access), non-linear video editing (Apple’s iMovie and iDVD), and web animation (Macromedia Flash).

ITCP 603 Practical Applications of Interactive Technology and Pedagogy 3 Credits
Prerequisite: ITCP 601, ITCP 602
The third course in the program brings together the theoretical and practical lessons from the first two courses, allowing students to apply them in a final capstone project. This project involves developing tools and methodologies customized to each student’s teaching experience and individual disciplinary focus. Students continue to develop work begun in the previous course and complete usable pedagogical tools such as course websites, collections of integrated media samples, or instructional CDs and DVDs. The course is taught in a hybrid classroom/online setting, with real-time online meetings for 21 hours and regular classroom instruction for 24 hours.
Labor Relations (Advanced Certificate)

PROGRAM DIRECTOR: Ruth Milkman
CUNY School of Professional Studies
Joseph S. Murphy Institute for Worker Education
25 West 43rd Street
New York, NY 10036
Email Contact: Irene Garcia-Mathes, irene.garcia-mathes@mail.cuny.edu
URL: http://sps.cuny.edu/programs/gradcert_laborrelations

FACULTY
Bienstock, Joshua • Lewis, Penny • Pepper, Peter
(For the most up-to-date faculty listings, see the program website at http://sps.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.

CURRICULUM
The curriculum includes courses on collective bargaining, law, organizational development and international labor issues.

Program Requirements
12 credits are required for the certificate. Students must complete six credits as follows:

- LABR 620 - Collective Bargaining Theory and Practice
- LABR 630 - Union Organization and Function

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

- LABR 623 - Comparative Labor and Employment Law
- LABR 624 - Labor Law: A Case-Study Approach

Students must also complete three credits from among the following elective courses:

- LABR 608 - Issues in Organizing
- LABR 609 - Comparative Labor Movements
- LABR 619 - Comparative Labor Relations Models

COURSE DESCRIPTIONS

LABR 608  Issues in Organizing  3 Credits
Prerequisite: None
This course deals with current debates concerning the future of organized labor in the United States. Students will examine a wide range of opinion, both within the labor movement and among scholars of the labor movement, concerning several key questions: Considering current socio-political conditions in the global economy, are unions still relevant? If so, is growth possible? If not, what other forms of worker organization are possible? To answer these questions, students will examine arguments advanced by top U.S. labor leaders and students of the labor movement. These arguments will be posed against a range of theoretical and historical perspectives, starting with Marx and Commons and including the work of contemporary scholars and researchers. Students will grapple with contemporary issues and problems in organizing, including attitudes of workers; employer anti-union tactics; legal impediments; and alternative venues for union certification in both the public and private sector. They will discuss the importance of strategic research and media outreach. Finally, they will develop a set of criteria for evaluating the success of organizing initiatives.
LABR 609 Comparative Labor Movements 3 Credits
Prerequisite: None
This course will examine labor movements in the advanced industrialized economies of Western Europe as well as in the industrializing economies of Latin America, Africa and Asia. The course will focus on differences and similarities among and between these labor movements and the U.S. labor movement in terms of union density, collective bargaining structure, and industrial relations at the plant level. Among the main topics addressed in this course is globalization and its impact on labor movements throughout the world. The course will address critical issues confronting labor movements in the industrializing economies, particularly the “Southern cone” (Chile, Argentina and Uruguay); Mexico; Brazil; South Africa; China; and India. Particular attention will be paid to the relationship between unions and political systems in the U.S. and other nations. The course will explore relationships between workers and works councils in Western Europe; the challenges of declining union power globally; and strategies for revitalization of labor movements in the industrialized democracies. The course will also study labor movements under authoritarian regimes and military dictatorships, examining the role of unions in struggles for democracy.

LABR 619 Comparative Labor Relations Models 3 Credits
Prerequisite: None
This course will introduce students to the labor relations systems in a number of countries and provide a framework for examining labor relations systems globally. Participants will discuss the varied socioeconomic and political environments in which labor relations systems have developed and explore how they are responding to the challenge of globalization and capitalism in the 21st century. Particular emphasis will be placed on union strategies for growth and revitalization. By studying the labor relations systems of various countries, it is possible to gain a broader perspective and thus better understand labor movements more generally and the forces that continue to shape labor’s choices and strategies.

LABR 620 Collective Bargaining Theory and Practice 3 Credits
Prerequisite: None
This course will provide students with a theoretical understanding of the collective bargaining process in the U.S. In addition to studying union and management theories of bargaining, students will analyze contemporary and historically significant bargaining scenarios in the private and public sectors and will develop advanced knowledge of labor relations in a variety of workplace environments. Students will examine the legal framework of collective bargaining and will study the evolution of public policy governing labor relations. In addition to studying the bargaining process and methods of contract enforcement, students will discuss alternative models of worker representation in a global economy. They will gain practical understanding by designing and participating in mock bargaining sessions.

LABR 623 Comparative Labor and Employment Law 3 Credits
Prerequisite: None
This course is designed to provide students with an overview of labor and employment law in several countries representing different approaches to the fundamental social and legal project of protecting workers’ rights and regulating the relationship between labor and capital. By exploring labor and employment laws that are rooted in different histories, political economies, and sociocultural and legal systems, students will develop a broader understanding and deeper appreciation of the fundamental labor / management issues confronting contemporary industrial societies, including the US. Individual and collective contracts, wages and benefits, working hours and leave entitlements, protections from discrimination and unfair dismissal, the right to organize, bargain collectively, and seek redress of grievances – these are some of the issues that will be explored in a comparative framework. In an era of global supply chains, decentralized production, and the increasingly rapid and transnational movement of capital, goods, information and people, it is important for students of labor to develop a comparative and international perspective on the laws that govern labor relations.

LABR 624 Labor Law: A Case-Study Approach 3 Credits
Prerequisite: None
This course will examine the body of law governing union organizing, labor relations, and employee rights through the study of case law and legal precedents. The course will cover federal labor law, embodied in the National Labor Relations Act and the Railway Labor Act, as well as state laws regarding the public sector and the legal environment in “right-to-work” states. In studying precedent-setting case law, students will analyze the impact of U.S. labor law on the right to organize, the collective bargaining process, contract enforcement, and dispute resolution. They will debate the strengths and weaknesses of current law in terms of protections for workers and will evaluate the range of strategies employed by unions to circumvent obstacles presented by the law, including third-party card check in organizing and efforts to pass reform of current law.
LABR 630 Union Organization and Function 3 Credits

Prerequisite: None

This course will provide students with an advanced understanding of social science concepts and organizational theories that are designed to analyze the structures, functions, and practices of unions. Students will examine the main functions of unions, including collective bargaining, political action, and organizing, and explore the ways in which various types of union structures are matched to industry structures. Topics will include workforce demographics, diversity, models of union leadership, governance and decision-making, power relations, conflict, and diversity in union membership and leadership. In analyzing how unions are built and sustained, students will examine such factors as motivation, commitment and personality as well as the behavior of individuals and groups in unions. Unions, like other organizations, are under substantial pressure from the external environment to adapt to changing industrial and economic conditions. Concepts related to the change process, such as stakeholder analysis, resistance to change, and participative design will be discussed and applied to case studies of union transformation.
Labor Studies (Advanced Certificate)

PROGRAM DIRECTOR: Ruth Milkman
CUNY School of Professional Studies
Joseph S. Murphy Institute for Worker Education
25 West 43rd Street
New York, NY 10036
Email Contact: Irene Garcia-Mathes, irene.garcia-mathes@mail.cuny.edu
URL: http://sps.cuny.edu/programs/gradcert_laborstudies

FACULTY
Aronowitz, Stanley ▪ Brier, Stephen ▪ Chen, May ▪ Featherstone, Liza ▪ Freeman, Joshua ▪ Lewis, Penny ▪ Luce, Stephanie ▪ Milkman, Ruth ▪ Puerta, Andres ▪ Steele, James
(For the most up-to-date faculty listings, see the program website at http://sps.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.

CURRICULUM
The curriculum includes courses in labor history, organizing, politics and transnational labor issues.

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
- LABR 609 - Comparative Labor Movements
- LABR 614 - Labor and Immigration

Elective Courses - Students must also complete nine credits from among the following courses:
- LABR 603 - Labor-Management Relations
- LABR 604 - Labor Law
- LABR 606 - Labor Studies Field Work/Internship
- LABR 607 - Labor and the Economy
- LABR 614 - Labor and Immigration
- LABR 649 - Independent Study
- LHIS 601 - U.S. Labor History

COURSE DESCRIPTIONS

LABR 601 Labor in the Era of Globalization 3 Credits
Prerequisite: None
This course will examine the impact of the globalization of production on work itself, as well as on workers and international labor movements. It will present globalization as a central problem for both developed and developing economies and as a dilemma for U.S. workers and their unions. Students will analyze the history and function of the World Trade Organization, the International Monetary Fund, and the World Bank, including how these institutions influence the global flow of capital and labor, as well as goods and services. The course covers topics essential for understanding workers’ issues and rights in contemporary economies, such as: the impact of global outsourcing; the rise in women workers around the world and the implications for gender issues; organizing in a multi-national context; increasing poverty and inequality; and the decreased
This course covers the development of labor relations in the United States, from the period preceding collective bargaining through the emergence of theories of management and corresponding stages of labor relations practice in the 20th century. The latter include: the rise of contract unions; industrial relations in an era of unionization and collective bargaining; the crisis resulting from increased competition and globalization; and the subsequent transformation of American labor-management relations. Students will develop a comparative perspective by studying labor-management relations across advanced capitalist economies. Finally, the course will examine the future of labor-management relations, exploring the extent to which they will be adversarial or cooperative, and considering alternative models of worker representation.

This course examines the statutes, procedures, and legal remedies as interpreted by the National Labor Relations Board (NLRB) and courts concerning the unionization of employees; the collective bargaining process; and the relationship between workers and employers and between employees and their union. The course begins by examining the doctrines of labor law in the nineteenth and early twentieth centuries and continues with an exploration of the statutory bases of labor law. In subsequent sessions, case law concerning organizing and union recognition; unfair labor practices; collective bargaining; the right to strike and concerted action; arbitration; the duty of fair representation; and discrimination will be analyzed and discussed. Finally, the course will examine and evaluate various interpretations of the political/economic origins of modern labor law and its impact on unions and contemporary labor-management relations.

Students in this course will combine a 16-week internship at a labor union or labor-related organization with readings on and analysis of the U.S. labor movement in a contemporary national and global context. In eight two-hour class meetings, students will reflect on their internships, comparing their experiences with those of other students and discussing them in relation to course readings on selected labor issues. In addition to union structure and governance, these issues will include union jurisdiction and industry analysis; organizing and collective bargaining; union democracy and rank-and-file participation; demographics of leadership and membership; dynamics of class and power relations; diversity and multiculturalism; the effects of globalization on work and workers; and alternative paradigms for worker organization. Through the combination of field work and scholarly analysis, students will explore the relationship between theory and practice and will acquire multiple perspectives on union structure, practice and principles as well as on a broad range of union activities.

This course provides students of contemporary labor with an essential knowledge of micro- and macro economic theories that explain conditions of work, workers and labor institutions. The course offers an overview of capitalism as an economic system, focusing on the principles and logic that underlie American capitalism in particular. Students will explore the role of production and profits; competition and concentration; wages and work; technology; and control and conflict in the workplace. They will examine issues of particular concern to workers and unions, including inflation; trade; internationalization; and globalization. They will also examine how unions affect wages, productivity and profitability. These questions will be discussed in historical perspective, considering classical, neo-classical and neo-Marxist theories. The operation of markets will be considered, focusing on supply and demand; competition; coordination; and market failures and limitations. Macroeconomic issues will be evaluated in terms of the "Keynesian Revolution" in economic thinking, which resulted in government regulation of the economy through taxation, monetary policy and government spending, as well as historical and contemporary challenges to this paradigm. Students will also focus on the political economy of discrimination, seeking to understand how disparities of income and the distribution of wealth are affected by race, gender and class.
LABR 609 Comparative Labor Movements 3 Credits
Prerequisite: None
This course will examine labor movements in the advanced industrialized economies of Western Europe as well as in the industrializing economies of Latin America, Africa and Asia. The course will focus on differences and similarities among and between these labor movements and the U.S. labor movement in terms of union density, collective bargaining structure, and industrial relations at the plant level. Among the main topics addressed in this course is globalization and its impact on labor movements throughout the world. The course will address critical issues confronting labor movements in the industrializing economies, particularly the “Southern cone” (Chile, Argentina and Uruguay); Mexico; Brazil; South Africa; China; and India. Particular attention will be paid to the relationship between unions and political systems in the U.S. and other nations. The course will explore relationships between workers and works councils in Western Europe; the relationship between unions and political action; the challenges of immigration, diversity and declining union power globally; and strategies for revitalization of labor movements in the industrialized democracies. The course will also study labor movements under authoritarian regimes and military dictatorships, examining the role of unions in struggles for democracy.

LABR 614 Labor and Immigration 3 Credits
Prerequisite: None
This course explores the dynamics of immigration to the U.S., past and present, with a particular focus on its implications for the labor movement. The course covers a range of topics that are vital to understanding the impact of immigration on labor, such as: the “push” and “pull” factors that shape migration flows; the characteristics of the distinctive waves of migration to the U.S. over the past two centuries; the varying skill levels and world views of immigrants from different parts of the world; the historical and contemporary tensions between immigrants and U.S.-born workers; the role of immigrant social networks in chain migration and in immigrant labor organizing; changing notions of citizenship and the emergence of “illegal” immigration; the changing gender composition of the immigrant workforce; changing employer policies toward immigrant labor; the development of the modern immigrant rights movement; and the politics of the current immigration reform debate. Students will explore the ways in which the labor movement has responded to immigration in the past and currently, and examine the conditions under which efforts to organize immigrant workers have been successful and those under which they have failed. The growth of worker centers as alternative models for immigrant organizing will also be examined.

LABR 649 Independent Study 1-3 Credits
Prerequisite: Permission of the Academic Director
The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The Instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

LHIS 601 U.S. Labor History 3 Credits
Prerequisite: None
This course will examine U.S. labor history from the Great Depression of 1929 to the present. Students will examine this history from several perspectives, seeking to understand how the experience of workers and the nature of working-class institutions have evolved in the context of larger historical developments. In this process, the course will try to account for patterns of growth and decline in the labor movement, paying particular attention to: industrialization and deindustrialization; patterns of migration and immigration; and the historical relationships between organized labor and other movements for social justice. Students will explore how the ideologies and structures of organized labor have been shaped by major economic, political and social forces as well as diverse cultural expressions. At every level of analysis, students will address issues of race, gender, and sexual orientation, especially as these categories of social identity relate to class and class-formation. Assigned texts reflect a range of scholarship and differing points of view. Thus, students will become familiar with historiographical debates about topics covered in this course.
**Labor Studies (MA)**

**ACADEMIC DIRECTOR:** Ruth Milkman  
CUNY School of Professional Studies  
Joseph S. Murphy Institute for Worker Education  
25 West 43rd Street  
New York, NY 10036  
**Email Contact:** Irene Garcia-Mathes, irene.garcia-mathes@mail.cuny.edu  
**URL:** [http://sps.cuny.edu/programs/ma_laborstudies](http://sps.cuny.edu/programs/ma_laborstudies)

**FACULTY**  
Aronowitz, Stanley ▪ Brier, Stephen ▪ Chen, May ▪ Freeman, Joshua ▪ Lewis, Penny ▪ Luce, Stephanie ▪ Milkman, Ruth ▪ Ott, Ed ▪ Piven, Frances Fox ▪ Steele, James ▪ Jenkins, Steve ▪ Wilcox, Gwynne  
(For the most up-to-date faculty listings, see the program website at [http://sps.cuny.edu](http://sps.cuny.edu).)

**THE PROGRAM**  
The 30-credit Master's Degree in Labor Studies (M.A.) 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.

**Career Prospects**  
Graduates of the Master's Degree in Labor Studies are prepared for careers in the areas of organizing, labor rights, enforcement, labor law, social action research, human rights, public policy, non-profit and government service, and graduate studies with a research interest in labor.

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.

**CURRICULUM**  
The curriculum includes courses in the areas of history, law, economics, research, political science, employment relations, globalization, organizing and community studies.

*Students who have completed and earned three credits for LABR 602 and three credits for LABR 605 are not required to take LABR 698. Such students are required to complete 12 elective credits.*

**Program Requirements**  
30 credits are required for 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
  - LABR 605 - Perspectives on the Labor Movement
  - LABR 698 - Capstone Project Planning
  - LABR 699 - Capstone Course
  - LHIS 601 - U.S. Labor History
- **Global Perspectives:** One course from the following:
  - LABR 601 - Labor in the Era of Globalization
  - LABR 609 - Comparative Labor Movements
  - LABR 614 - Labor and Immigration
Practical Applications: One course from the following:
- LABR 603 - Labor-Management Relations
- LABR 604 - Labor Law
- LABR 608 - Issues in Organizing
- LABR 620 - Collective Bargaining Theory and Practice
- LABR 624 - Labor Law: A Case Study Approach
- LABR 630 - Union Organization and Function
- LABR 669 - Selected Topics in Labor Studies

Electives
Students must also complete 9 elective credits from the following courses:
- LABR 601 - Labor in the Era of Globalization
- LABR 603 - Labor-Management Relations
- LABR 604 - Labor Law
- LABR 606 - Labor Studies Field Work/Internship
- LABR 607 - Labor and the Economy
- LABR 608 - Issues in Organizing
- LABR 609 - Comparative Labor Movements
- LABR 610 - Policy Analysis
- LABR 614 - Labor and Immigration
- LABR 622 - Strategic Research Methods
- LABR 624 - Labor Law: A Case Study Approach
- LABR 630 - Union Organization and Function
- LABR 649 - Independent Study
- LABR 669 - Selected Topics in Labor Studies
- LPOL 601 - Labor and Politics

COURSE DESCRIPTIONS

LABR 601 Labor in the Era of Globalization 3 Credits
Prerequisite: None
This course will examine the impact of the globalization of production on work itself, as well as on workers and international labor movements. It will present globalization as a central problem for both developed and developing economies and as a dilemma for U.S. workers and their unions. Students will analyze the history and function of the World Trade Organization, the International Monetary Fund, and the World Bank, including how these institutions influence the global flow of capital and labor, as well as goods and services. The course covers topics essential for understanding workers’ issues and rights in contemporary economies, such as: the impact of global outsourcing; the rise in women workers around the world and the implications for gender issues; organizing in a multi-national context; increasing poverty and inequality; and the decreased regulatory powers of states relative to multinational corporations as a result of free-trade agreements and neo-liberal development policies. All topics will be infused with a historical perspective that traces the development of capitalism from its beginnings in nation-states to its current hegemony in the global marketplace. Students will study responses of the labor movement to capital flight and to the movement of jobs and production across national borders, including efforts at cross-border organizing. They will examine the extent and effectiveness of global labor strategies, and the potential of broad-based coalitions to protect workers’ rights.

LABR 602 Research Methods 4 Credits
Prerequisite: None
This course examines the various methods of research employed to produce accurate data on topics of concern to workers and unions. Students will learn the importance of formulating and framing research questions; what types of research methodologies can be utilized; why and when to use particular methodologies; how to compile and analyze statistical data and how to utilize qualitative and quantitative research methods. They will also learn how to analyze research findings in order to judge the reliability of data. Students will discuss the principal theoretical and operational issues in the research process. In order to develop analytic skills, they will critique and evaluate case studies, taken from a range of published research reports. Ultimately, students will develop tools and techniques for doing both quantitative and qualitative research.
LABR 603  Labor-Management Relations  3 Credits
Prerequisite: None
This course covers the development of labor relations in the United States, from the period preceding collective bargaining through the emergence of theories of management and corresponding stages of labor relations practice in the 20th century. The latter include: the rise of contract unions; industrial relations in an era of unionization and collective bargaining; the crisis resulting from increased competition and globalization; and the subsequent transformation of American labor-management relations. Students will develop a comparative perspective by studying labor-management relations across advanced capitalists economies. Finally, the course will examine the future of labor-management relations, exploring the extent to which they will be adversarial or cooperative, and considering alternative models of worker representation.

LABR 604  Labor Law  3 Credits
Prerequisite: None
This course examines the statutes, procedures, and legal remedies as interpreted by the National Labor Relations Board (NLRB) and courts concerning the unionization of employees; the collective bargaining process; and the relationship between workers and employers and between employees and their union. The course begins by examining the doctrines of labor law in the nineteenth and early twentieth centuries and continues with an exploration of the statutory bases of labor law. In subsequent sessions, case law concerning organizing and union recognition; unfair labor practices; collective bargaining; the right to strike and concerted action; arbitration; the duty of fair representation; and discrimination will be analyzed and discussed. Finally, the course will examine and evaluate various interpretations of the political/economic origins of modern labor law and its impact on unions and contemporary labor-management relations.

LABR 605  Perspectives on the Labor Movement  4 Credits
Prerequisite: None
This course familiarizes students with theories that provide explanations for the rise of unions as well as for the historical development of labor movements. Course readings and discussions range from Marxist perspectives to theories of American exceptionalism and business unionism, and include the work of both seminal sociologists and prominent labor historians. Students in this course will be challenged to apply their analytic skills to vital labor issues and real world experiences of workers and unions. In addition to evaluating the explanatory power offered by the major schools of thought on the labor movement, students will consider how issues of class, race, pluralism, globalization and workplace reorganization have shaped explanations for labor’s rise, decline and relevance. Finally, the course will explore how and whether theories of the labor movement contribute to resolving labor’s internal debates and revitalizing its power in an era of globalization.

LABR 606  Labor Studies Field Work/Internship  3 Credits
Prerequisite: None
Students in this course will combine a 16-week internship at a labor union or labor-related organization with readings on and analysis of the U.S. labor movement in a contemporary national and global context. In eight two-hour class meetings, students will reflect on their internships, comparing their experiences with those of other students and discussing them in relation to course readings on selected labor issues. In addition to union structure and governance, these issues will include union jurisdiction and industry analysis; organizing and collective bargaining; union democracy and rank-and-file participation; demographics of leadership and membership; dynamics of class and power relations; diversity and multiculturalism; the effects of globalization on work and workers; and alternative paradigms for worker organization. Through the combination of field work and scholarly analysis, students will explore the relationship between theory and practice and will acquire multiple perspectives on union structure, practice and principles as well as on a broad range of union activities.

LABR 607  Labor and the Economy  3 Credits
Prerequisite: None
This course provides students of contemporary labor with an essential knowledge of micro- and macro economic theories that explain conditions of work, workers and labor institutions. The course offers an overview of capitalism as an economic system, focusing on the principles and logic that underlie American capitalism in particular. Students will explore the role of production and profits; competition and concentration; wages and work; technology; and control and conflict in the workplace. They will examine issues of particular concern to workers and unions, including inflation; trade; internationalization; and globalization. They will also examine how unions affect wages, productivity and profitability. These questions will be discussed in historical perspective, considering classical, neo-classical and neo-Marxist theories. The operation of markets will be considered, focusing on supply and demand; competition; coordination; and market failures and limitations. Macroeconomic issues will be evaluated in terms of the “Keynesian Revolution” in economic thinking, which resulted in government regulation of the economy through taxation, monetary policy and government spending, as well as historical and contemporary challenges to this
paradigm. Students will also focus on the political economy of discrimination, seeking to understand how disparities of income and the distribution of wealth are affected by race, gender and class.

LABR 608  Issues in Organizing  3 Credits
Prerequisite: None
This course deals with current debates concerning the future of organized labor in the United States. Students will examine a wide range of opinion, both within the labor movement and among scholars of the labor movement, concerning several key questions: Considering current socio-political conditions in the global economy are unions still relevant? If so, is growth possible? If not, what other forms of worker organization are possible? To answer these questions, students will examine arguments advanced by top U.S. labor leaders and students of the labor movement. These arguments will be posed against a range of theoretical and historical perspectives, starting with Marx and Commons and including the work of contemporary scholars and researchers. Students will grapple with current issues and problems in organizing, including attitudes of workers; employer anti-union tactics; legal impediments; and alternative venues for union certification in both the public and private sector. They will discuss the importance of strategic research and media outreach. Finally, they will develop a set of criteria for evaluating the success of organizing initiatives.

LABR 609  Comparative Labor Movements  3 Credits
Prerequisite: None
This course will examine labor movements in the advanced industrialized economies of Western Europe as well as in the industrializing economies of Latin America, Africa and Asia. The course will focus on differences and similarities among and between these labor movements and the U.S. labor movement in terms of union density, collective bargaining structure, and industrial relations at the plant level. Among the main topics addressed in this course is globalization and its impact on labor movements throughout the world. The course will address critical issues confronting labor movements in the industrializing economies, particularly the “Southern cone” (Chile, Argentina and Uruguay); Mexico; Brazil; South Africa; China; and India. Particular attention will be paid to the relationship between unions and political systems in the U.S. and other nations. The course will explore relationships between workers and works councils in Western Europe; the relationship between unions and political action; the challenges of immigration, diversity and declining union power globally; and strategies for revitalization of labor movements in the industrialized democracies. The course will also study labor movements under authoritarian regimes and military dictatorships, examining the role of unions in struggles for democracy.

LABR 610  Policy Analysis  3 Credits
Prerequisite: None
This course will introduce students to theories and techniques of policy analysis and will help them acquire the basic skills necessary to do analytic work. The course will begin by defining policy analysis and the various social models that underlie differing analytic and evaluative frameworks. It will examine the institutions, interests, and forces that shape policy debate and affect “delivery” of policy initiatives. Students will explore several models of analysis and consider their limits as well as their strengths. They will explore the role of government in implementing public policy and allocating resources. In that process, students will address a key question: How do the interests of social institutions and social groups combine with access to the political process to determine who gets what and when? Finally, students will examine case studies of public-policy analysis in three areas of concern to workers and the labor movement.

LABR 614  Labor and Immigration  3 Credits
Prerequisite: None
This course explores the dynamics of immigration to the U.S., past and present, with a particular focus on its implications for the labor movement. The course covers a range of topics that are vital to understanding the impact of immigration on labor, such as: the “push” and “pull” factors that shape migration flows; the characteristics of the distinctive waves of migration to the U.S. over the past two centuries; the varying skill levels and world views of immigrants from different parts of the world; the historical and contemporary tensions between immigrants and U.S.-born workers; the role of immigrant social networks in chain migration and in immigrant labor organizing; changing notions of citizenship and the emergence of “illegal” immigration; the changing gender composition of the immigrant workforce; changing employer policies toward immigrant labor; the development of the modern immigrant rights movement; and the politics of the current immigration reform debate. Students will explore the ways in which the labor movement has responded to immigration in the past and currently, and examine the conditions under which efforts to organize immigrant workers have been successful and those under which they have failed. The growth of worker centers as alternative models for immigrant organizing will also be examined.
LABR 620  Collective Bargaining Theory and Practice  3 Credits
Prerequisite: None
This course will provide students with a theoretical understanding of the collective bargaining process in the U.S. In addition to studying union and management theories of bargaining, students will analyze contemporary and historically significant bargaining scenarios in the private and public sectors and will develop advanced knowledge of labor relations in a variety of workplace environments. Students will examine the legal framework of collective bargaining and will study the evolution of public policy governing labor relations. In addition to studying the bargaining process and methods of contract enforcement, students will discuss alternative models of worker representation in a global economy. They will gain practical understanding by designing and participating in mock bargaining sessions.

LABR 622  Strategic Research Methods  3 Credits
Prerequisite: None
This course examines research methods designed to support union growth and representation, including market analysis, market surveys, corporate research, policy research, public pension fund research and worker surveys. There is particular emphasis on corporate research techniques, including analysis of financial statements, property record research, litigation research, public record requests, and use of on-line resources. Students will also learn basic database design and spreadsheet skills to facilitate market analysis and analysis of collective bargaining agreements.

LABR 624  Labor Law: A Case-Study Approach  3 Credits
Prerequisite: None
This course will examine the body of law governing union organizing, labor relations, and employee rights through the study of case law and legal precedents. The course will cover federal labor law, embodied in the National Labor Relations Act and the Railway Labor Act, as well as state laws regarding the public sector and the legal environment in “right-to-work” states. In studying precedent-setting case law, students will analyze the impact of U.S. labor law on the right to organize, the collective bargaining process, contract enforcement, and dispute resolution. They will debate the strengths and weaknesses of current law in terms of protections for workers and will evaluate the range of strategies employed by unions to circumvent obstacles presented by the law, including third-party card check in organizing and efforts to pass reform of current law.

LABR 630  Union Organization and Function  3 Credits
Prerequisite: None
This course will provide students with an advanced understanding of social science concepts and organizational theories that are designed to analyze the structures, functions, and practices of unions. Students will examine the main functions of unions, including collective bargaining, political action, and organizing, and explore the ways in which various types of union structures are matched to industry structures. Topics will include workforce demographics, diversity, models of union leadership, governance and decision-making, power relations, conflict, and diversity in union membership and leadership. In analyzing how unions are built and sustained, students will examine such factors as motivation, commitment and personality as well as the behavior of individuals and groups in unions. Unions, like other organizations, are under substantial pressure from the external environment to adapt to changing industrial and economic conditions. Concepts related to the change process, such as stakeholder analysis, resistance to change, and participative design will be discussed and applied to case studies of union transformation.

LABR 649  Independent Study  1-3 Credits
Prerequisite: Permission of the Academic Director
The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The Instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

LABR 669  Selected Topics in Labor Studies  3 Credits
Prerequisite: Permission of the Academic Director
This course will offer qualified students the opportunity to study special topics within the scope of Labor Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include study of particular industries or particular global regions of production; examinations of working-class experience; demographic research; uses of technologies in organizing and other mobilizations; worker centers and other alternative organizations for non-unionized workers; alliances between labor organizations and other advocacy organizations.
LABR 698  Capstone Project Planning  1 Credit  
*Prerequisite: None*

This seminar is the first in a two-part capstone sequence for M.A. in Labor Studies students. With assistance from the instructor and from their peers, students will choose the research question for their individual research project, develop hypotheses and appropriate research methodology, prepare an annotated bibliography, and plan the research itself. By the end of the semester each student will have written a full research proposal for her/his capstone project.

LABR 699  Capstone Course  3 Credits  
*Prerequisite: None*

This course, which should be taken in the student's final semester, is an opportunity for students to integrate and synthesize the body of knowledge acquired in courses leading to completion of the M.A. in Labor Studies. Students will work with the instructor to develop an interdisciplinary or multi-disciplinary capstone project that demonstrates the student's command of subject matter and literature covered in the courses. The project may take various forms, including an independent or group research; an annotated literature review; or a media presentation. All projects must include an extensive bibliography and a 20-25 page analytic essay. Classroom sessions will alternate with independent supervised research and project development.

LHIS 601  U.S. Labor History  3 Credits  
*Prerequisite: None*

This course will examine U.S. labor history from the Great Depression of 1929 to the present. Students will examine this history from several perspectives, seeking to understand how the experience of workers and the nature of working-class institutions have evolved in the context of larger historical developments. In this process, the course will try to account for patterns of growth and decline in the labor movement, paying particular attention to: industrialization and deindustrialization; patterns of migration and immigration; and the historical relationships between organized labor and other movements for social justice. Students will explore how the ideologies and structures of organized labor have been shaped by major economic, political and social forces as well as diverse cultural expressions. At every level of analysis, students will address issues of race, gender, and sexual orientation, especially as these categories of social identity relate to class and class-formation. Assigned texts reflect a range of scholarship and differing points of view. Thus, students will become familiar with historiographical debates about topics covered in this course.

LPOL 601  Labor and Politics  3 Credits  
*Prerequisite: None*

This course will examine approaches to political action employed by unions, in the United States. In addition to studying traditional approaches to electoral politics, the course will examine alternative forms of political behavior, including third-party movements; labor-party initiatives; independent politics; and direct action. Students will analyze the logic and practice of these various political strategies, evaluating their strengths and limitations. The course will provide a historical context, beginning in the United States with reform labor unionism and syndicalism. Students will discuss conservative principles of "pure and simple" unionism and "pure and simple politics" as well as more radical attempts to build a labor/socialist party. Finally, they will focus on the history of labor's alliance with the Democratic Party, starting with the New Deal and continuing to the present. A number of case studies will be analyzed.
Management (Advanced Certificate)

PROGRAM DIRECTOR: Carol Robbins
CUNY School of Professional Studies
119 West 31st Street, 1st Floor
New York, NY 10001
Email Contact: Carol Robbins, carol.robbins@mail.cuny.edu
URL: http://sps.cuny.edu/programs/gradcert_management

FACULTY
Meth, Stephanie
(For the most up-to-date faculty listings, see the program website at http://sps.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.

Admissions Criteria
Candidates for admission to advanced certificate programs must possess a bachelor’s degree with a 3.0 GPA or higher from an accredited undergraduate institution.

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.

CURRICULUM

Program Requirements
Nine credits are required for the certificate. Students must complete nine credits from among the following courses:

- MGMT 680 - Human Resource Management
- MGMT 681 - Financial Management
- ORG 680 - Organizational Behavior

COURSE DESCRIPTIONS

MGMT 680 Human Resource Management 3 Credits
Prerequisite: None
This subject adopts a "macro" or "strategic" approach to Human Resource Management through a critical analysis of recent literature on the role of Human Resource Management in organizations and through consideration of the application of this literature to work organizations. Various models of strategic Human Resource Management and the strategic relationships between Human Resource Management, programs of management and organizational change are considered.

MGMT 681 Financial Management 3 Credits
Prerequisite: None
In this course, students will learn to define, comprehend, and apply a market-driven theory for ethically based, strategic financial decisions. Important issues include the return and risk of the activity to invest, the size of the investment, and the sources for financing the investment. Each decision is part of the overall financial strategy that adds value to the shareholder. Topics include: financial markets; financial reporting; the cost of capital; portfolio analysis; capital structure; dividend policy;
options; cash management; and international monetary issues.

**ORG 680 Organizational Behavior 3 Credits**

*Prerequisite: None*

Organizational behavior is the field of study that investigates the impact of individuals, groups and structure on behavior within organizations for the purpose of applying this knowledge to improve an organization’s effectiveness. It draws from a number of different fields including psychology, sociology, and anthropology. The focus of the course is examination of the theoretical and empirical foundations of organizational behavior to provide a framework for understanding its applications in work settings. To accomplish this objective, students will look at people on three levels: as individuals; in interpersonal relationships; and in groups and collectives.
Project Management (Advanced Certificate)

PROGRAM DIRECTOR: Jill Hyland
CUNY School of Professional Studies
119 West 31st Street, 3rd Floor
New York, NY 10001
Email Contact: Dawn Picken, dawn.picken@mail.cuny.edu
URL: http://sps.cuny.edu/programs/gradcert_projectmanagement

FACULTY
Edington, Barbara ▪ Fannin, Bob ▪ Heagney, Joe ▪ Ouellette, Beth
(For the most up-to-date faculty listings, see the program website at http://sps.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:
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.

CURRICULUM
Course work includes:
- Overview of project management practices recognized by the Project Management Institute (PMI);
- Communication and leadership fundamentals as they apply to the management of projects and programs with diverse stakeholders and organizations; and,
- Definition, application and management of the scope, time and cost constraints of a project.

Program Requirements
Nine credits are required for the certificate. Students must complete:
- PROM 600 - Fundamentals of Project Management
- PROM 601 - Project Communication and Leadership
- PROM 602 - Managing the Triple Constraint: Scope, Time, and Cost
### COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROM 600</td>
<td>Fundamentals of Project Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is designed to provide an overview of project management practices and techniques and their practical application to managing projects. The participants will review practices recognized by the Project Management Institute (PMI) and learn how these can be used to address a range of project challenges. Throughout the course, participants will work in teams to complete exercises and apply what they have learned. Participants should have at least one year experience managing projects.</td>
<td></td>
</tr>
<tr>
<td>PROM 601</td>
<td>Project Communication and Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: PROM 600, or permission of the instructor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is designed to provide the student with an understanding of communication and leadership fundamentals as they apply to real world problems; particularly in the management of projects and programs with diverse stakeholders and organizations. In particular, the integrated nature of communications processes and leadership will be explored. Students will have opportunities to practice their craft throughout the course both in teams and individually.</td>
<td></td>
</tr>
<tr>
<td>PROM 602</td>
<td>Managing the Triple Constraint: Scope, Time, and Cost</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: PROM 600, or permission of the instructor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The triple constraint is the framework through which all projects evolve. This course will be a foundation course focusing on the definition, application and management of the scope, time, and cost constraints of the project. Current readings will bring real-life application of the theory to the students. The course will cover each of the components in detail and students will have an opportunity to use software project management tools to help them develop a sense of how project management can be aided by the use of technology. Earned value management and the role of quality in management of the triple constraint are critical topics that will also be covered in this course. Students will be expected to participate fully in all class discussions and will be evaluated by tests as well as their level of participation and the quality of their review paper.</td>
<td></td>
</tr>
</tbody>
</table>
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: Padraig O Donoghue, padraig.o'donoghue@mail.cuny.edu
URL: http://sps.cuny.edu/programs/gradcert_publicadminone

Faculty
Abramovitz, Mimi • Caraway, Erica • Piven, Frances Fox • Gronowicz, Anthony • Hubbard, Dean • Humphries, Jill • Smikle, Basil
• Steele, James • Van Sluytman, Laurens
(For the most up-to-date faculty listings, see the program website at http://sps.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.

Curriculum
Courses in the advanced certificate program examine the institutions and interests that shape policy debate and initiatives. Students analyze major social problems such as discrimination and inequality in housing, education, and transportation. They gain insight into the tax policies and budgetary processes that shape public policy, and they study the research methods that policy makers, advocates and analysts need to shape policy at every level.

Program Requirements
12 credits are required for the certificate. Students must complete 12 credits from among the following courses:

- PADM 601 - Public Administration
- PADM 611 - Social and Economic Policy in the United States
- PADM 621 - Policy Analysis
- PADM 641 - Practicum: Analysis of Public Policy Issues
- PADM 651 - Research Methods Seminar

Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 601</td>
<td>Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisite: None

This course will examine critical issues confronting government and public administration. Readings and discussions will cover a broad range of topics and will include comparisons of public and private bureaucracies as well as proposals for “reinventing” government. Students will analyze theoretical questions of public administration and address the real-world experience of public sector employees, both managers and staff.

Students will evaluate academic literature on current and future trends in public-sector labor relations, including material on performance management and the Government Performance Results Act, as well as “post-bureaucratic” models of the public-sector workplace. In this process, students will examine such key managerial issues as evaluation of employee performance; motivation of employees; organizational justice; diversity management; training and staff-development; union-management
relations; and collective bargaining. The course will conclude with a participatory workshop on managing in the public sector, in which students will draw on both their practical experience and the scholarly literature discussed in the course.

**PADM 611  Social and Economic Policy in the United States  3 Credits**
*Prerequisite: None*
This course will explore the economic and political aspects of critical social issues, discussing a range of policies and policy alternatives that address these issues at both the national and local levels. To provide a framework for these discussions, we will examine the relationship between government, the economy, and the variety of policy approaches historically employed to address social issues. Students in the course will focus on specific urban issues such as poverty; welfare; housing; health-care; public education; and urban crime. The course will conclude with an analysis of the public-sector labor force and the future of municipal unions. While the main focus of this course is on municipal issues and policies, students will examine both federal and local policies for economic growth, seeking to understand the relationships between national and local economic policy.

**PADM 621  Policy Analysis  3 Credits**
*Prerequisite: None*
This course will introduce students to theories and techniques of policy analysis and will help them acquire the basic skills necessary to do analytic work. The course will begin by defining policy analysis and the various social models that underlie differing analytic and evaluative frameworks. It will examine the institutions, interests, and forces that shape policy debate and affect “delivery” of policy initiatives. Students will explore several models of analysis and consider their limits as well as their strengths. They will explore the role of government in implementing public policy and allocating resources. In that process, students will address a key question: How do the interests of social groups combine with access to the political process to determine who gets what and when? Finally, students will examine case studies of public policy analysis in three selected areas of study.

**PADM 641  Practicum: Analysis of Public Policy Issues  3 Credits**
*Prerequisite: None*
This practicum is designed to give students the opportunity to develop and execute an independent analytic project for a real-world “client”—a public employee, working in a decision-making capacity, who has volunteered to work with students on this project. Students will work in groups. Together with a client, each group will identify an issue or problem the client wishes to address. The student’s task is to research and analyze the issue, coming up with a recommendation in the form of a “client memo,” organized, written, and argued persuasively. To assist students in completion of the memo, the course is organized in several steps: finding a client; identifying and refining the client’s issue or problem; and selecting an appropriate analytic method to address the issue. The course is divided between class meetings and independent, supervised research. Class discussions, based on readings, will explore relevant public policy and public administration issues and will examine a range of appropriate research methods and analytical approaches. During the semester, groups will meet independently with the instructor to assess progress and discuss research problems. At intervals during the term, students will make oral presentations, based on their research. The final client memo will be presented and discussed in class.

**PADM 651  Research Methods Seminar  3 Credits**
*Prerequisite: None*
This course examines research methods used to produce accurate data on a range of important public policy and public administration issues. Students will learn the importance of formulating research questions and how to frame them; the range of methodologies that can be employed and why and when to use them; and the tools of research methodology and how to utilize them. They will also learn how to analyze data in order to produce research reports in which conclusions are supported by reliable data. In this seminar, students will discuss the theoretical and operational issues critical to doing research and will develop tools and techniques for conducting both quantitative and qualitative research. Students will critique and evaluate specific research studies and will make presentations, posing questions for group discussion. Finally, students will develop an operational familiarity with computer-based programs for statistics and data analysis. Several class sessions will be scheduled in a computer lab for SPSS training.
Public Administration (Level II) (Advanced Certificate)

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: Padraig O Donoghue, padraig.o'donoghue@mail.cuny.edu
URL: http://sps.cuny.edu/programs/gradcert_publicadmintwo

FACULTY
Abramovitz, Mimi • Caraway, Erica • Piven, Frances Fox • Gronowicz, Anthony • Hubbard, Dean • Humphries, Jill • Smikle, Basil • Steele, James
(For the most up-to-date faculty listings, see the program website at http://sps.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.

CERTIFICATE REQUIREMENTS
Nine credits are required for the certificate. Students must complete the following courses:

- PADM 701 - Practices in Public Administration
- PADM 721 - Project Demonstrating Excellence
- PADM 731 - Advanced Practicum: Analysis of Public Policy Issues

COURSE DESCRIPTIONS

PADM 701 Practices in Public Administration 3 Credits
Prerequisite: None
This course begins with an overview of the social, political and economic conditions that determine the nature of public administration in American cities. Students will discuss the varieties of public organizations; the roles and behaviors of managers in the public sector; and the bureaucratic constraints that affect management policies and implementation. The course examines these issues from the perspective of managers themselves, seeking to understand concretely the actual skills, capabilities and competencies managers must possess in order to be successful. These include a range of personal, interpersonal and group skills, designed to communicate, motivate and empower employees in the public-sector workplace. Students will focus on problem-solving, leadership, and decision-making skills as well as team-building and delegating authority. In the second half of this course, students will analyze and practice models of conflict resolution in the workplace. They will take a practical approach, analyzing and evaluating a number of case studies in conflict resolution.

PADM 721 Project Demonstrating Excellence 3 Credits
Prerequisite: None
The Project Demonstrating Excellence is an independent research project, requiring a student to integrate and synthesize the knowledge and skills acquired in previous courses in the Advanced Public Administration sequence. It is designed to
demonstrate a student's mastery of theoretical and critical scholarship in the field, as well as provide him or her with an opportunity to exercise originality and creativity. The student will produce a report that adds to the existing body of knowledge in the field of Public Administration and that has, at the same time, applications in the real-world practice of public administration. In this sense, the course offers the student a bridge from the role of practitioner to the role of scholar-practitioner. Ultimately, the project offers students a model for more critical and effective social engagement.

PADM 731 Advanced Practicum: Analysis of Public Policy Issues 3 Credits

Prerequisite: None

This practicum is designed to give students the opportunity to develop and execute a high-level project for a real-world "client"—a public official, working in a decision-making capacity, who has volunteered to work with students on this project. Students will work in groups and—together with the "client"—identify an issue, problem, policy, and/or program that the client wishes to address. Preferably, the topic will be one that has been the subject of public debate or controversy. The student's task is to research and analyze the issue and develop a series of recommendations in the form of a "client memo," organized, written, and argued persuasively.

The course is divided between class meetings and independent, supervised research. Class discussions, based on readings, will explore relevant public policy and public administration issues and will examine a range of appropriate research methods and analytical approaches. During the semester, groups will meet independently with the instructor to assess progress and discuss research problems. At intervals during the term, students will make oral presentations, based on their research. The final client memo will be presented and discussed in class.

To assist students in completion of the memo, the course is organized in several steps: finding a client; identifying and refining the client's issue or problem; and selecting an appropriate analytic method.
**Social, Emotional and Academic Education (Advanced Certificate)**

**PROGRAM DIRECTOR:** Brian Peterson  
CUNY School of Professional Studies  
119 West 31st Street, 10th Floor  
New York, NY 10001  
**Email Contact:** Jennifer Lee, jennifer.lee2@mail.cuny.edu  
**URL:** [http://sps.cuny.edu](http://sps.cuny.edu)

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

**THE PROGRAM**
Social and emotional education is both an old and a new idea. Since the beginning of formal education, school life has always colored and shaped students' social and emotional as well as intellectual capacities. A primary goal of education has been to foster socially responsible, effective citizens. In the last hundred years, a series of educational, school-health/mental health and societal trends focused more and more on the importance of an integrative understanding of the "whole child." And in the last two decades a growing body of research in education, health promotion, risk prevention, and mental health has underscored the importance of integrating social, emotional, ethical and academic teaching into school life.

This graduate-level certificate program consists of four three-credit courses and is designed for pre-kindergarten through 12th grade educators seeking enhanced skills and exposure to this growing body of knowledge. It provides students with an understanding of the basic principles of social, emotional, character and academic education and with concrete approaches to integrate these principles into P-12 curricula and the classroom. The curriculum is also designed to advance educators’ knowledge, skills and abilities to become leaders and advocates for SEL in their schools and other educational institutions.

**CERTIFICATE REQUIREMENTS**
Twelve credits are required for the certificate. Students must complete the following courses:
- **ED 610** - Social Emotional and Academic Education: Theory, Research and Practices  
- **ED 620** - Creating a Climate for Academic, Social and Emotional Learning  
- **ED 630** - Social and Emotional Teaching and Learning  
- **ED 640** - Leading Social Emotional and Academic Change

**COURSE DESCRIPTIONS**

**ED 610**  
Social Emotional and Academic Education: Theory, Research and Practices  
3 Credits

*Prerequisite: None*

This course provides a basic overview of effective social, emotional and academic education, which encompasses evidence-based social and emotional learning (SEL) and character education, health and mental health promotion, and effective citizenship and risk prevention efforts. The course is organized around two questions: How can school personnel promote students' social and emotional competencies within the academic and non-academic facets of pre-kindergarten through 12th grade school life? And, what interventions can foster caring, safe, responsive, participatory learning communities?

Through the course, students do the following:
- Develop an understanding of the history, systemic considerations, child development theory and practice, and research associated with current practice of social, emotional and academic education;
- Enhance their own capacity for self-awareness and awareness of others; and
- Acquire knowledge and skills for implementing this approach in the classroom and school.

**ED 620**  
Creating a Climate for Academic, Social and Emotional Learning  
3 Credits

*Prerequisite: Course 1 of the Social, Emotional and Academic Education Certificate Program or special permission.*

This course prepares educators to develop caring learning communities and manage classrooms that help promote students' academic achievement. Evidence-based social and emotional learning skills and strategies are presented to educators to be integrated into instruction in order to deter inappropriate, disruptive and violent behavior and promote all students' ability to
learn and develop in healthy, caring ways.

The theories of and research into moral and ethical development, resiliency and efficacy, and effective models of classroom management are explored in this course. Students also learn about a range of school-wide and school/home/community interventions that further safe, caring and intelligent learning communities. They are asked to examine their own self-management skills as they relate to intervening in a range of conflict situations involving children and adults using a problem-based, culturally sensitive learning model. Integral to this course is an awareness of how to apply social and emotional learning through the implementation of service learning practices in the classroom and school.

ED 630  Social and Emotional Teaching and Learning  3 Credits
Prerequisite: Courses 1 and 2 of the Social, Emotional and Academic Education Certificate Program or special permission.
The purpose of this course is to develop educators’ capacity to teach pre-kindergarten through 12th grade students social, emotional and academic knowledge, skills and abilities, building on skills developed through previous courses in the certificate program. It provides teachers with guidance on the underlying theory and its practical applications for teaching social and emotional learning (SEL) lessons and skills, acquiring effective instructional strategies, using “teachable moments,” and infusing SEL into their yearlong required curriculum. The course covers child development theory, prevention research, brain research, and best practices in teaching and learning such as differentiated instruction, cooperative learning, and bias awareness. Educators acquire strategies for assessing students’ cognitive and affective learning as well as the effectiveness of their own instruction delivery.

ED 640  Leading Social Emotional and Academic Change  3 Credits
Prerequisite: Courses 1, 2 and 3 of the Social, Emotional and Academic Education Certificate Program or special permission.
This course is an advanced field and problem-based seminar in which students create and implement a classroom or school-based intervention in social and emotional learning or service learning. In developing this intervention, students work collaboratively to develop goals, define the methods to be used to achieve these goals, and learn how to establish and measure outcomes. The knowledge and skills imparted in this course increase the student’s ability to implement and sustain social and emotional learning in classrooms and the school.
The Theatre Teaching Artist (Advanced Certificate)

PROGRAM DIRECTOR: Christopher Vine  
CUNY School of Professional Studies  
101 West 31st Street, 6th Floor  
New York, NY 10001  
Email Contact: Matthew Freeman, matthew.freeman@mail.cuny.edu  
URL: http://sps.cuny.edu

FACULTY  
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
Recent New York State and New York City Department of Education efforts to develop curricula and standards in the arts stress the importance of integrating arts education from kindergarten through 12th grade across the curriculum. The delivery of such curricula requires the participation and leadership of artists in classroom activities; however, few graduate education opportunities exist for professional theatre artists who wish to study pedagogy in order to maximize their effectiveness as educators.

This graduate-level certificate program is designed both for those who wish to teach about theatre in formal classroom settings and individuals interested in providing instruction in non-formal community settings. Teachers and professionals from related arts or education fields will also benefit from these courses.

Through the introductory course, students examine arts-based pedagogy and the wide range of employment opportunities available in the arts-in-education field. Students are also required to take Theatre of the Oppressed: An Introduction to the Work of Augusto Boal, which builds their skills in teaching through theatre and introduces them to the methodology of Augusto Boal. Finally, students gain practical experience through two of three available elective courses. The entire program is rooted in a constructivist educational perspective that incorporates the pedagogy of Paulo Freire.

This certificate is offered in association with the Paul A. Kaplan Center for Educational Drama of the CUNY Creative Arts Team (http://www.creativeartsteam.org/).

CERTIFICATE REQUIREMENTS
Twelve credits are required for the certificate.

Required Courses - Students must complete 6 credits in the following courses:  
- TACP 601 - The World of the Teaching Artist  
- APTH 620 - Theatre of the Oppressed: An Introduction to the Work of Augusto Boal

Elective Courses - Students must also complete 6 credits from among the following courses:  
- APTH 617 - Creating Meaning Through Community Drama: An Exploration of Cultural Democracy  
- APTH 604 - Teaching through Theatre: The Theory and Practice of Theatre-in-Education  
- YTCP 602 - Devised Plays with Young People

COURSE DESCRIPTIONS

APTH 604  
Teaching through Theatre: The Theory and Practice of Theatre-in-Education  
3 Credits

Prerequisite: None  
This course is designed to prepare students to devise and perform appropriate theatre-in-education (TIE) interventions by analyzing case studies, conducting field research and developing the skills necessary to the actor-teacher. Students will gain an historical perspective, a theoretical over-view and a practical grounding in the working practices of the TIE team. They will reflect on what contributes to a successful educational theatre experience and examine the requirements for building effective partnerships between actor-teachers and educators. As a final in-class assignment, students will develop and present their own TIE projects to an invited audience of young people.
APTH 617  Creating Meaning Through Community Drama: An Exploration of Cultural Democracy  3 Credits

Prerequisite: Practical experience with theatre development and production or at least one college level course in theatre is required. Course 1 of the Theatre Teaching Artist Certificate Program is recommended but not required.

Creating Meaning through Community Drama: Making Theatre Based on a Community’s Own Stories

This course is designed to prepare students to devise and perform appropriate, theatre-based community interventions based on the community’s own stories. They will gain a theoretical and practical grounding in the study of community theatre processes through which practitioners work in, with and for a specific community. They will intervene using theatre strategies, to interrogate particular interests, problems or issues that the community wishes to share.

APTH 620  Theatre of the Oppressed: An Introduction to the Work of Augusto Boal  3 Credits

Prerequisite: None

This course provides students with an overview of the theories and methods of the Brazilian popular theatre director and activist, Augusto Boal. It also examines the important influences that have informed his work, including his experiences under military dictatorship and the liberatory pedagogy of Paulo Freire. As the final in-class assignment, students will research, devise and present a Theatre of the Oppressed forum theatre performance.

TACP 601  The World of the Teaching Artist  3 Credits

Prerequisite: Practical experience with theatre development and production or at least one college level course in theatre is required.

This introductory course is intended to prepare professional artists for teaching in formal and informal settings. Those who successfully complete the course gain a basic understanding of the fundamental pedagogical issues that confront teachers and artists alike, such as: didacticism; self-discovery; creative expression; freedom, discipline and structure; cultural relativity, and; evaluation and assessment. The course provides students with practical strategies for the classroom, such as defining objectives, planning lessons, leading discussions, classroom management, and the maintenance of a productive learning environment. Students also explore basic issues implicit in the collaboration between artists and teachers in educational settings, including differences and common ground between the two professions.

YTCP 602  Devised Plays with Young People  3 Credits

Prerequisite: Practical experience with theatre development and production or at least one college level course in theatre is required.

This course is designed to build on the introductory course, shifting focus from group facilitation to directing a production and devising original theatre by integrating the ideas of the young people. It explores the director’s preparation and planning roles, presents different ways of engaging young people in the rehearsal process, and presents rehearsal techniques from a youth-centered perspective. Participants learn how to successfully manage students with various levels of acting experience and study a range of exercises for generating ideas from young people and then developing those ideas into a theatrical form. The course culminates with an opportunity to devise and rehearse original pieces of theatre with members of the CAT (Creative Arts Team) Youth Theatre.
Urban Studies (MA)

PROGRAM DIRECTOR: Joshua Freeman
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@mail.cuny.edu
URL: http://sps.cuny.edu/programs/ma_urbanstudies

FACULTY
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
The 30-credit Master's Degree in Urban Studies (M.A.) 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.

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 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.

Career Prospects
Graduates of the Master's Degree in Urban Studies are prepared for a range of careers in city agencies and government offices as well as non-profit institutions serving urban populations.

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.

CURRICULUM
The Master's Degree in Urban Studies curriculum includes courses in the areas of economic and social problems facing modern cities; the management of city agencies and the delivery of public services; municipal politics and the operation of city government; the dynamics of race, class, gender, ethnicity, and sexual orientation in contemporary cities as well as the role of immigrant populations.

Through in-class projects that provide an opportunity to use New York City as a laboratory, students develop advanced research and analytic skills, along with practical experience.

Program Requirements
30 credits are required for 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
- URB 601 - Urban Public Management
Tracks
Students must complete nine credits from one of the following three tracks:

Public Policy and Administration
- PADM 601 - Public Administration
- PADM 621 - Policy Analysis
- PADM 701 - Practices in Public Administration
- URB 620 - Urban Public Finance
- URB 621 - Delivery of Urban Public services

Health Care Policy and Administration
- HCA 600 - Health Care Administration
- HCA 601 - Health Disparities
- HCA 602 - The Politics of Health Care
- HCA 603 - Evaluation of Health Care Policy

The Urban Workforce
- LABR 603 - Labor-Management Relations
- LABR 607 - Labor and the Economy
- LABR 614 - Labor and Immigration
- LPOL 601 - Labor and Politics

Electives
Students must complete six credits from the following courses:
- URB 620 - Urban Public Finance
- URB 621 - Delivery of Urban Public services
- URB 630 - Urban Social Identity
- URB 635 - Community Organization
- URB 639 - Fieldwork
- URB 649 - Independent Study
- URB 651 - Special Topics
- HCA 600 - Health Care Administration
- HCA 601 - Health Disparities
- HCA 602 - The Politics of Health Care
- HCA 603 - Evaluation of Health Care Policy
- LABR 603 - Labor-Management Relations
- LABR 607 - Labor and the Economy
- LABR 614 - Labor and Immigration
- LPOL 601 - Labor and Politics
- PADM 601 - Public Administration
- PADM 621 - Policy Analysis
- PADM 701 - Practices in Public Administration

COURSE DESCRIPTIONS

URB 600  Classical Approaches to Urban Studies  3 Credits
Prerequisite: None
This course is designed to familiarize students with central ideas and debates in the field of Urban Studies. Students will do close readings of classic critical texts and will write response papers of varying types and lengths. In this process of reading and responding, students will advance their understanding of the literature and will enhance their analytic skills. As they "write across texts"—analyzing differing concepts, theories, and arguments—they will identify and evaluate various research methods used by scholars in the field. In this writing-intensive course, students will also hone their ability to develop reasoned, defensible arguments about critical questions related to a range of urban topics, including the effects of globalization and
immigration on the contemporary city and its workforce. Students will make class presentations and critique one-another’s work, including periodic drafts of a final research paper.

**URB 601 Urban Public Management**  
*3 Credits*  
*Prerequisite: None*  
This course examines the scope and range of urban public management, with the aim of defining and evaluating how services are delivered through local government and nonprofit agencies. The focus will be on government managers, public-sector employees, and public-sector unions. Topics will include the difficulties of providing human services through street level bureaucracies, theories and styles of leadership, strategies for making organizational change, and how to achieve innovation in government and the nonprofit sector. These subjects will be considered in both an historical and contemporary context, with special emphasis on the effect of the political climate on the management of public organizations. Using a case-study approach, students will learn what public managers actually do and will analyze and evaluate the effectiveness of differing practices in leadership and decision-making. Through case simulations, they will develop decision-making skills necessary for working effectively in public agencies, government departments, and nonprofit organizations.

**URB 610 Research Methods in Urban Studies**  
*3 Credits*  
*Prerequisite: URB 600. The Prerequisite may be waived by permission of the Academic Director.*  
This course examines research methods used to produce and analyze accurate data on a range of urban issues. Students will learn how to frame research questions; which methodologies can be employed to answer them and why and when to use them; and what tools of research are available and how to use them. They will learn how to analyze data to produce research reports with conclusions supported by reliable data. Students will discuss the theoretical and operational issues critical to doing urban research and will develop tools and techniques for conducting both quantitative and qualitative research. Students will critique and evaluate specific urban research studies and will make presentations, posing questions for group discussion. Finally, students will become familiar with statistical programs for data analysis. One week of class sessions will be scheduled in a Computer Lab for basic SPSS training. For their final project, students will work in groups to prepare a proposal for an urban research project. The topic must be approved in advance by the instructor. Drawing upon material from the course, groups will outline the research question (or questions); develop hypotheses; explain the methods used to investigate the question and test hypotheses; and justify the use of particular methodologies. In addition to submitting the proposal, each group will make a brief class presentation.

**URB 620 Urban Public Finance**  
*3 Credits*  
*Prerequisite: None*  
This course explores theories, principles, practices, and problems of public financing in the context of urban economics. Focusing on the City of New York and its budget process, students identify and analyze sources of public revenue, including taxation, as well as types of public expenditures and how they are administered. In studying the budget process, students examine the factors that determine how public funds are allocated, including the impact of national socio-economic policy, problems of social and economic inequality, the role of state and local governments, the political actors and the influence of various constituencies and interest groups. During the term, each student will make a class presentation, utilizing a case study from recent New York City history that illustrates a controversial or problematical issue in public financing or public budgeting. The student’s case study will be the basis for a final paper, analyzing the issues in debate and arguing for a resolution based on sound principles of public financing.

**URB 621 Delivery of Urban Public Services**  
*3 Credits*  
*Prerequisite: URB 600*  
This course examines concepts and theories of social welfare and the development of social welfare policy, focusing on the scope and variety of contemporary human services and the urban institutions that deliver those services. The course combines both theoretical and practical learning, allowing students to draw on their own experiences as service providers in New York City or as recipients of public services. Students analyze the nature and function of public-service bureaucracies and evaluate how they meet the needs of a diverse and multi-faceted client population. In addressing this question, students consider the broad political and socio-economic context and the impact of social inequality, the role of government and regulatory bodies, and the movement toward privatization of public services. A central topic of this course is the role of social-service professionals, the range of legal and ethical questions they confront, and the array of technical and professional skills required to function effectively as a service provider in a complex urban environment. Students will complete final group projects that examine a selected urban public service provision sector and site. They will outline the service’s function regarding social welfare, historical development as a public service, and its place within larger bureaucratic structures. They may conduct interviews with practitioners; engage in observation of the service delivery site; and apply their own experiences as practitioners. Based on this research and course readings, students will produce an analytic paper, and make a presentation,
summarizing their conclusions, including an assessment of management practices and ethical dilemmas for practitioners.

**URB 630 Urban Social Identity** 3 Credits

*Prerequisite: None*

This course will identify and examine multiple and often overlapping forms of social identity, including race, gender, ethnicity, and sexuality. Through readings, films, and other forms of cultural expression, students will explore the ways in which social identities are shaped and informed by the urban environment and – conversely – how the design and function of cities have been influenced by factors of social identity. In considering both cultural and economic aspects of urban social identity, students will address a number of key questions: How do the various factors of social identity intersect and how do they relate to class and class relations in the urban environment? How is social identity reflected in the nature, function and design of cities? How are public and private space defined and organized by factors of race, gender, sexual identity and class? How is social identity expressed or encountered in the workplace? How do social and government services address the needs of differing social groups and constituencies? In answering these questions, students will consider the relationship of urban social identity to issues of equality and discrimination, poverty and affluence, and power relations in the political, social, and work lives of urban inhabitants.

**URB 635 Community Organization** 3 Credits

*Prerequisite: None*

This course will examine the historical development and contemporary practice of community organizing. Students will examine why and how people in urban communities and neighborhoods have organized to protect their rights and their entitlements to public services, to acquire resources for development, and to improve their quality of life. Students will develop a historical and theoretical perspective on community organizing and will explore the range of issues around which communities organize. They will acquire practical knowledge and skills for effective grassroots organizing, including coalition-building and alliances between community organizations and labor. Through readings and presentations by guest speakers, they will gain familiarity with various models and strategies of community organizations in New York City. Following each presentation by a guest speaker, students will submit a 1-2 page paper, reflecting on a key theoretical or practical concept in the presentation.

The course is divided into three parts: I. History and Theory of Organizing, II. Organizing Tools and Techniques, and III. Issues and Case Studies. As a final project, students will work in groups to design a grassroots campaign to address a particular issue or problem. Each group will make a presentation and submit a written report, summarizing the project and its desired outcomes. In doing so, students should utilize class readings and discussions and refer to historical, theoretical, and political models and examples.

**URB 639 Fieldwork** 3 Credits

*Prerequisite: Permission of the Academic Director*

- Class meets for a total of 16 instructional hours.
- A minimum of 6 hours per week of faculty approved internship is required.

Students in this course will combine a 15-week internship with readings and analysis appropriate to the mission and practices of the host organization. Host organizations could include municipal administrative agencies, government offices, unions, community organizations, and other urban-based institutions. In eight two-hour class meetings, students will reflect on their internships, comparing their experiences with those of other students and discussing them in relation to course readings on selected urban issues. Through a combination of field work and scholarly analysis, students will explore the relationship between urban theory and practice, and will acquire multiple perspectives on administrative structures and urban policy, including the policy-making process and the role of interest groups and various urban constituencies and communities.

**URB 649 Independent Study** 3 Credits

*Prerequisite: Permission of the Academic Director*

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

**URB 651 Special Topics** 3 Credits

*Prerequisite: Permission of the Academic Director*

This course will offer qualified students the opportunity to study special topics within the scope of Urban Studies that are not
covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include in-
depth study of particular urban issues or problems; comparative studies of urban regions; examinations of urban working-
class experience; demographic research; neighborhood environmental problems; urban coalitions with labor and other 
avoyce groups; case studies of particular community or political mobilizations for urban justice.

**URB 699  
Capstone Course  
3 Credits**

*Prerequisite: To be completed in the student’s last semester*

This course is an opportunity for students to integrate and synthesize the body of knowledge acquired in courses leading to 
completion of the M.A. in Urban Studies. Students will work with the instructor to develop an interdisciplinary or multi-
disciplinary capstone project that demonstrates the student’s command of subject matter and literature covered in the courses. 
The project may take various forms, including independent or group research; an annotated literature review; or a media 
presentation. All projects must include an extensive bibliography and an analytic essay. Classroom sessions will alternate with 
independent supervised research and project development, including periodic submission of drafts.

**HCA 600  
Health Care Administration  
3 Credits**

*Prerequisite: None*

This course will examine critical issues confronting health care administration, focusing on the public and not-for-profit sectors. 
Readings and discussions will cover a broad range of topics and will include comparisons of public and private bureaucracies. 
Students will analyze theoretical questions of health care administration and will address the real-world experience of health 
care employees, both managers and staff. Students will examine and evaluate academic literature on current and future trends 
health care human resources, including: evaluation of employee performance and motivation of employees; health care 
financing, including the impact of managed care and the role of third party payers; union-management relations and collective 
bargaining; quality improvement in health care; training and staff-development; the nursing shortage; organizational justice; and 
diversity management. Students will draw on both their practical experience and the scholarly literature discussed in the course 
to develop a research proposal that addresses an administrative challenge relevant to their work.

**HCA 601  
Health Disparities  
3 Credits**

*Prerequisite: None*

This course will examine in detail the manifestations of health disparities and inequities in the U.S., with particular reference to 
their relevance to health care policy and practice in New York City. Evidence of inequities will be presented with regard to major 
health indicators, including: incidence and prevalence of disease; differential screening, diagnosis, treatment, and outcome; 
exposures to risk factors and preventive measures; access to and utilization of health care services; issues relating to the 
clinical encounter; biases in health research; and health of selected populations. Disparities will be studied through the lenses 
of race, class, gender, age, residence, and sexual orientation, as well as through the interactions of these factors. A variety of 
thoretical frameworks will be critically evaluated for their contribution to the explanation of the existence and distribution of 
health disparities. Although the course will focus on contemporary health disparities, some historical issues will be presented, 
particularly as these relate to the development of a contemporary research agenda free from the biases of the past. Within 
each area, strategies and policies for reducing or eliminating the particular health disparity and inequity will be discussed and 
analyzed. At the end of the course, an analysis and evaluation of broader policy issues will be presented.

**HCA 602  
The Politics of Health Care  
3 Credits**

*Prerequisite: None*

This course will approach the politics of health care in the U.S. by examining and analyzing the interests of the major 
stakesholders in the system of care delivery. These stakeholders will include the federal, state and local governments; hospitals; 
insurance companies; the pharmaceutical, tobacco, and food industries; organized labor; health providers and professional 
organizations, the public health movement, and consumer health movements. Among the issues to be considered are financial 
gain, control of health care resources, and process and power in decision making. The historical conditions that set the stage 
for the current role of each stakeholder will be discussed. Relationships among the various stakeholders will be assessed as 
will their contributions to fostering or thwarting universal access to care, equitable health treatment, health promotion and 
disease prevention, and health research free from bias. At the conclusion of the class, several case studies that demonstrate 
how politics actually works in the practice of setting health care policy will be presented.

**HCA 603  
Evaluation of Health Care Policy  
3 Credits**

*Prerequisite: None*

This course will present a variety of compelling issues and problems that confront the U.S. health care system today. It will 
explore policies that have been enacted or promulgated to address each of these issues as well as present alternative policies.
that address access to care and equity in services. These policies will include legislation at the federal, state, and local levels; regulations and guidelines issued by agencies at each governmental level; and positions or strategies offered by advocacy groups. Each policy will be examined in terms of how it came to be and whose interest or interests it serves. Policies will also be analyzed and evaluated in terms of their effectiveness as solutions to the problems they address, their feasibility, and their relationship to the concepts of health as a basic human right, equity in health care delivery, and health promotion and disease prevention. Throughout the course, specific examples of policies that have been successful and unsuccessful to varying degrees in achieving these goals will be discussed and evaluated. In each policy discussion, analysis of how competing forces shape policies will be provided, such as how market forces compete with public need and how profit-making businesses and institutions affect health policy.

LABR 603 Labor-Management Relations 3 Credits
Prerequisite: None
This course covers the development of labor relations in the United States, from the period preceding collective bargaining through the emergence of theories of management and corresponding stages of labor relations practice in the 20th century. The latter include the rise of contract unions, industrial relations in an era of unionization and collective bargaining, the crisis resulting from increased competition and globalization, and the subsequent transformation of American labor-management relations. Students will develop a comparative and international perspective by studying labor-management relations across advanced capitalist economies. Finally, the course will consider the future of labor-management relations, exploring the potential for adversarial or cooperative relationships and considering alternative models of worker representation.

LABR 607 Labor and the Economy 3 Credits
Prerequisite: None
This course is designed to give students of contemporary labor an essential knowledge of micro- and macro economic theories that explain conditions of work, workers, and labor institutions. The course provides an overview of capitalism as an economic system, focusing on the principles and logic that underlie American capitalism in particular. Students will consider classical, neo-classical, and neo-Marxist theories and will explore the role of production and profits: competition and concentration; wages and work; technology; and control and conflict at the workplace. The operation of markets will be examined through the paradigms of supply and demand, competition, coordination, and market failures and limitations. Macroeconomic issues will be evaluated in terms of the "Keynesian Revolution," its challenges to the paradigms of economic thought, and the subsequent rise of government regulation of the economy through taxation, monetary policy, and government spending. Students will examine contemporary issues of particular concern to workers and unions, including inflation, trade, internationalization, and globalization. They will examine how unions affect wages, productivity, and profitability. Special attention will be given to the political economy of discrimination and inequality, seeking to explore how disparities of income and the distribution of wealth are affected by race, gender, and class.

LABR 614 Labor and Immigration 3 Credits
Prerequisite: None
This course explores the dynamics of immigration to the U.S., past and present, with a particular focus on its implications for the labor movement. The course covers a range of topics that are vital to understanding the impact of immigration on labor, such as: the “push” and “pull” factors that shape migration flows; the characteristics of the distinctive waves of migration to the U.S. over the past two centuries; the varying skill levels and world views of immigrants from different parts of the world; the historical and contemporary tensions between immigrants and U.S.-born workers; the role of immigrant social networks in chain migration and in immigrant labor organizing; changing notions of citizenship and the emergence of “illegal” immigration; the changing gender composition of the immigrant workforce; changing employer policies toward immigrant labor; the development of the modern immigrant rights movement; and the politics of the current immigration reform debate. Students will explore the ways in which the labor movement has responded to immigration in the past and currently, and examine the conditions under which efforts to organize immigrant workers have been successful and those under which they have failed. The growth of worker centers as alternative models for immigrant organizing will also be examined.

LPOL 601 Labor and Politics 3 Credits
Prerequisite: None
This course will examine contemporary approaches to political action employed by unions, including comparative studies of relationships between unions and political parties in the U.S. and Europe. In addition to studying traditional approaches to electoral politics, the course will examine alternative forms of political behavior, including third-party movements, labor-party initiatives, independent politics, and direct action. Students will analyze the logic and practice of these various political strategies, evaluating their strengths and limitations. The course will provide a historical context, beginning in the United States
with reform labor unionism and syndicalism. Students will discuss conservative principles of “pure and simple” unionism and “pure and simple politics” as well as more radical attempts to build a labor/socialist party. Finally, they will focus on the history of labor’s continuing alliance with the Democratic Party, starting with the New Deal and continuing to the present.

**PADM 601 Public Administration 3 Credits**
*Prerequisite: None*

This course will examine critical issues confronting government and public administration. Readings and discussions will cover a broad range of topics and will include comparisons of public and private bureaucracies as well as proposals for “reinventing” government. Students will analyze theoretical questions of public administration and address the real-world experience of public sector employees, both managers and staff.

Students will evaluate academic literature on current and future trends in public-sector labor relations, including material on performance management and the Government Performance Results Act, as well as “post-bureaucratic” models of the public-sector workplace. In this process, students will examine such key managerial issues as evaluation of employee performance; motivation of employees; organizational justice; diversity management; training and staff-development; union-management relations; and collective bargaining. The course will conclude with a participatory workshop on managing in the public sector, in which students will draw on both their practical experience and the scholarly literature discussed in the course.

**PADM 611 Social and Economic Policy in the United States 3 Credits**
*Prerequisite: None*

This course will explore the economic and political aspects of critical social issues, discussing a range of policies and policy alternatives that address these issues at both the national and local levels. To provide a framework for these discussions, we will examine the relationship between government, the economy, and the variety of policy approaches historically employed to address social issues. Students in the course will focus on specific urban issues such as poverty; welfare; housing; health-care; public education; and urban crime. The course will conclude with an analysis of the public-sector labor force and the future of municipal unions. While the main focus of this course is on municipal issues and policies, students will examine both federal and local policies for economic growth, seeking to understand the relationships between national and local economic policy.

**PADM 621 Policy Analysis 3 Credits**
*Prerequisite: None*

This course will introduce students to theories and techniques of policy analysis and will help them acquire the basic skills necessary to do analytic work. The course will begin by defining policy analysis and the various social models that underlie differing analytic and evaluative frameworks. It will examine the institutions, interests, and forces that shape policy debate and affect “delivery” of policy initiatives. Students will explore several models of analysis and consider their limits as well as their strengths. They will explore the role of government in implementing public policy and allocating resources. In that process, students will address a key question: How do the interests of social groups combine with access to the political process to determine who gets what and when? Finally, students will examine case studies of public policy analysis in three selected areas of study.

**PADM 701 Practices in Public Administration 3 Credits**
*Prerequisite: None*

This course begins with an overview of the social, political and economic conditions that determine the nature of public administration in American cities. Students discuss the varieties of public organizations; the roles and behaviors of managers in the public sector; and the bureaucratic constraints that affect management policies and implementation. The course examines these issues from the perspective of managers themselves, seeking to understand concretely the actual skills, capabilities and competencies managers must possess in order to be successful. These include a range of personal, interpersonal, and group skills, designed to communicate, motivate and empower employees in the public-sector workplace. Students will focus on problem-solving, leadership, and decision-making skills as well as team-building and delegating authority. In the second half of this course, students will analyze and practice models of conflict-resolution in the workplace. They will take a practical approach, analyzing and evaluating a number of case studies in conflict resolution.
Youth Studies (Advanced Certificate)

PROGRAM DIRECTOR: Mariette Bates  
CUNY School of Professional Studies  
119 West 31st Street, 2nd Floor  
New York, NY 10001  
Email Contact: Katie DeFoe, kathleen.defoe@mail.cuny.edu  
URL: http://sps.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.

Career Prospects
The program is ideal for youth workers, advocates, administrators, academics and policymakers who want to assume a leadership role in their agency or in the youth development field, while some work in related nonprofits or in other fields but want to know more about Youth Studies. Other students are in master's programs in other disciplines and want more knowledge about youth and society as it relates to their primary academic discipline.

CURRICULUM
Students explore topics from a multidisciplinary perspective, utilizing overlapping lenses to discover a new understanding of youth and society. The curriculum provides an opportunity to think and write critically about:

- Historical studies and representations of youth;
- Adolescent Psychology;
- Anthropological and cross cultural studies of youth;
- Representation of youth in myth, literature, art, the media and popular culture;
- Adolescent medicine, especially health and sexuality issues;
- Youth action and agency;
- Sociology of youth, including delinquency research and gang theory;
- Juvenile justice and the legal construction of adolescence;
- Education of youth, especially in public high schools; and,
- Social service systems that provide social work and other health and human services to youth.

Program Requirements
12 credits are required for the certificate.  
Required Courses  
Students must complete nine credits in the following courses:
- YS 601 - Adolescent Psychology and Community Programs  
- YS 602 - Youth Action and Agency  
- YS 603 - Group Work with Youth  

Electives  
Students must also complete three credits from the following courses:
- YS 600 - A Cultural History of Adolescence  
- YS 604 - Adolescent Sexual Health  
- YS 605 - Transition Experience with Youth with Disabilities  
- YS 606 - Youth Identity: Virtual Environments
COURSE DESCRIPTIONS

YS 600  A Cultural History of Adolescence  3 Credits
Prerequisite: None
This course traces the cultural history of youth and the development of the modern concept of adolescence at the turn of the twentieth century. It uses a multidisciplinary approach to highlight aspects of adolescence in contemporary society. The course begins with the portrayal of youth in Greek literature and philosophy and in “ages of man” iconography. The modern concept of adolescence is introduced through: a review of images of youth in the popular literature, painting and poetry of the late nineteenth and early twentieth century; the influences of John Locke and Jean-Jacques Rousseau on the concept of adolescent development in the fields of medicine and education; the work of G. Stanley Hall and the new psychology of adolescence as a distinct “stage of life”; the creation of the juvenile justice system and the social construction of a legal concept of adolescence; the proliferation of delinquency theories and gang research in the social sciences; and the emergence of a cultural concept of adolescence in anthropology. The course covers the evolution of cultures of youth during the decades of the twentieth century. Social, economic and public policy issues related to youth are discussed.

YS 601  Adolescent Psychology and Community Programs  3 Credits
Prerequisite: None
This course is an introduction to the field of adolescent psychology with a particular emphasis on theories and research that support the development of community programs that promote youth development. The course begins with the founding of the field of adolescent psychology in the work G. Stanley Hall. The influence of his concept of “storm and stress” is discussed. The importance of Erik Erikson’s concept of “identity formation” in the history of adolescent psychology is also covered. The course encompasses major aspects of adolescent psychology including: cognitive development, moral reasoning, the impact of schools, adolescent health and sexuality, risk and resilience, relationships with peers, parents and other adults, issues related to violence, the impact of globalization and the concept of “emerging adulthood.” These topics are discussed in the context of the development of best practices in community-based youth serving agencies.

YS 602  Youth Action and Agency  3 Credits
Prerequisite: None
This course moves the focus from supporting youth development to discussing theories and practices that support young people to develop programs and communities. In line with a youth development philosophy that posits that young people are assets to any endeavor, this course will help youth-workers explore the conditions that support productive partnerships between adults and young people. Course readings will include literature in the following content areas: youth development, critical youth development, community-youth development, youth participatory action research, youth participatory evaluation, youth civic engagement, adult-youth partnerships, and youth activism. Students will also explore how to measure outcomes on the individual, programmatic and community level. An integral component of this course is conducting a mini-participatory project with young people. This combination of theory and practice is designed to deepen knowledge acquisition in the course by engaging students in experiential learning and reflection in addition to reading and class discussion. The in-class work is designed to model promising practices in youth development such as an attention to social group work, an awareness of learning styles, and student-centered engagement strategies.

YS 603  Group Work with Youth  3 Credits
Prerequisite: None
This graduate course introduces students to social group work (a core methodology of the social work profession) as a practice model for promoting youth development. Students gain an understanding of the stages of group development as an overarching framework and learn basic group theory and skills needed for group work with children and adolescents in a variety of social, educational, and recreational settings. They explore key concepts such as planning, purposeful use of activity, norms, mutual aid, shared decision-making, group roles, problem-solving, and managing group conflict. Students apply the central theories and practice principles of social group work as they develop basic skills in ethical and effective intervention and evaluation of their group work practice with youth.

YS 604  Adolescent Sexual Health  3 Credits
Prerequisite: None
This course aims to understand individual, cultural, and social factors that influence young people’s healthy sexual development. The course is organized around a number of factors that both support and impede the sexual health and development of young
people and permits study of a wide range of issues that affect young people and their sexuality. The course covers biological and hormonal development, how peers and partners can affect adolescent sexual health, how the media and popular culture influence sexual development, the role of families and schools, and explores social policies and laws that create the political infrastructure in which adolescents develop. Particular attention is paid to specific characteristics that affect sexual health, including gender, sexual orientation, race/ethnicity, and socioeconomic status and how these affect what adolescents learn about themselves, their bodies, and the potential for being a healthy sexual adult. The structure of this course encourages students to develop a set of critical skills that will allow them to understand how young people are affected by both public and private issues and decisions, so that students arrive at an ability to understand how sexual health is both an individual and a social phenomenon is an important skill for students to learn.

YS 605 Transition Experience with Youth with Disabilities 3 Credits

*Prerequisite: None*

This course provides an overview of the transition experience of youth with disabilities. It reviews the current state of transition services for youth with disabilities in New York City and nationally. It focuses on “self-determination” as a basic principle in transition planning and in accessing and integrating community resources within a fragmented service delivery system. Special attention is given to the role and experience of the family in the transition process and to the importance of “inclusion,” especially in school settings. The experiences of youth with disabilities in the foster care and juvenile justice systems, and strategies that support employment and postsecondary education opportunities are covered. Applications of transition planning to youth with intellectual disabilities, traumatic brain injury, autism spectrum disorders, emotional and behavioral disorders, learning disabilities and physical disabilities are discussed and practiced.

YS 606 Youth Identity: Virtual Environments 3 Credits

*Prerequisite: None*

This seminar style course is designed to prepare youth practitioners to respond to the needs and interests of young people as expressed through virtual environments. It provides opportunities to explore how young people use virtual environments to construct their identities and navigate social space. Students will explore current social networking technologies, understand how young people navigate these systems for relational purposes, and critically examine the risks as well as developmental benefits of virtual environments.
Non-Degree and Non-Certificate Courses

SPS offers individual credit-bearing courses which are not part of certificate and degree programs, but are designed to provide students with knowledge and skills to help them achieve their professional goals. Courses are offered in the following subject areas:

- Early Childhood Education Administration
- Energy Services and Technology
- Information Technology
- Science
- Transportation
Early Childhood Education Administration (Graduate)

PROGRAM DIRECTOR: Sherry Cleary
NYC Early Childhood Professional Development Institute
16 Court Street, 31st Floor
Brooklyn, NY 11201
Email Contact: Raedell Wallace, raedell.wallace@mail.cuny.edu
URL: http://sps.cuny.edu/programs/cpac

FACULTY
(For the most up-to-date faculty listings, see the program website at http://sps.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. The courses have been crafted so that students can take them in an order that meets their individual situations.

Each of the 18 courses addresses a different set of skills and/or content area. Please refer to the course descriptions for additional information.

COURSE DESCRIPTIONS

**ECE 601 Organizational Management: Principles & Practices**
1 Credit
Prerequisite: None
Using organization and management theory as a foundation, students will learn how to administer a comprehensive organizational structure that supports and promotes a well articulated mission. Practical procedures, relevant resources, and specific guidelines will be offered to aid in the process of coming to “know” and lead an early childhood program.

**ECE 602 Personnel Management in Early Childhood Programs**
1 Credit
Prerequisite: None
People leading early childhood programs need to develop a skill set that serves the function of establishing and maintaining personnel policies and procedures and effective systems for staff recruitment, professional development, managements, and evaluation. Additional topics will include creating effective staff orientations and performance management. Assignments will be completed in a format that can be used for the Portfolio required to earn the Children’s Program Administrator Credential (CPAC), the statewide director’s credential.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 603</td>
<td>Foundations of Staff Development</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategies to support the growth and development of teachers will</td>
<td></td>
</tr>
<tr>
<td></td>
<td>be explored, with particular emphasis on the director as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>visionary, coach and mentor in the process of change. Many and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>varied ways that a director can build a learning community will</td>
<td></td>
</tr>
<tr>
<td></td>
<td>be presented and experienced, as participants “practice” at their</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sites, and report back to the group. How personality and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>leadership style impact the program will be a focusing question.</td>
<td></td>
</tr>
<tr>
<td>ECE 604</td>
<td>Supervision of Early Childhood Teachers</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course will address effective supervisory practices in early</td>
<td></td>
</tr>
<tr>
<td></td>
<td>childhood care and education settings. Using a clinical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>supervisory model, directors will learn how to help others with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>their teaching practices, with an emphasis on assessing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>individual teacher’s needs using observation techniques,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>conducting supervisory conferences, and developing and moving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>towards performance goals with teachers. Using reflective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>journaling, directors will examine developmentally and culturally</td>
<td></td>
</tr>
<tr>
<td></td>
<td>appropriate practices and how these impact their roles as they</td>
<td></td>
</tr>
<tr>
<td></td>
<td>support teachers’ and children’s growth to maximize program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>quality.</td>
<td></td>
</tr>
<tr>
<td>ECE 605</td>
<td>Management Systems for Quality Children’s Programs</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will learn how a center’s organizational system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>provides structures for communication, program planning, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the processes for change. They will discern differences between</td>
<td></td>
</tr>
<tr>
<td></td>
<td>management and leadership, further developing both sets of skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to facilitate change and center improvements.</td>
<td></td>
</tr>
<tr>
<td>ECE 606</td>
<td>Formulating a Financial Plan – Financial Planning and Management</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>of Children’s Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course will enable early childhood program directors to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>understand and apply sound financial planning and management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to the operation of children’s programs. Participants will create</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a multi-year financial plan for their program.</td>
<td></td>
</tr>
<tr>
<td>ECE 607</td>
<td>Budgets and Accounting – Financial Planning and Management of</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Children’s Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course will enable early childhood program directors to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>develop and manage budgets and present budgetary information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to constituents. Participants will learn how to effectively use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>budgets as a management tool. Tracking budgets, use of fund</td>
<td></td>
</tr>
<tr>
<td></td>
<td>accounting, financial statements, and spreadsheets as tools for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>projecting and managing budgets will be introduced.</td>
<td></td>
</tr>
<tr>
<td>ECE 608</td>
<td>Expenses and Resources – Financial Planning and Management of</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Children’s Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course will enable early childhood program directors to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>develop systems to manage the program’s resources. Participants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will learn how to determine the real cost of care and develop a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>financial resource plan. They will also be introduced to financial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>management tools.</td>
<td></td>
</tr>
<tr>
<td>ECE 609</td>
<td>Technology and Communication to Enhance Early Childhood Programs</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course will offer Early Childhood Education Directors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>information on how to use technology options to manage children’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>programs. Directors will learn ways in which technology can</td>
<td></td>
</tr>
<tr>
<td></td>
<td>facilitate communication, and how to identify effective software</td>
<td></td>
</tr>
<tr>
<td></td>
<td>programs for operations management, including computerized</td>
<td></td>
</tr>
<tr>
<td></td>
<td>record-keeping systems. The use of technology applications in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>curriculum will be presented. The ethics issue of maintaining</td>
<td></td>
</tr>
<tr>
<td></td>
<td>confidentiality and validating authoring when using technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will be reviewed.</td>
<td></td>
</tr>
<tr>
<td>ECE 610</td>
<td>Systems to Ensure Health, Safety, and Nutrition in Children’s</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The purpose of this course is to develop the skills, strategies,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and methodology early childhood directors need to take a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>leadership role in implementing and monitoring systems and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>practices related to health, safety, and nutrition in early care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and education programs.</td>
<td></td>
</tr>
</tbody>
</table>
ECE 611 Legal and Regulatory Requirements in Administering Early Childhood Programs 1 Credit
Prerequisite: None
People leading programs for young children must be able to administer programs in accordance with applicable federal, state, regional, and local laws, regulations, policies, procedures, and requirements of funding sources. This course will provide directors with a practical overview of the legal and regulatory requirements involved in the operation of early childhood programs in New York City. Additional topics include managing the requirements, guidelines, and inspections in a pro-active way to insure both compliance and quality. Accountability and responsible leadership will be underlying themes. Assignments will be completed in a format that can be used for the Portfolio required to earn the Children’s Program Administrator Credential (CPAC), the statewide director’s credential.

ECE 612 Marketing Early Childhood Programs 1 Credit
Prerequisite: None
The purpose of this course is to help students develop and implement effective publicity and marketing strategies to “showcase” their centers, incorporating an understanding of the relationship between marketing, financial planning, and quality programming. The varied role of the Director in the program’s marketing approach will be a focus.

ECE 613 Ethics and Professional Standards 1 Credit
Prerequisite: None
The course, through reading, writing, and reflection, individually and with other participants, will prepare directors to consider and create plans to deal with ethical issues in their practice. Foci include: How professional standards and ethics intersect; how directors communicate, orally and in writing; the ethical values inherent in many daily decisions about children, families, and teachers; how maintaining confidentiality is inherent to ethical behavior; and how advocacy is a part of professional and ethical conduct.

ECE 614 Programming for the Whole Child 1 Credit
Prerequisite: None
The focus in this course will be the role of the director in planning and implementing program that best supports the growth and development of young children. “Who is the child?” will be at the core of our thinking. Participants will learn how knowledge of developmental theory (Dewey, Piaget, Vgotsky, and Malaguzzi), cultural perspectives, along with various forms of assessment, help us come to “know” the child and to perceive and respond to differences in children. “What is teaching?” and “what is learning?” are other inquiries that will guide explorations of curriculum that meets children’s interests and needs. Ongoing program assessment will be an underlying theme.

ECE 615 A Leadership Approach to Programming for the Whole Family 1 Credit
Prerequisite: None
This course is designed to help early childhood administrators and teachers create in-depth understandings of the various contributions and needs that different families bring to early childhood settings. Participants will discuss how these understandings can be used to establish effective communication and positive partnerships between families and school personnel. This will involve particular discussion of the relationship between family culture and ideas about childrearing.

ECE 616 Programming for Children with Special Needs 1 Credit
Prerequisite: None
The course will enable early childhood program directors to design and implement, with staff input, practices that meet the diverse needs of children, and provide the supports and resources necessary for children with disabilities. This includes learning to maintain a system for individualized, on-going child assessment and documentation that is related to planning programs, services, referrals and transitions to other services and programs. Participants will learn ways to adapt curriculum and the environment to meet individual needs and support strengths of all children, with a focus on children with special needs. We will brainstorm the challenges and review the rewards of creating a supportive, inclusive environment for all teachers, children and families. The role of director as member of an inter-disciplinary team will be emphasized.

ECE 617 Integration Seminar in Children’s Program Administration 1 Credit
Prerequisite: None
In this culminating seminar, the framing question will be “How can we best use what’s been learned about Management and Administration, about Children, Families and Curriculum, to improve program quality?” We’ll consider how to fill in the gaps between current realities and vision, keeping in mind program demographics and its effect on planning and the impetus for
change. Logs and journals will be created to help reflect upon a growing awareness of effective leadership, particularly as observed through the director’s interactions with a program’s various constituencies. Seminar participants will work collaboratively, building support and networking skills, as well as an awareness of available resources to support directors’ efforts. Avoiding burnout will be explored. Being part of a professional support group will be encouraged, as will being a strong advocate for Early Childhood Education.

ECE 618 Assessment as an Administrator 1 Credit
Prerequisite: None
The course, through reading, writing, and reflection, individually and with other participants, will prepare directors to recognize the importance of self-reflection and self-assessment as an important aspect of program quality. The participants will consider and create plans for their own professional growth and development.
Energy Services and Technology (Undergraduate)

PROGRAM DIRECTOR: Jill Hyland  
CUNY School of Professional Studies  
119 West 31st Street, 3rd Floor  
New York, NY 10001  
Email Contact: Kimberly Enoch, kimberly.enoch@mail.cuny.edu  
URL: http://sps.cuny.edu

FACULTY  
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE COURSES
Buildings and building systems are undergoing enormous change globally, nationally, and locally. In New York City, where buildings represent as much as 50% of city energy use and are an essential locus of value in the city’s economy, technicians and technical service organizations face many of the same issues that confront other public and private sector organizations: rapid technology change, an ongoing revolution in information technology, expectations of improving levels of service, demanding mission-critical requirements, and pressures for reduced energy consumption. The surge in interest in and development of Green High Performance Buildings represents this trend, which requires increased knowledge, skill levels, and professionalization on the part of the workforce.

COURSE DESCRIPTIONS

EST 201  
Building Systems  
3 Credits
Prerequisite: None
This course is an introduction to building systems as related to energy use, with particular focus on thermal comfort, understanding and calculation of building loads. Students will learn about coverage of mechanical (HVAC) and electrical systems, equipment components and the role of codes and standards, including reference to the current trend towards “Green High Performance” systems.

Students will also learn to understand and quantify building ventilation; heating and cooling requirements; sources of indoor air pollution; effects on health and productivity; building electrical distribution and major loads; basics of lighting technologies and illumination; and the role of building codes and standards.

EST 211  
Principles of Energy Management  
3 Credits
Prerequisite: None
This course is an introduction to the principles of energy management in organizations; energy purchasing and risk management; energy auditing; project development; monitoring; and verification for improvement in various systems. Students will practice with data management and spreadsheet applications, organizational aspects of energy accounting, use, and management.

Students will also be able to characterize energy use and costs and think critically about usage patterns; understand principles of energy auditing and apply logical, systematic procedures; define systematic field observation and measurements; identify and assess project opportunities; establish baseline performance, weather normalization; M&V procedures; think critically about relevant aspects of organizational behavior and understand project financing alternatives; and shared-savings contracts.
Information Technology (Undergraduate)

PROGRAM DIRECTOR: Dawn Picken
CUNY School of Professional Studies
119 West 31st Street, 3rd Floor
New York, NY 10001
Email Contact: Jennifer Lee, jennifer.lee@mail.cuny.edu
URL: http://sps.cuny.edu

FACULTY
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE COURSES
These SPS courses, developed through the CUNY Institute for Software Design and Development, offer advanced computer skills in areas such as web design, and database design. These courses are specifically geared toward professionals who possess substantial computer skills and want to gain advanced skills for use in the workplace.

COURSE DESCRIPTIONS

IT 200 Advanced Enterprise Java 3 Credits
Prerequisite: Experience with the Java programming language, writing Java applications, significant programming ability; ability to write a web page using HTML; familiarity with relational database theory and the basics of structured query language, component technology, and Java development tools; understanding of distributed programming (multi-tier architecture) and of XML.

This course provides students with the knowledge to design, implement, deploy and maintain robust enterprise applications and web services using Java technology and Java 2 Platform, Enterprise Edition (J2EE) platform standards. The components presented in this course include Enterprise JavaBeans (EJB) technology, servlets, and Java Server Pages (JSP) technology, Web Services and the Java technology clients that use them.

The course will introduce the most popular J2EE development environment and application server in the industry. The course combines both lectures and labs which will provide students hands-on experience in building an end-to-end, distributed enterprise application. Students will learn about core enterprise Java technologies in a real IT environment. Students will also learn the latest Java development tools and Java Application server products, like Eclipse, IBM WebSphere Development Studio and IBM WebSphere Application Server.

This course is offered in partnership with the CUNY Institute for Software Design and Development.

IT 201 Advanced Microsoft SQL Server 2005 for Programmers 3 Credits
Prerequisite: Experience using a Microsoft Windows® operating system; understanding of basic relational database concepts; knowledge of basic Transact-SQL syntax (SELECT, UPDATE, and INSERT statements); familiarity with the role of the database administrator; understanding of basic programming languages and of XML.

This course provides students with the technical skills required to program a database using Microsoft SQL Server 2005. It combines both lectures and labs which will provide students with hands-on experiences in developing with Microsoft SQL Server. Students will design, develop, and implement a database project, working as database developers on a project team. This course would help prepare the student for a number of IT positions, including database developer, database administrator, IT consultant, and IT manager.

This course is offered in partnership with the CUNY Institute for Software Design and Development.

IT 202 Programming with Visual Basic .NET 3 Credits
Prerequisite: Experience with the Visual Basic programming language; understanding of Web technologies and the ability to write a web page using HTML; familiarity with relational database theory and the basics of structured query language, component technology, and .NET development tools such as Visual Studio; understanding of distributed programming (multi-tier architecture) and of XML.
This course provides students with the skills required to build Windows forms applications and ASP.NET web applications. The course will cover the major topics for VB.NET, including: Windows Forms, GDI+, simple data access, interoperating with unmanaged code, threading and asynchronous programming issues, simple remoting, Web access, debugging, security, and deployment issues for desktop applications, ADO.NET, ASP.NET and XML Web services.

The course combines lectures and labs which will provide students with hands-on experiences to build an end-to-end, distributed enterprise application. Students will learn about core enterprise .NET technologies in a real IT environment. Students will also learn the latest .NET development tools and application server products, like Microsoft Visual Studio .NET, SQL Server and Internet Information Server.

This course is offered in partnership with the CUNY Institute for Software Design and Development.

NON-CREDIT COURSE DESCRIPTIONS

IT 00100 Open Source Security Tools for Information Technology Professionals
Prerequisite: None
Information security is a top priority for Information Technology professionals and their employers. A bewildering number of security tools are available in the market, many costing thousands of dollars. Yet few system administrators have sufficient time or resources to properly address potential security problems. One option is to use "open source" software, where the code used to create the software is available for public use. Available open source products are often at low cost and of high-quality, but few IT professionals have the expertise or time to evaluate these alternatives.

This course is a practical, hands-on introduction to the topics of open source software and computer security, and several specific open source security tools. While most of the tools run on Linux or other Unix platforms, they address security issues in, and solutions for, Microsoft Windows-based networks as well. The course offers a combination of lectures and labs, providing students with a hands-on opportunity to use and apply these tools. Students learn about core security threats in the modern IT networked environment and how to handle them. While addressing security issues for all major IT platforms, the students also learn basic skills for using the most famous open source product, the Linux operating system.

IT 00240 Fundamentals of Game Design
Prerequisite: None
This five-week course will help students develop both the theoretical and practical tools necessary for analyzing and designing games. The course will focus largely on paper and physical based projects to give students a foundation in designing, play-testing and iteratively re-designing games. Projects will include designing card and board games; modifying and creating sports; and writing pitches and concepts for video games. Students will go through a series of design exercises ranging from redesigning games to creating entirely new games. Class time will be focused around discussion and critique of games, as well as student works to give them an appropriate framework for design and analysis. Students will also play specific games and do readings that will provide them with a theoretical perspective on games. Group work will be emphasized so that students can iteratively design and refine ideas.

Students with a background in computer science and programming may be able to go deeper into software development, but the focus of this course is on design as opposed to development.

This course is offered in partnership with the CUNY Institute for Software Design and Development.

IT 00301 Programming with PHP
Prerequisite: Modest familiarity with HTML. Comfortable using a Windows-based computer
This course provides a rich introduction to using PHP, the world's most popular programming language, and MySQL, the world's most popular Open Source database, to create dynamic web applications. This intensive course offers hands-on practice with PHP 5 fundamentals, object-oriented programming concepts and techniques, MySQL integration, and the latest in core Web 2.0 methods, including AJAX, XML and RSS. Students gain real-world experience working with a live server and an account on NYPHP's training server.

This course was developed by New York PHP (NYPHP), the leading PHP support group. Course content is certified by NYPHP and is based on years of industry experience and education.
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@mail.cuny.edu  
URL: http://sps.cuny.edu/programs/scienceseminars

FACULTY  
(For the most up-to-date faculty listings, see the program website at http://sps.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.

CURRICULUM  
Each of the courses addresses a different science concept. Please refer to the course descriptions for additional information.

COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GASTR 610</td>
<td>The Solar System</td>
<td>3</td>
</tr>
<tr>
<td>GBIO 610</td>
<td>Evolution</td>
<td>3</td>
</tr>
</tbody>
</table>

**GASTR 610 The Solar System**  
Prerequisite: None  
This course provides an overview of what we know about the Solar System: how it began and evolved, its components and their properties, and how these elements interact as a system. However, much of our knowledge remains incomplete, and so unanswered questions and mysteries figure prominently in the story. The course addresses our scientific understanding of the Solar System, how we know what we know and many hotly debated questions at the cutting-edge of scientific research.

**GBIO 610 Evolution**  
Prerequisite: None  
This course draws on the Museum’s long-standing leadership in the fields of paleontology, geology, systematics, and molecular biology to tell a modern story of evolution. Students will learn why evolution is the fundamental concept that underlies all life sciences and how it contributes to advances in medicine, public health and conservation.

The course begins by looking at how Charles Darwin developed his groundbreaking views on evolution by observing patterns in nature. Students then examine the use of molecular and phylogenetic techniques to reconstruct evolutionary history and determine the place of an organism on the Tree of Life, which documents the evolutionary relationships among all species. Mechanisms of evolution and speciation are then covered and are followed by the origin and evolution of humans. The course concludes by examining the practical impact of evolution in the areas of human health, agriculture and conservation.
GBIO 620  Genetics, Genomics, Genethics  3 Credits
Prerequisite: None
How will our growing knowledge of the genome affect our health, our societies, and the natural world? How do heredity and environment interact? This course explores a scientific frontier: how scientists are investigating and applying the information contained in genetic codes. It covers the science, technology and ethics of molecular biology, including a review of how genes are transmitted and expressed. Students are introduced to a structure for thinking ethically that will frame their exploration of the issues that arise as our knowledge of our genome increases. Specific topics studied include: the “nature and nurture” debate regarding the influence of genes and environment on human development; genetically modified food; the Human Genome Project; and cloning. The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.

GBIO 640  The Diversity of Fishes: Classification, Anatomy and Morphology  3 Credits
Prerequisite: None
Why study fish? They play a critical role in our understanding of evolution, as the first creatures with brains and bony jaws. Fish also represent an incredibly diverse species, making up half of all vertebrates alive today. They live everywhere from mountain streams to ocean depths. Despite this diversity, it is easy for scientists to determine what is and what is not a fish. This course demonstrates how ichthyologists classify fish through the study of evolution, diverse ecosystems and biogeography.

Students gain scientific research skills that they can apply to the study of fishes, other organisms and to other scientific disciplines. These skills include biological classification, observation methodologies, examining evidence, interpreting and analyzing data, and drawing conclusions. The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.

GBIO 660  Sharks and Rays - Ecology, Classification and Evolution  3 Credits
Prerequisite: None
This course explores one of the most easily recognized marine species and star of many myths and legends: the shark, and its close relative, the ray. Students will learn how sharks and rays are related; how they navigate the dark seas; and, what other extraordinary sensory and reproductive features they share, through the scientific study of fossil and living animals.

Course topics covered include evolution and the fossil record; diversity of living sharks and rays; their search for food; mating and reproduction; and conservation and protection efforts. Students will learn about key science concepts such as diversity and adaptation; anatomy and morphology; fossil evidence; and, how to interpret and analyze data, and draw conclusions. The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.

GBIO 670  The Link Between Dinosaurs and Birds - Evolution and Classification  3 Credits
Prerequisite: None
This course asks the question, "Did dinosaurs really go extinct 65 million years ago?" The course explores the overwhelming evidence suggesting that one branch of the dinosaur family tree managed to survive and lives among us today: we call them birds. Students will study the theropod group of dinosaurs (Tyrannosaurus rex and Velociraptor belonged to it), applying paleontologists’ tools and techniques, to determine which of these dinosaurs are most closely related to modern birds. The course also explores how fossils are collected and prepared and how scientists uncover the evolutionary relationships between species. Students will study theropod anatomy, genealogy, biology and behavior; fossilization and collection of dinosaurs; the origin of birds; dinosaur extinction and relatedness; and, living dinosaurs and their history after the demise of traditional dinosaurs.

Key science concepts covered include biological evolution and classification; extinction; geologic time; and, how to examine evidence, interpret and analyze data, and draw conclusions. The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.

GBIO 680  In the Field with Spiders - Classification, Anatomy and Morphology  3 Credits
Prerequisite: None
This course explores an abundant predator that is never more than six feet away from us: the spider. Students will receive an introduction to the scientific study of spiders, the largest entirely carnivorous order of animals. As one branch of scientific study of invertebrates, the course explains the importance of counting and cataloging spiders, how each new species is a treasure, and why scientists who specialize in the study of spiders find them so interesting.

Key course topics include the spider’s silk and web; its fangs and venom; and methods for field and laboratory research.
Students will learn about species diversity, anatomy and morphology, biological classification, and how to make observations, interpret and analyze data, and draw conclusions. The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.

GESCI 610  Earth: Inside and Out - Dynamic Earth Systems  3 Credits  
Prerequisite: None  
This course asks the questions, “How has the Earth evolved?” and “What causes climate and climate change?” It explores the dynamic geological events and systems that have shaped the planet and make it habitable, focusing on earth processes and geologic change, the earth’s geologic past and on how geologists study the earth. Topics studied include: the age of the earth and ways of estimating that age; evolution of the earth’s atmosphere; climate and climate change, including the ice ages; and why the earth is habitable.

It is designed to provide teachers and prospective teachers with study of geologic history and processes, along with investigation of their local geologic area. Coursework includes a final project; participants may choose to prepare earth science lessons or workshops for use at elementary/middle school levels. The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.

GESCI 620  Climate Change  3 Credits  
Prerequisite: None  
This course explores the science of climate change. Students will learn how the climate system works; what factors cause climate to change across different time scales and how those factors interact; how climate has changed in the past; how scientists use models, observations and theory to make predictions about future climate; and the possible consequences of climate change for our planet. The course explores evidence for changes in ocean temperature, sea level and acidity due to global warming. Students will learn how climate change today is different from past climate cycles and how satellites and other technologies are revealing the global signals of a changing climate. Finally, the course looks at the connection between human activity and the current warming trend and considers some of the potential social, economic and environmental consequences of climate change.

GESCI 650  The Ocean System - Integrated Science  3 Credits  
Prerequisite: None  
This course addresses the questions, "How do oceans form?" and "How is human activity affecting the ocean system?" The course investigates the complex ocean system by looking at the relationships between the oceans and climate, geological events, and weather. Students will learn how the physical characteristics of the ocean system have framed the origin and incredible diversification of life and fragile ecosystems, such as coral reefs and mangrove forests. The course also explores how oceanographers investigate the role of symbiotic relationships and other biological adaptations in the dynamics of oceans, and how those dynamics are threatened by human activities and consumption.

Topics studied include the relationship between the oceans and the geosphere and atmosphere; properties of water; ocean circulation, currents and climate; biological adaptation; and, conservation. The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.

GESCI 651  Water: Environmental Science  3 Credits  
Prerequisite: None  
Central to all ecosystems, water is essential to life as we know it. It shapes our planet on every level, from the chemical properties of the H2O molecule to its central role in global climate. Poised to be to the 21st century what oil was to the 20th, water is also a critical environmental issue. Where do we find it? Is it safe to consume? Who has access to it? How can we manage this precious resource to provide an adequate supply to all the species that depend upon it? This course will focus on why water is such a critical resource, the effect of human consumption on aquatic and terrestrial ecosystems, and the social, economic, and environmental implications of water management.

GESCI 620  Climate Change  3 Credits  
Prerequisite: None  
This course explores the science of climate change. Students will learn how the climate system works; what factors cause climate to change across different time scales and how those factors interact; how climate has changed in the past; how scientists use models, observations and theory to make predictions about future climate; and the possible consequences of climate change for our planet. The course explores evidence for changes in ocean temperature, sea level and acidity due to global warming. Students will learn how climate change today is different from past climate cycles and how satellites and
other technologies are revealing the global signals of a changing climate. Finally, the course looks at the connection between human activity and the current warming trend and considers some of the potential social, economic and environmental consequences of climate change.

GPHYS 630  Space, Time and Motion  3 Credits
Prerequisite: None
Throughout history, fascinated observers have grappled with questions concerning the physical origin, workings, and behavior of the universe. In this course, essays, online interaction, streaming video, and web resources are used to trace this historic path of discovery and exploration. Changing understandings of motion, time, space, matter, and energy are studied through the ideas of the ancient Greek philosophers, Galileo Galilei, Isaac Newton and Albert Einstein. Topics studied include: the concepts of motion, relativity and gravity; and the discoveries and ideas of Einstein and other major thinkers in the field of physical science.

The course utilizes a diverse array of Museum instructional resources in a structured distance-learning environment.
Transportation (Undergraduate)

PROGRAM DIRECTOR: Greg Mantsios  
CUNY School of Professional Studies  
Joseph S. Murphy Institute for Worker Education  
25 West 43rd Street  
New York, NY 10036  
Email Contact: Kevin Simmons, kevin.simmons@mail.cuny.edu  
URL: http://sps.cuny.edu/programs/transit

FACULTY  
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE COURSES

The continued modernization of public transit systems has important implications for urban communities and for the workforce that supports the transit industry. Offered by the Joseph S. Murphy Institute for Worker Education and Labor Studies at the request of the Transport Workers Union Local 100/New York City Transit Authority Training and Upgrading Fund, courses such as 'The Development of Mass Transit in New York City: The Industry and its Workers' and 'Worker Health and Safety' are designed to provide transit workers with an enhanced understanding of their working environment and to prepare them for promotional opportunities within the industry.

This program is not currently open to the general public. If you are interested in enrolling, please contact us at information@sps.cuny.edu or 212.652.2869 to indicate your interest, and we will let you know when the course is offered.

COURSE DESCRIPTIONS

TRAN 301  The Development of Mass Transit in New York City: The Industry and its Workers  3 Credits
Prerequisite: None

This course provides an overview of key issues in contemporary public transportation for the New York City Transit Workers Union, Local 100, and its members. These issues include: the organization, development, and financing of the industry, and the union's development in this context; global and historical comparisons of transit systems and labor's role within these; the public-private hybrid nature of public authorities, such as the Metropolitan Transit Authority and New York City Transit, which manage New York City's public transit system; an overview of labor relations in New York City transit; the impact of transit policy on urban communities and on transit workers; and changing transit technology and the development of Intelligent Transportation Systems.

TRAN 302  Worker Health and Safety  3 Credits
Prerequisite: None

This course addresses all aspects of workers' health and safety in the urban mass transportation industry, with the goal of offering students a beginning understanding of the complete field of occupational safety and health. Specifically, the following areas of concern will be covered: legal and contractual requirements in regard to worker health and safety; New York City Transit Worker's Union Local 100 perspectives; New York City Transit/MTA Policy Instructions; workers' compensations, disability, health benefits and pensions; and, specific risks and hazards in the public transit workplace in New York City, i.e., asbestos, lead, and ergonomics.
Off Campus College
The ability to communicate is critical in every profession, perhaps none more so than in business. The Certificate in Business Communication focuses on professional skills desired most by employers: clear, concise writing; respectful interpersonal behavior; critical thinking; research ability; and collaboration. Through the examination of communication concepts and styles, students develop, organize, and present ideas in a way that establishes clear pathways for action and furthers the mission of their respective organizations.

The certificate provides students with the skills, competencies and attitudes to begin entry-level employment or enhance their performance in current positions.

Students interested in studying for a certificate in Business Communication may want to learn more about the Off Campus College, which has particular expertise in working with returning adult learners. Special features include a career and academic advisor available at each class session to assist with goal setting and career exploration. To learn more about the Off Campus College, visit http://sps.cuny.edu/institutes/occ.

The curriculum focuses on developing students’ ability to write, speak, and negotiate within business settings. The courses incorporate current technological developments that affect communication approaches and styles. Students also have the opportunity to acquire specialized competencies in Spanish or American Sign Language.

Program Requirements
12 credits are required for the certificate. Students must complete three credits from the following courses:

- ENGL 191 - Critical Thinking and Writing
- ENGL 290 - Writing about Race
- ENGL 291 - Professional Writing (Advanced Business Writing)

Students must also complete nine credits from the following courses:

- ASL 101 - American Sign Language I
- ALS 102 - American Sign Language II
- COMP 180 - Introduction to Computers and Software: Concepts and Practice
- COMM 190 - Speaking and Listening for the Professional
- COMM 192 - Effective Communication Online
- ENGL 195 - Memoir Writing: Explorations of Workplace Issues
- ENGL 286 - American Literature in the Workplace
- ENGL 287 - Twentieth Century American Women Writers
- ENGL 296 - Contemporary World Literature
- MGMT 290 - Motivation and Productivity in the Workplace
- PSYC 180 - Dynamics of Interpersonal Behavior
- SPN 180 - Spanish I
- SPN 181 - Spanish II

Course Descriptions begin on page 215.
Diversity in the Workplace (Certificate)

PROGRAM DIRECTOR: Carol Robbins  
CUNY School of Professional Studies  
119 West 31st Street, 1st Floor  
New York, NY 10001  
Email Contact: Carol Robbins, carol.robbins@mail.cuny.edu  
URL: http://sps.cuny.edu/institutes/occ

FACULTY  
Brown, Beverly • Johnson, Bonnie • Meth, Stephanie  
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM  
The Certificate in Diversity in the Workplace examines ways that culture, gender, race, class, and sexual orientation affect behavior, values and effectiveness in work settings. Students are asked to consider the personal and professional implications of these complex issues with an eye toward effecting positive change in the workplace. They learn to identify and address unjust power dynamics, and develop leadership skills that contribute to inclusive, respectful and productive work environments.

Graduates of the program gain a greater understanding of diversity in the workplace, thus enhancing workplace performance. They also acquire an introduction into the study of psychology, sociology, and leadership.

Students interested in studying for a certificate in Diversity in the Workplace may want to learn more about the Off Campus College, which has particular expertise in working with returning adult learners. Special features include a career and academic advisor available at each class session to assist with goal setting and career exploration. To learn more about the Off Campus College, visit http://sps.cuny.edu/institutes/occ.

CURRICULUM  
The curriculum takes an interdisciplinary approach to diversity and includes the application of key lessons from sociology, psychology, literature and foreign language to understand and address the challenges of work.

Program Requirements  
12 credits are required for the certificate. Students must complete three credits from the following:

- SOSC 180 - Diversity I
- Students must complete at least three credits from the following courses:
  - COMM 280 - Leadership: Organizational and Personal Vision
  - COMM 285 - Leadership in a Multicultural Workforce
- Students must also complete six credits from the following courses:
  - ENGL 286 - American Literature in the Workplace
  - ENGL 287 - Twentieth Century American Women Writers
  - ENGL 290 - Writing about Race
  - ENGL 296 - Contemporary World Literature
  - FILM 180 - The American Workplace on Film: Representing Race, Class, Gender, and Sexual Orientation
  - HST 285 - African American Women Leaders: Community and Workplace Issues
  - ILAW 201 - Introduction to Immigration Law
  - MGMT 185 - Contemporary Management Issues
  - REL 190 - Religion in the Workplace
  - SOSC 287 - Globalization and the Changing Workplace
  - SOSC 181 - Diversity II
  - SPN 180 - Spanish I
  - SPN 181 - Spanish II

Course Descriptions begin on page 215.
Education Foundations (Certificate)

PROGRAM DIRECTOR: Carol Robbins
CUNY School of Professional Studies
119 West 31st Street, 1st Floor
New York, NY 10001
Email Contact: Carol Robbins, carol.robbins@mail.cuny.edu
URL: http://sps.cuny.edu/institutes/occ

FACULTY
Barnes, Barbara ▪ Fountain, Susan ▪ Hoch, Nancy ▪ Rosen, Beth ▪ Schulman, Daralee ▪ Ucelli, Juliet
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
The Certificate in Education Foundations is for anyone interested in making a difference in schools. The program introduces students to the vital and complex world of K-12 education, and to its resources, problems, and prospects for change. The certificate is useful for paraprofessionals and entry level educators seeking to learn more about sociological, psychological, educational and economic issues in their field. The program prepares individuals to work with children and adolescents in public schools, after-school programs, and social service agencies.

Graduates of the program possess a solid background in the foundations of urban school culture, child development, and working with children with disabilities.

Students interested in studying for a certificate in Education Foundations may want to learn more about the Off Campus College, which has particular expertise in working with returning adult learners. Special features include a career and academic advisor available at each class session to assist with goal setting and career exploration. To learn more about the Off Campus College, visit http://sps.cuny.edu/institutes/occ.

CURRICULUM
The program consists of foundational courses that address philosophy and the culture of education. It provides students with opportunities to inquire about the psychological development of children, especially those with disabilities. Through readings and discussion, students examine the key concepts, values, skills, and systems that contribute to understanding schools and the challenges teachers, families, and students face. The program’s strong emphasis on communication in the workplace will help students be more effective employees in urban schools.

Program Requirements
12 credits are required for the certificate. Students must complete the following courses:

- ARTS 180 - Contemporary Issues in the Workplace and the Arts
- ED 180 - Philosophy, Culture, and WorkLife in Education
- ED 183 - The Psychology of Child Development, Learning, and Working Effectively

Students must also complete three credits from the following courses:

- ASL 101 - American Sign Language I
- ASL 102 - American Sign Language II
- COMP 180 - Introduction to Computers and Software: Concepts and Practice
- COMM 192 - Effective Communication Online
- DSAB 301 - Introduction to Disability Studies
- DSAB 223 - Autism Spectrum Disorders in Young People
- ED 285 - Behavior Support Structures for Children with Disabilities in Schools
- ED 181 - Understanding How Adults Learn
- ED 185 - Career and Life Planning
- ENGL 191 - Critical Thinking and Writing
- ENGL 286 - American Literature in the Workplace
- ENGL 287 - Twentieth Century American Women Writers
- ENGL 296 - Contemporary World Literature
- ESCI 201 - The Nature of New York
- FILM 180 - The American Workplace on Film: Representing Race, Class, Gender, and Sexual Orientation
- ILAW 201 - Introduction to Immigration Law
- PSY 280 - Psychology of Change and Stress in the Workplace
- PSYC 281 - Psychology in the Workplace
- SOSC 180 - Diversity I
- SPN 180 - Spanish I
- SPN 181 - Spanish II

Course Descriptions begin on page 215.
Financial Studies (Certificate)

PROGRAM DIRECTOR: Carol Robbins  
CUNY School of Professional Studies  
119 West 31st Street, 1st Floor  
New York, NY 10001  
Email Contact: Carol Robbins, carol.robbins@mail.cuny.edu  
URL: http://sps.cuny.edu/institutes/occ

FACULTY  
Bergen, Linda • Dixon, Joyce • Meth, Stephanie  
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM  
The Certificate in Financial Studies is designed for those seeking a practical understanding of accounting, budgeting, statistics, and financial decision-making. Students learn how to understand financial statements, the regulatory environment, the role of the federal reserve, investments (stocks and bonds), and mortgages. Students utilize this information to create budgets and apply statistical knowledge to workplace settings.

The program prepares graduates for employment in business offices, financial planning departments, and entry level jobs in financial institutions. This certificate also prepares supervisors for career advancement.

Students interested in studying for a certificate in Financial Studies may want to learn more about the Off Campus College, which has particular expertise in working with returning adult learners. Special features include a career and academic advisor available at each class session to assist with goal setting and career exploration. To learn more about the Off Campus College, visit http://sps.cuny.edu/institutes/occ.

CURRICULUM  
The curriculum focuses on developing students’ ability to build budgets, understand organizational accounting, financial statements, securities, and investments. Review of pertinent math is also included.

Program Requirements  
12 credits are required for the certificate. Students must complete three credits from the following courses:

- ACCT 180 - Introduction to Financial Management  
- ACCT 280 - Financial Accounting I

Students must also complete nine credits from the following courses:

- ACCT 181 - Budgeting/Managerial Accounting  
- ACCT 281 - Financial Accounting II  
- ECON 180 - Introduction to the American Economy  
- FIN 180 - Consumer and Personal Finance  
- MGMT 296 - Project Management  
- MTH 185 - Business Math  
- MTH 190 - Statistics

Course Descriptions begin on page 215.
Leadership (Certificate)

PROGRAM DIRECTOR: Carol Robbins
CUNY School of Professional Studies
119 West 31st Street, 1st Floor
New York, NY 10001
Email Contact: Carol Robbins, carol.robbins@mail.cuny.edu
URL: http://sps.cuny.edu/institutes/occ

FACULTY
Bergen, Linda • Hoch, Nancy • Meth, Stephanie • Rosen, Beth
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
The Certificate in Leadership is designed for those who aspire to advance and take greater control of their careers. Focusing on elements of communication, values, conflict resolution, critical thinking, and diversity, students develop the ability to effect change, resolve workplace conflicts, and encourage leadership development in others.

The program prepares graduates to begin or continue working in leadership positions in corporate and not-for-profit settings, and can serve as a catalyst for advanced academic pursuits.

Students interested in studying for a certificate in Leadership may want to learn more about the Off Campus College, which has particular expertise in working with returning adult learners. Special features include a career and academic advisor available at each class session to assist with goal setting and career exploration. To learn more about the Off Campus College, visit http://sps.cuny.edu/institutes/occ.

CURRICULUM
The program provides students with opportunities to analyze leadership styles and tactics through readings, discussions, and videos of leaders, including prominent writers, CEOs, politicians, artists, workplace organizers, and entrepreneurs. The critical insights drawn from the study of leadership models can help students become effective leaders in their communities and work environments. The program’s interdisciplinary approach emphasizes history, sociology, and political science, as well as the essential skills of critical reading, thinking, and effective communication.

Program Requirements
12 credits are required for the certificate. Students must complete six credits from the following courses:
- MGMT 292 - Leadership in Groups and Organizations
- PSYC 180 - Dynamics of Interpersonal Behavior
Students must also complete six credits from the following courses:
- ACCT 180 - Introduction to Financial Management
- COMM 280 - Leadership: Organizational and Personal Vision
- COMM 285 - Leadership in a Multicultural Workforce
- DSAB 301 - Introduction to Disability Studies
- ENGL 191 - Critical Thinking and Writing
- ENGL 286 - American Literature in the Workplace
- ENGL 287 - Twentieth Century American Women Writers
- ENGL 291 - Professional Writing (Advanced Business Writing)
- MGMT 195 - Introduction to Human Resources Management
- PHL 190 - Ethics in the Workplace
- PSYC 281 - Psychology in the Workplace
- PSYC 290 - Managing Conflict
- SOSC 180 - Diversity I
- SOSC 181 - Diversity II

Course Descriptions begin on page 215.
Management (Certificate)

PROGRAM DIRECTOR: Carol Robbins  
CUNY School of Professional Studies  
119 West 31st Street, 1st Floor  
New York, NY 10001  
Email Contact: Carol Robbins, carol.robbins@mail.cuny.edu  
URL: http://sps.cuny.edu/institutes/occ

FACULTY  
Aldisert, Lisa ▪ Bergen, Linda ▪ Johnson, Bonnie ▪ McEneaney, Janet ▪ Meth, Stephanie ▪ Rosen, Beth ▪ Schulman, Daralee

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

THE PROGRAM  
The Certificate in Management is designed for working individuals or for those seeking employment in the contemporary workplace. Focusing on current practices and issues concerning supervision, human resource development, and workplace motivation, students acquire the skills needed to create and successfully lead a dynamic team, manage projects, and communicate effectively.

The program prepares graduates to begin or continue working in management positions in corporate and not-for-profit settings, and can serve as a catalyst for advanced academic pursuits.

Students interested in studying for a certificate in Management may want to learn more about the Off Campus College, which has particular expertise in working with returning adult learners. Special features include a career and academic advisor available at each class session to assist with goal setting and career exploration. To learn more about the Off Campus College, visit http://sps.cuny.edu/institutes/occ.

CURRICULUM  
The curriculum exposes students to a holistic study of management that incorporates written and verbal communication.

Program Requirements  
12 credits are required for the certificate. Students must complete six credits from the following courses:
- MGMT 180 - Principles and Practices of Management
- MGMT 185 - Contemporary Management Issues

Students must complete three credits from the following courses:
- HST 285 - African American Women Leaders: Community and Workplace Issues
- HST 286 - Evolution of Work in America
- LAW 190 - Business Law
- MGMT 190 - Principles of Supervision
- MGMT 195 - Introduction to Human Resources Management
- MGMT 290 - Motivation and Productivity in the Workplace
- PSY 280 - Psychology of Change and Stress in the Workplace
- PSYC 290 - Managing Conflict
- SOSC 180 - Diversity I

Students must also complete three credits from the following courses:
- ACCT 181 - Budgeting/Managerial Accounting
- LAW 290 - Employment Law I
- LAW 291 - Employment Law II
- MGMT 296 - Project Management
- PHL 190 - Ethics in the Workplace
- PSCI 180 - Public Policy and the Workplace
- SOSC 260 - Sociology of Work and Family
- SOSC 287 - Globalization and the Changing Workplace

Course Descriptions begin on page 215.
Organizational Studies (Certificate)

PROGRAM DIRECTOR: Carol Robbins
CUNY School of Professional Studies
119 West 31st Street, 1st Floor
New York, NY 10001
Email Contact: Carol Robbins, carol.robbins@mail.cuny.edu
URL: http://sps.cuny.edu/institutes/occ

FACULTY
Aldisert, Lisa ▪ Barnes, Barbara ▪ Bates, Pearl ▪ Bergen, Linda ▪ Corey, Daniel ▪ Dixon, Joyce ▪ Fountain, Susan ▪ Johnson, Bonnie ▪ Lawrence, Catherine ▪ Singer, Sandy ▪ Stephens, Hope
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
The Certificate in Organizational Studies introduces students to key facets of business communication practices: written communication, oral argumentation, critical thinking, problem solving skills, and conflict resolution. The program presents students with opportunities to analyze the financial and management aspects of organizations, as well as their respective roles within the workplace.

Students interested in studying for a certificate in Organizational Studies may want to learn more about the Off Campus College, which has particular expertise in working with returning adult learners. Special features include a career and academic advisor available at each class session to assist with goal setting and career exploration. To learn more about the Off Campus College, visit http://sps.cuny.edu/institutes/occ.

CURRICULUM
Through readings and discussions, students examine the key concepts, values, skills, and systems that contribute to an organization. Students learn how to supervise employees, lead groups, and understand an organization’s financial operations, with an emphasis on workplace communication.

Program Requirements
18 credits are required for the certificate. Students must complete nine credits from the following courses:
- COMM 180 - Principles of Public Speaking
- ENGL 180 - Written Communication
- PSYC 180 - Dynamics of Interpersonal Behavior

Students must complete three credits from the following courses:
- ACCT 180 - Introduction to Financial Management
- MTH 181 - College Algebra I
- MTH 182 - College Algebra II
- MTH 185 - Business Math

Students must complete three credits from the following courses:
- ARTS 180 - Contemporary Issues in the Workplace and the Arts
- COMM 280 - Leadership: Organizational and Personal Vision
- COMP 180 - Introduction to Computers and Software: Concepts and Practice
- ED 181 - Understanding How Adults Learn
- ED 182 - Adult Development
- HST 285 - African American Women Leaders: Community and Workplace Issues
- HST 286 - Evolution of Work in America
- IS 290 - Introduction to Research Methods
- MGMT 180 - Principles and Practices of Management
- ORG 180 - Organizational Behavior
- SOSC 180 - Diversity I
- SOSC 286 - Sociology of Work and Family
- SPN 180 - Spanish I

Students must complete an additional three credits from any of the courses in the program.

Course Descriptions begin on page 215.
Understanding How Adults Learn (Certificate)

PROGRAM DIRECTOR: Carol Robbins
CUNY School of Professional Studies
119 West 31st Street, 1st Floor
New York, NY 10001
Email Contact: Carol Robbins, carol.robbins@mail.cuny.edu
URL: http://sps.cuny.edu/institutes/occ

FACULTY
Fountain, Susan  ▪  Rosen, Beth
(For the most up-to-date faculty listings, see the program website at http://sps.cuny.edu.)

THE PROGRAM
The Certificate in Understanding How Adults Learn introduces students to the theories of adult learning, principles of adult development and models of program design that apply to diverse populations in a range of settings. Students think critically about their own learning and teaching styles in relation to their work with adult learners.

This certificate prepares graduates to assist with adult learning program development and evaluation in a range of contexts, including:

- Continuing professional education programs;
- Human resources departments;
- Student services departments in higher education institutions;
- Community-based organizations, such as hospitals, museums, places of worship, and community centers; and,
- Social service agencies.

Students interested in studying for a certificate in Understanding How Adults Learn may want to learn more about the Off Campus College, which has particular expertise in working with returning adult learners. Special features include a career and academic advisor available at each class session to assist with goal setting and career exploration. To learn more about the Off Campus College, visit http://sps.cuny.edu/institutes/occ.

CURRICULUM
The curriculum draws on current research, provides alternative perspectives and explores the assumptions behind theoretical models in the field of adult learning. The program introduces students to online learning and provides hands-on experiences.

Program Requirements
12 credits are required for the certificate. Students must complete the following courses:

- ED 181 - Understanding How Adults Learn
- ED 182 - Adult Development
- ED 280 - Developing Programs for Adult Learners

Students must also complete three credits from the following courses:

- ED 281 - Facilitating Adult Learning Experiences
- IS 290 - Introduction to Research Methods
- PSY 280 - Psychology of Change and Stress in the Workplace

Course Descriptions begin on page 215.
ACCT 180  Introduction to Financial Management  3 Credits  
Prerequisite: None  
This course gives students an overview of financial management in business by examining the concepts of internal accounting, reporting, management controls, and a company’s financial relationship with the business world. In order to address key aspects of financial markets and the investment community, students will be introduced to topics which include the accounting and internal auditing processes, budget preparation techniques, understanding profitability, and reading an annual report. Students examine their workplace’s public financial information, as appropriate.

ACCT 181  Budgeting/Managerial Accounting  3 Credits  
Prerequisite: None  
This course provides students with information on planning and controlling purposes, as well as costing products and services. The emphasis is on the generation of cost data for products and services and how to generate more reliable cost information, in order to make effective business decisions in a rapidly changing, competitive business environment. Students learn how reports, budgets, and information produced are used for internal decision-making purposes. In addition to the traditional process of assigning costs to products and services, alternative cost management systems will be examined. After determining product costs, students learn new approaches to budgeting, analysis of variance, and pricing.

ACCT 280  Financial Accounting I  3 Credits  
Prerequisite: None  
This course provides an introduction to financial and accounting concepts important in a business setting. Basic accounting principles of double entry systems, control accounts and subsidiary records are examined. Topics include calculating interest and depreciation, cash flow analysis, income statements, and preparation of balance sheets. In addition, actual business transactions will be analyzed. The course aims to promote understanding of financial accounting information for decision-making purposes and to focus on the role of financial accounting in communicating goals, strategies, and results.

ACCT 281  Financial Accounting II  3 Credits  
Prerequisite: None  
This course is a continuation of, and builds on the principles of, Financial Accounting I. This course emphasizes the students’ ability to apply the concepts and procedures of Generally Accepted Accounting Principles in order to produce general-purpose financial statements, which are needed to make sound personal and business decisions. This course will examine accounting for U.S. corporations and focus on the following topics: accounting for receivables; inventory valuation; accounting for long-lived assets (plant assets); long-term liabilities (bonds); reporting and analyzing stockholders’ equity; reporting and analyzing investments; and analysis of financial statements using ratios. The students will be able to blend knowledge of accounting principles with critical thinking skills in order to appreciate logical, complete, and accurate financial reports and budgets that will serve as the basis for economic decision-making.

ARTS 180  Contemporary Issues in the Workplace and the Arts  3 Credits  
Prerequisite: None  
Does art imitate life, or does life imitate art? This course explores workplace issues through the analysis of selected works of fiction, film, theatre, and visual art in New York City. Students will examine how work and workers are depicted, how they solve problems, and how they are valued. In addition, students will identify and respond to issues of difference that surface through artistic expression. Students will critically reflect in writing upon each art “event” with an eye toward understanding the connection to issues in their current work setting. The course will conclude with each student presenting a contemporary workplace issue through their own artistic expression.

Note: This course includes a $125 Materials Fee to purchase film, museum, theatre, and concert tickets related to the content of the course syllabus. Events will be selected and incorporated into the course curriculum by the instructor each term.

ASL 101  American Sign Language I  3 Credits  
Prerequisite: None  
This course examines the fundamental principles of ASL grammar and syntax, a basic vocabulary, and conventions of conversational discourse in the Deaf community. Emphasis is placed on developing the visual perception skills critical in understanding ASL. This course is taught in a visual-manual method using no spoken English. This course will use interactive storytelling, reading selections from *Hand Jive*, and learning games. Blackboard and other technology will be used to enhance
continued student immersion beyond the classroom. Smart classroom, video-proctored feedback will also be provided to
gauge student progress across the arc of the course.

You will learn to define Deaf culture. You will be expected to adhere to Deaf norms during class time. That means no voice.
No lip-syncing. Class participation is paramount to your success in this course. You cannot practice the language with your
coursemates and instructor if you are not present. This syllabus is written with an eye to “The Deaf Way” and it is colloquial,
detailed and, at times, blunt about areas of concern that other students before you have found challenging in the learning.

**ASL 102**  **American Sign Language II**  **3 Credits**

*Prerequisite: ASL 101 or equivalent, as determined by instructor*

In this course, students will continue to build American Sign Language vocabulary, will further their understanding of Deaf
cultural norms and history, and will develop intermediate grammatical and conversational techniques. Taught in a visual-
manual method using no spoken English, this course will use intermediate interactive storytelling, reading selections from *Hand
Jive*, and advanced learning games. Expressive skill development emphasizes smoothness and clarity in producing ASL;
receptive skill development emphasizes understanding ASL and Fingerspelling at a moderate rate. Students will also continue
to compare Deaf and Hearing norms and begin to contrast ASL grammar and English syntax.

Class participation is paramount to the student’s success in this course, as students cannot practice the language with their
course mates and instructor if they are not present. Students are asked to continue to respect Deaf cultural norms during class
time, which includes refraining from the use of the voice and lip-syncing. Blackboard and other technology will be employed to
enhance continued student immersion beyond the classroom. Smart classroom, video-proctored feedback will also be
provided to gauge student progress across the arc of the course.

Students enrolling in this course should already have a basic exposure to ASL vocabulary, grammar, facial expressions, and
total body communication.

**COMM 180**  **Principles of Public Speaking**  **3 Credits**

*Prerequisite: None*

This course addresses the competencies necessary to prepare, organize, and deliver formal and informal presentations. Students will learn the elements of informative, persuasive, extemporaneous, and impromptu styles of public speaking,
audience analysis, telephone and voice-only communication, and effective verbal communication techniques. In addition,
students will write speech outlines, conduct speaker evaluations and audience analysis, and practice the effective use of
technological aids. They will also learn techniques to control nervousness. We will practice impromptu speaking as often as
possible. Most classroom presentations will be videotaped.

**COMM 190**  **Speaking and Listening for the Professional**  **3 Credits**

*Prerequisite: None*

This course will focus on improving students’ listening skills at work and becoming more effective communicators. Employing
lectures, small group discussions, role play, and short video segments, students explore all the skills needed to become
effective listeners. In addition, students will also evaluate the ways they communicate to improve their manner of speaking to
genage audiences to listen attentively.

**COMM 192**  **Effective Communication Online**  **3 Credits**

*Prerequisite: None*

This course offers guidance and examples on how to communicate effectively in a workplace that is increasingly dependent
upon technology as a means to communicate locally and globally. The course provides students with an understanding of
technology-mediated communication and how to maximize the use of new media to optimize organizational communications.

**COMM 280**  **Leadership: Organizational and Personal Vision**  **3 Credits**

*Prerequisite: None*

This course provides the framework for discussing issues of personal and organizational leadership. Students will work to
understand the relationship between effective leadership and self-awareness. Students will begin to analyze the ways in which
their identities and lives are affected by their experiences in contemporary society. Readings will be used to generate
reflections about self-esteem, building trust, taking risks, formulating goals and resolving conflict, and how these issues
influence one’s ability to lead. Students will identify actions they can take, and models they would employ, to become more
effective leaders.
COMM 285  Leadership in a Multicultural Workforce  3 Credits  
Prerequisite: None  
The diversity of today’s workforce presents an array of fascinating questions regarding the dynamics of workplace environments. This course provides an exciting opportunity for contemporary professionals to develop key skills. The topics of interpersonal communication, conflict resolution, power, identity and diversity will serve as a lens through which to examine common issues in the workplace. The changing demographics of the workplace and the economic realities of a world marketplace have caused organizations to analyze how culture, gender and race impact on both organizational and personal communication. Emphasis is placed on how these factors affect values, behavior, communication, and, ultimately, effectiveness, in work settings. Students will evaluate their own communication behaviors, the “culture” of the organization, and how cultural differences affect the workplace. Issues of ethnocentrism, stereotyping, and gender bias in both verbal and nonverbal communication will be addressed.

COMP 180  Introduction to Computers and Software: Concepts and Practice  3 Credits  
Prerequisite: None  
In this course, students will obtain the computer competencies that are widely applicable throughout their educational, professional and personal lives. The course topics—computing procedures, operating systems, internet navigation, and electronic communication—are linked to skills required in other courses, as well as the workplace. Throughout, students will be encouraged to think critically about current social and technical issues raised with the computing age.

DSAB 301  Introduction to Disability Studies  3 Credits  
Prerequisite: None  
This course introduces students to the emerging multidisciplinary field of Disability Studies. Disability Studies articulates a new paradigm of disability that is informing academic scholarship, the delivery of services and supports to people with disabilities, public policies related to people with disabilities, and disability research. It is fostering a new understanding of disability in contemporary culture, not just for people with disabilities but for society as a whole. Subjects covered include:

- The experience and perspectives of people with disabilities and their families;
- The definition of disability as a social construct, as distinct from a medical model of disability;
- The history of discrimination, stigma and segregation and its effects on the lives of many people with disabilities.
- Links between disability studies and the humanities including representations of disability in art, literature and the media;
- The role of disability studies in the formulation of social welfare and other public policies and in the delivery of services and supports to people with disabilities; and
- The value of disability studies in helping to understand disability within American culture and cultures throughout the world.

DSAB 223  Autism Spectrum Disorders in Young People  3 Credits  
Prerequisite: None  
This course focuses on the characteristics of young children with autism spectrum disorders, the effects of having a child with autism on the family, parental roles, and intervention approaches designed to meet the special needs of this population. Students learn to identify early signs of possible autism spectrum disorders, understand the differences between the different types of diagnoses of these disorders, and understand the evaluation processes and terms used to describe children with these disorders. The course is especially geared to serve the professional needs of assistant teachers who work in classrooms.

ECON 180  Introduction to the American Economy  3 Credits  
Prerequisite: None  
This course introduces students to major theories in economic thought and to the structure of the American economy. It considers the ways economic theory is used to address economic and business issues such as productivity, supply and demand, inflation and international competition. It also looks at the U.S. economy in relation to international trade and finance, economic development and social change.

ED 180  Philosophy, Culture, and Work Life in Education  3 Credits  
Prerequisite: None  
In this course, students will explore education from several vantage points. Philosophical issues and perspectives, both historically and today will be addressed. Students will investigate schools as institutions where people work and learn and will study current educational challenges, including the achievement gap, high stakes testing, and school safety.
ED 181  Understanding How Adults Learn  3 Credits  
Prerequisite: None
Learning is a lifelong process, and adults learn every day – in formal and informal ways, in structured classes, at the workplace, and in our communities and daily relationships. In this course, students will consider what makes adult learning different from the way children learn. Aspects of adults' intellectual and psychological development that affect learning and theories about learning styles will be examined and explored. Students will also look at the role of gender, race, class and power in adult learning and will consider the potential of adult learning to bring about both personal transformation and social change.

The ability to be self-reflective, and to think about our own thinking, is a characteristic of adult learners. This course will expect students to practice self-reflection, to think critically about social assumptions about learning, and apply what they learn to their own lives.

ED 182  Adult Development  3 Credits  
Prerequisite: None
Adult learning is significantly affected by adult development – the understanding of how adults change and develop throughout the life span. This course will introduce students to significant theories regarding how adults develop as thinking, feeling, social beings. In this course, students will look at the physiological factors of adult development and will examine different perspectives of intellectual development. Theories of psychological and emotional development will be considered, along with issues such as the gender and racial identity in adulthood as well as moral and spiritual development. Throughout the course, students will use gender, race/ethnicity, and culture as lenses through which to examine these theories. They will also explore the implications of various perspectives on development for adult learning and will ask how the theories presented relate to their lives and how they contribute to their own self-understanding.

ED 183  The Psychology of Child Development, Learning, and Working Effectively  3 Credits  
Prerequisite: None
This course will provide an overview of the relationships between the basic developmental processes of children and adolescents and their educational experiences in schools and communities. The role of culture, ethnicity, race, gender and social class will be examined, as well the influence of these factors upon psychological processes. Emphasis will be on elementary through high-school age children and adolescents in urban schools, including students with special needs and those who are English language learners. There will also be attention given to organizing classrooms into effective learning communities, and to strategies for interacting with children who have difficulties integrating effectively into school and classroom communities.

ED 185  Career and Life Planning  3 Credits  
Prerequisite: None
This course is designed to help students to address important life questions that form the basis for making key career decisions. Using career development literature and approaches to answering these questions, students examine skills, talents and abilities and devise possible life plans. Other aspects of the course include learning to use technology as a career development tool, the job search, motivation, setting long and short-term educational goals.

ED 280  Developing Programs for Adult Learners  3 Credits  
Prerequisite: None
While the success or failure of an adult education experience at work may appear to be due entirely to the course content and nature of the classroom interaction, a thorough and conscientious process of planning and development is the essential foundation upon which such programs rest. This course introduces students to selected models for planning and developing adult learning programs, with an emphasis on Caffarella’s Interactive Model of Program Planning. Drawing on participants' experiences as adult learners, combined with reading, class discussion, case analysis, and practical application, participants will learn about the components of program planning, including needs assessment, setting objectives, formulating learning activities, program evaluation, and key program management functions. The course will pay particular attention to work-related program development.

ED 281  Facilitating Adult Learning Experiences  3 Credits  
Prerequisite: None
Using the theory of adult education, this course explores the practical ideas, tools and techniques for creating democratic classrooms and learning experiences. Students will explore the development of their own voices and examine ways in which
other people’s voices are drawn out in the classroom. The variety of creative groupings, formats and processes to encourage student participation will be considered. Students will come to know the roles of a facilitator and how she/he can become comfortable with tension – even using tension as a teachable moment in the classroom. Cultural, class and gender differences and their impact upon learning and in facilitating are addressed throughout.

ED 283 Managing Conflicts in Schools 3 Credits
Prerequisite: None
The social and emotional climate of classrooms and schools affects student behavior and learning in significant ways. This course investigates how to create classrooms and schools in which social and emotional learning is promoted through conflict resolution education. The course will examine key research that shows that conflict resolution education not only improves student behavior but also promotes academic achievement. Central themes of research-based conflict resolution education programs are then examined, including cooperation, communication, managing emotions, negotiation and problem-solving skills, peer mediation, diversity and bias awareness, and bullying prevention and intervention. Approaches to infusing teaching of these skills into the required curriculum are also examined.

In addition to examining curricular approaches to conflict resolution education, students will look at the critical role of the teacher in creating a safe and caring classroom environment. This includes teacher modeling of social-emotional intelligence, classroom management strategies, positive discipline approaches, and the use of class meetings. Whole school approaches to conflict resolution education, and strategies for engaging parents will also be discussed. Readings, discussions and lectures will be balanced with participatory activities and will allow students to experience first-hand effective strategies that support students’ learning of essential social-emotional skills.

ED 285 Behavior Support Structures for Children with Disabilities in Schools 3 Credits
Prerequisite: None
One of the major challenges working with children with developmental disabilities is understanding and managing behaviors in ways that promote growth and independence in a safe learning environment. The primary purpose of this course is to provide educators with information, behavioral theory, resources, examples, and practice in applying effective behavioral support procedures in their work with children.

We will address various classroom management, behavior management, and behavioral techniques appropriate for children with special needs. Emphasis will be on the adaptation of strategies dependent upon individual need. A major emphasis of the course will be helping educators learn how to analyze behaviors in order to develop and implement positively oriented procedures that will lead to successful outcomes. Additionally, the course will address current topics concerning behavior and classroom management.

ENGL 180 Written Communication 3 Credits
Prerequisite: None
Strong writing skills reflect professionalism and competency. By examining various scenarios, students will learn to identify their audience and choose appropriate language, tone, and style in order to write effectively. Review of protocol for business documents will be included. Assignments clarify the three-pronged approach of planning, drafting, and revising written communications. Using the portfolio approach, students will conclude the course with several polished business documents.

ENGL 191 Critical Thinking and Writing 3 Credits
Prerequisite: None
In this course, students will learn to sharpen both critical thinking and writing skills and explore the connection between the two. The class will explore ways in which writing can generate and develop ideas. Students will practice organizing and presenting ideas in clear, interesting prose, and using basic research techniques to find, evaluate, use, and cite sources. By working in small, peer-editing groups of three or four, students will hone the important skill of casting a critical eye on one’s own and others’ work. Works of published authors as well as students’ written work will be reviewed and analyzed. Throughout the course, whether in reading, writing or speaking with others, the emphasis will be on heightening the students’ ability to develop their critical voices.

ENGL 195 Memoir Writing: Explorations of Workplace Issues 3 Credits
Prerequisite: None
This course is designed to explore how we can examine our work experiences, attitudes and beliefs by writing about our past
and present work life. Through reading other peoples’ stories about work, and writing their own, students examine their lives at work. This course will use famous and not-so-famous memoirs, as well as their own memoir writings, to explore their past and present work life. During each class, students will discuss well known published memoirs, psychological theories about writing, and their own writing to enhance their work life. There will be a ten minute writing session during each class about a topic at work and time will be set aside to read and share work as a spring board for examining the complexities of work life.

ENGL 286 American Literature in the Workplace 3 Credits
Prerequisite: None
This course will enable working people to become aware of the history of work in the United States, with a focus on the way work and the workplace have been understood and analyzed in different eras by literary artists, intellectuals and scholars, and ordinary people. The course will help students develop a deeper understanding of the world of work and, inevitably, their own place within it. Designed to immerse students in language and the analysis of language, these courses will help students sharpen their own reading, writing and critical thinking skills. The course will be taught in a writing-intensive manner.

The literature studied will include both fiction and non-fiction; novels, poems, essays, letters, memoirs, historical accounts, and journalistic pieces will all be considered, as will critical responses to these primary texts. The texts will present students with a large and varied sample of the work experience in America. We will begin with accounts of work in Native American communities and in the first European colonies in the “New World” and end with accounts from our present-day, post-industrial world. We will use the course’s chronological format to trace configurations of race, ethnicity, gender and class across the centuries as well as to trace the changing nature and structure of work itself. We will pay particular attention to economic, environmental, and technological structures in each historical period we study and will ponder the relationship between these structures and the experiences, consciousness, and organization of workers in each of those periods.

ENGL 287 Twentieth Century American Women Writers 3 Credits
Prerequisite: None
In this course we will study the work of key twentieth-century American women writers. We begin the semester with social critic Charlotte Perkins Gilman’s Herland (1915), a utopian novel portraying an all-female society on the eve of World War I, and end with a book of essays edited by “queer” Chicana writer Gloria Anzaldúa in which writers, poised at the edge of the twenty-first century, ponder the future of feminism. Throughout the term, whether we are reading fiction, poetry, essays, or memoirs, our approach will be two-fold: we will consider each work both as a literary and as a historical document. In the artistic realm, we will pay close attention to how each text is crafted, noticing how authors shape their stories through the use of language, rhetoric, and form. In the historical realm, as we trace the changing place of women and women’s consciousness over the course of the twentieth century, we will consider how each author’s treatment of her subject is influenced by the times in which she lived. We will also note the relationships authors perceive between gender and other broad social categories like race, ethnicity, class, and sexual preference. Throughout the semester, we will take stock of the powerful emotional theme of women “coming to voice” as the writers we study find the means to narrate their reality and/or imagine a better or different future. The course will be taught in a writing-intensive manner with weekly writing assignments and in-class writing exercises in order to encourage students’ own coming to voice as they explore, in a hands-on way, the art of “speaking out.”

ENGL 290 Writing about Race 3 Credits
Prerequisite: None
In this course, students will explore the issues of race in America by reading the works of writers of color and others concerned with the issue of race, viewing films that address racial issues, and writing to explore how race conditions our social, public and work lives. A variety of written work will be considered, including essays, political writing, non-fiction, poetry, etc., to explore the complex relationships between racial identity and work in the United States. Students will consider issues of race and work in the United States from a historical perspective and explore how writing and reading can both reflect and challenge racial categories, hierarchies, and perceptions.

ENGL 291 Professional Writing (Advanced Business Writing) 3 Credits
Prerequisite: None
The Professional Writing course examines communication methods to reach business audiences. By examining various work scenarios, students will learn to identify their audience and choose appropriate language, tone and style for everyday communication, as well as reports, proposals, and performance reviews. Samples of writing from students’ workplaces will be reviewed as a way of understanding organizational culture and expectations for effective written communication.
ENGL 296 Contemporary World Literature 3 Credits
Prerequisite: None
The intent of this course is to introduce students to a selection of contemporary non-Western authors and to provide students with an environment to critically engage their writing. We will consider the viewpoints, values and worldviews of the authors we read and discuss the influence of their larger social, political and economic contexts on their writing. We will identify and consider shared themes, such as: culture and identity formation, including experiences of race, class gender and sexuality; sense of self; notions of home and family; experiences of displacement and diaspora; colonialism and anti-colonial struggles; war, revolution and rebellion; questions of citizenship and nation-building; and others that emerge. Drawing on postcolonial and feminist literary theory, we will ask how the authors conceive of themselves as writers and as representatives of a particular gendered, national, or ethnic group. We will also consider differences amongst the writers that we encounter, and how they both employ and challenge some of our traditional, or Western, notions of literature.

ESCI 201 The Nature of New York 3 Credits
Prerequisite: None
This science course allows students to explore New York City's rich and diverse natural environment through a unique online learning experience. The course focuses on the city's origins and transformation over time, and provides students with a sound introduction to ecological thinking. The course includes assignments that explore urban ecosystems and habitats.

FILM 180 The American Workplace on Film: Representing Race, Class, Gender, and Sexual Orientation 3 Credits
Prerequisite: None
Film functions as a discourse in which notions of race, gender, sexual orientation, patterns of power, subordination, and oppression have been constituted and contested. This course explores the manner in which race, gender, and sexual orientation have been represented in film and how these representations relate to and have been infused into the workplace. The course provides students with the opportunity to critically examine film and to engage each other in discussion about what film represents. The course will also provide students with tools to develop and refine their reasoning and thinking skills.

FIN 180 Consumer and Personal Finance 3 Credits
Prerequisite: None
This course prepares students to understand the fundamentals of managing personal finances and how the principles, concepts, and application of these fundamentals impact personal and professional lives. Topics covered will include: goal setting; budgeting; banking and basic financial transactions; building, maintaining and repairing credit; credit report and scores; home ownership; current regulations and practices governing consumer financial transactions, including consumer protection laws, fair credit and collection, bankruptcy, banking services and products, insurance and investment, basic negotiating skills, financial counselor roles and skill sets, planning for education, retirement, and basic investments.

HST 285 African American Women Leaders: Community and Workplace Issues 3 Credits
Prerequisite: None
This course will examine the contributions of African American women leaders, past and present. The course will first explore how history has shaped the African American woman’s experience, covering the period from slavery through the Civil Rights movement and moving into present-day. A focus will be some of the ways that Black women—enslaved and free, impoverished and more affluent—not only survived, but also created families, communities, and institutions. Interwoven throughout the course will be readings, discussions, and videos of Black women activists, including writers, musicians, politicians, artists, workplace organizers, and entrepreneurs. This will provide an opportunity for students to analyze their activist strategies and tactics to see how they became leaders and role models. Ultimately, the critical insights drawn from their experiences will inform students’ thinking about how to become more effective leaders in their communities and in the workplace. The interdisciplinary approach used in this course serves to emphasize history, sociology, and political science, while developing the essential skills of critical reading and thinking, and effective writing and oral communication.

HST 286 Evolution of Work in America 3 Credits
Prerequisite: None
During this course, students will review and analyze the development of American technology from the colonial period to the present. They will focus on the achievements and attitudes of Americans, as well as the social consequences of their choices about technological development. Students will be asked to examine the social and ethical dimensions of technological
development, as well as its contribution to political and economic growth of the United States.

Topics to be considered include: the nature of technological systems; the nature of colonial technology and its limitations; the development of artisan crafts and skills; the creation of the American system of manufacturing; the era of American invention and entrepreneurial endeavor; the social impact of industrialization; and the age of mass production. Later discussions will examine the impact of the automobile on American society; the development of aviation the aviation industry; the development of communication technologies; and the arrival of biotechnology. Finally, students will be asked to address the issue of whether the American passion for technological solutions is a valid cultural response to the major problems of the workplace and society.

IS 290  Introduction to Research Methods  3 Credits
Prerequisite: None
This course acquaints students with a range of research methods commonly used in college. The focus of the course is for students to develop research competencies and to demonstrate them in a 15-20 page research paper which addresses a workplace topic. The course is also intended to further develop college-level critical thinking skills via reading, research, and writing.

ILAW 201  Introduction to Immigration Law  3 Credits
Prerequisite: None
The student will gain an understanding of the basics of U.S. immigration and citizenship law. The course emphasizes the practical aspects of family-based immigration, adjustment of status to permanent residence, citizenship and naturalization. The student will survey asylum and refugee law, employment-based immigration, nonimmigrant visas, removal (deportation) and employer sanctions compliance and anti-discrimination laws. The course provides a general introduction to the field of immigration law, regulation and policy, and will also be useful to those who wish to assist and advise immigrants with resolving immigration problems.

LAW 190  Business Law  3 Credits
Prerequisite: None
This course explores the foundations of U.S. business law, including the topics of agency, corporations, partnerships, enforcement of rights, contracts, sales, negotiable instruments, product liability and warranties, consumer protection, business torts, and business crimes. Students examine pertinent workplace issues through discussion, case study analysis, and case law.

LAW 290  Employment Law I  3 Credits
Prerequisite: None
This course considers laws and regulations that have a direct impact on the work of managers and employers. Students will examine issues such as employee rights, workers and unemployment compensation, legal aspects of the job search, discrimination, workplace privacy, benefits and wages, and sexual harassment.

LAW 291  Employment Law II  3 Credits
Prerequisite: None
Issues surrounding the regulation of the ever-changing relationship between employer and employee comprise the legal theme of this course. Students will learn about laws and cases concerning: health and safety (OSHA); labor unions and industrial relations (NLRA); pension plans (ERISA); unemployment benefits; family leave (FMLA); injury compensation and social security; dispute resolution; the Fair Labor Standards Act; immigration (IRCA); testing and evaluation of job performance; and the right to privacy. Students will navigate these topics through interactive discussions, readings from the text, case law, and other legal materials.

MGMT 180  Principles and Practices of Management  3 Credits
Prerequisite: None
This course is a survey of contemporary management practices, including strategic planning, decision-making, quantitative analysis, control, operations, human resource management, leadership, and change management. Students will have an opportunity to apply management concepts and engage in decision-making and problem-solving through in-class assignments and projects. The approach integrates assigned course readings, case studies, exercises, and projects to develop students’ critical thinking, team building, project management, and presentation skills.
MGMT 185  Contemporary Management Issues  3 Credits  
Prerequisite: None  
This course addresses present-day issues that challenge productive working environments. Topics include corporate responsibility, globalization, employee privacy, and ethics in the workplace. Students will explore these issues as they relate to their professions and the functioning of a healthy work environment.

MGMT 190  Principles of Supervision  3 Credits  
Prerequisite: None  
This course examines how management and employees relate with one another in the workplace. Students will gain an understanding of the basic elements in employee relations and study crucial topics for a productive employment relationship. The course will also examine the supervisor’s tasks and challenges, as well as the relationship between supervisors and supervisees, how these relationships have been defined in the field, and how society regards them.

MGMT 195  Introduction to Human Resources Management  3 Credits  
Prerequisite: None  
This course examines all necessary functions of human resources management—the tactical and strategic processes, and theoretical and practical aspects, involved in managing a workforce. Topics to be discussed are: recruitment; staffing and hiring; orientation and training; job analysis and planning; performance appraisal and management; career planning; compensation; and motivation. Students look at human resources issues common to all modern organizations, for-profit, nonprofit, and public companies, with particular focus on strategic performance goal setting and employee talent development. In addition to a human resources management focus, key skill-sets will be identified that enhance “employability” and add crucial job skills to one’s lifelong career track.

MGMT 290  Motivation and Productivity in the Workplace  3 Credits  
Prerequisite: None  
How to improve employee motivation and productivity is a critical component of individual and organizational performance. This course will focus on theory and practice involved with motivation and productivity at the individual, group, and organizational level. In the management of any organization, motivation and productivity of both management and employees is of central concern to the effectiveness of the organization. Topics include, but are not limited to, theories on work motivation, techniques such as action research and survey-guided feedback to increase employee involvement, Total Quality Management (TQM), rewards, and employee empowerment.

MGMT 292  Leadership in Groups and Organizations  3 Credits  
Prerequisite: None  
The intent of this course is to develop a better understanding of the elements of leadership and the role of leaders in organizations. Students will review some fundamental leadership theories that have guided organizational designs and will see how these designs are challenged by current organizational realities. Topics include, but are not limited to, power and influence, motivation, change management, communication approaches, and leading a learning organization. Students will examine the critical skills and abilities necessary for effective leadership. Decision-making, planning, motivating others, conflict resolution, and improving communication are among the skills.

MGMT 296  Project Management  3 Credits  
Prerequisite: None  
Designed for professionals, consultants, and others responsible for managing a project, this course will serve as an introduction to project management. It will outline the basic components of successful projects by highlighting the various stages of a project from the initial idea, to maintaining a budget, and completing projects on time and within budget. This course will help decision-makers and change agents evaluate various strategies for project implementation. It also explores the nature of organizational change through projects and the challenges it poses for leadership. Participants will practice project management skills with specific project cases and learn how to assess the potential impact of various strategies for successful completion.

MTH 181  College Algebra I  3 Credits  
Prerequisite: None  
Using a variety of presentation modes and activities, this course is designed to further develop students’ algebraic skills and increase their ability to interpret statistical information used in the workplace. Topics include equations and inequalities, polynomial and rational functions, exponential and logarithmic functions, and reading and interpreting graphs and charts.
MTH 182  College Algebra II  3 Credits
Prerequisite: None
Using a variety of presentation modes and practice activities, this course is designed to reinforce students’ understanding of algebra rules and to further develop their ability to solve intermediate and complex algebraic equations. Topics include rational expressions and equations, graphing linear equations, systems of linear equations, roots and radicals, and quadratic equations. Emphasis will be placed on students’ ability to make connections between mathematics and its application to the workplace. Writing and conceptual exercises are included to aid students in applying the concepts.

MTH 185  Business Math  3 Credits
Prerequisite: None
This course provides students with mathematical concepts and skills needed in the world of business. Topics include percents and their applications, solving algebraic equations, business statistical concepts, developing and interpreting graphs, charts and tables, interest and mathematical reasoning. Students examine the application of mathematics common in their work place.

MTH 190  Statistics  3 Credits
Prerequisite: None
In this course, students will gain the ability to take facts or data of a numerical kind and disseminate, classify, and tabulate them, in order to present (in a summarized format) significant information about a subject or phenomenon. This course covers basic descriptive statistics, including percentages, ratios, tables, graphs, and charts. In addition, the course examines measures of central tendency, measures of dispersion, the normal curve, sampling distributions, and the use of chi-square statistics.

ORG 180  Organizational Behavior  3 Credits
Prerequisite: None
Organizational behavior is the study of how individuals and groups impact the behavior within an organization for the purpose of applying this knowledge to improve an organization’s effectiveness. This systematic study examines the factors of organizational actions which effect productivity, employee morale, sense of community, and ability to function as a coherent system. Topics covered include individual attributes, motivation, interpersonal relations, communication, leadership, group and team dynamics, organization design and development, organization culture, and organizational change.

PHL 190  Ethics in the Workplace  3 Credits
Prerequisite: None
“There is no right way to do a wrong thing,” state Blanchard and Peale in their book, The Power of Ethical Management. This course introduces students to ethical theory by presenting an overview of ethical dilemmas and conflicts in the workplace. Students will explore ethical dilemmas they face in their own workplaces and consider how these dilemmas might be handled differently by applying various ethical and philosophical models.

PSCI 180  Public Policy and the Workplace  3 Credits
Prerequisite: None
During this course, students will review and analyze the process and results of public policy decision-making in the American political system. One aspect of this course will be to develop a basic understanding of the main institutions and practices of government. A second will be to develop an understanding of the policy process, including the cycle of policy formation, implementation and evaluation. Students will be expected to engage actively in two sets of activities: one, a practical working knowledge of policy research; the second, an understanding of current policy debates.

Topics to be considered will include the following: the nature of American constitutional system; the development of the federal bureaucracy from the late 19th century to the present; the role, in particular, of the Congress in policy formulation and oversight; the role of individual federal agencies in developing and administering domestic and foreign policies; the importance of Presidential leadership in shaping public opinion; the nature and process of policy implementation; the role of private interests in creating and evaluating public policy; the nature of public advocacy; and the responsibility of citizens in public policy debates.

PSY 280  Psychology of Change and Stress in the Workplace  3 Credits
Prerequisite: None
Stress is a part of life. Although some individuals are able to handle stress well, more of us have difficulty managing stressful situations in our lives. Studies have shown that stressed employees are more prone to illness and diseases. As a result of absenteeism and lower energy, performance may be impaired, tensions may increase and poor morale may be evident. This course will address the causes of stress, the psychological and physiological results of stress, and strategies for helping others and oneself to effectively manage stress. The course will also delve into models for stress management program design.
Instructional methods include lectures, small group discussion, self-evaluation and peer feedback sessions. The course is designed to combine theory and practical experience and allows students to evaluate situations and create strategies to improve stress management effectiveness.

**PSYC 180**  
**Dynamics of Interpersonal Behavior**  
3 Credits  
*Prerequisite: None*  
Serving as an introduction to the concepts of social psychology, this course delves into communication theory, self-perception, and conflict and group dynamics. Students learn to observe and react to individual behavior patterns in groups, identify listening strategies, and examine connections between communication and leadership. Key workplace communication issues will be considered, such as the impact of culture and gender on communication, verbal and nonverbal styles, and interpersonal behavior in groups.

**PSYC 281**  
**Psychology in the Workplace**  
3 Credits  
*Prerequisite: None*  
As the scientific study of human behavior, psychology explores basic questions about what it means to be human and why humans behave the way they do. Learning about psychological principles and theories can provide greater self-understanding. This course will explore human behavior in the workplace. It will combine critical thinking skills with new ways to be aware of the psychological factors that can help individuals become more satisfied and successful at work.

This course examines and explores theories of human behavior through the lens of people at work. Theories from works such as Ellis’s *Rational and Emotive Behavior Therapy*, Goleman’s ground-breaking *Emotional Intelligence*, and Frankel’s *Man’s Search for Meaning* will be examined. These and other theorists will identify concepts such as self-esteem, motivation, and sense of belonging, which will be explored in relation to problem-solving, performance, motivation, and communication in the workplace. Students will study the psychological factors that influence work life: self-awareness; goals; self-esteem; positive thinking; self-disclosure; self-motivation; management of resources; and communication with co-workers.

**PSYC 290**  
**Managing Conflict**  
3 Credits  
*Prerequisite: None*  
This course explores ways of taking a “collaborative” approach to conflict, an approach that aims to meet the priority needs of both parties, without compromising or giving up one’s own genuine concerns. When conflict is approached in this way, there is the potential to achieve lasting and effective resolutions, to build understanding, and to strengthen the relationship between the parties. This course will emphasize learning and applying practical communication skills that promote constructive conflict resolution.

**REL 190**  
**Religion in the Workplace**  
3 Credits  
*Prerequisite: None*  
This course seeks to understand the different faith traditions represented in a pluralistic society and address their impact on the workplace. It will explore the variety of assumptions, principles, and histories of five key faith traditions: Islam; Christianity; Buddhism; Judaism; and Hinduism. Students will reflect upon their own values and belief systems and analyze the ways in which those values and beliefs, religious and otherwise, impact their work lives.

**SOSC 180**  
**Diversity I**  
3 Credits  
*Prerequisite: None*  
The course proceeds on the assumption that an understanding of the issues of difference in the American workplace is key to developing a more effective and democratic workplace. This course will hold up for study the dynamics of the United States as a multicultural society with a specific focus on how differences, individual and systemic, shape the contemporary American workplace. We will critically examine how racism, sexism, class bias, heterosexism, ableism, anti-Semitism and ageism affect our lives. Integrating readings with experience, students begin to form an analysis of workplace systems and identify approaches for change.

**SOSC 181**  
**Diversity II**  
3 Credits  
*Prerequisite: None*  
This course will provide the framework for us to continue our discussion of diversity issues in the United States. In Diversity I, we analyzed the ways our individual lives are affected by the “Isms” (Racism, sexism, class bias, heterosexism and homophobia, ableism, anti-Semitism and ageism.) We raised our awareness and conceptual understanding of these issues by sharing our personal stories and testing our assumptions against the theoretical concepts presented in the course texts and readings.
In Diversity II, we explore issues of difference with what educator Paulo Freire would describe as a “critical consciousness.” Cultural Diversity in the United States II begins with an analysis of our individual social identities and those of others in order to reinforce how all identity is shaped by the intersection of race, ethnicity, gender, and socio-economic status. Our discussions will include issues of structural discrimination and power relationships and how they operate in the work place. Finally, interwoven throughout the course are steps we can take to effect change as individuals or in concerted efforts with other individuals or groups. We will develop an action plan for social justice that interrupts bigoted behavior, confronts sexism, racism and other forms of oppression and promotes understanding of differences.

**SOSC 286 Sociology of Work and Family 3 Credits**
Prerequisite: None
This course will examine traditional conceptualizations of work and family, which stressed distinctions between the public and the private sphere, as well as current radical transformations in the nature of work and family in both spheres. Issues related to single-parents in the workforce, dual-career households, the rise of women at work, the impact of aging relatives, and the effects of globalization on the job market will be examined. In addition, students will attempt to understand how employers, communities, and government can make work life and personal life more compatible, and how individuals manage job uncertainty along with multiple work and family life responsibilities.

**SOSC 287 Globalization and the Changing Workplace 3 Credits**
Prerequisite: None
Thomas Friedman, in his article, “It's a Flat World, After All” stated, “Globalization has collapsed time and distance and raised the notion that someone anywhere on earth can do your job, more cheaply.” This course will examine what is meant by globalization and how it is affecting the workplace in America. Students examine ways and reasons the workplace is undergoing change, federal policies, and what it means for workers to compete in the global marketplace.

**SPN 180 Spanish I 3 Credits**
Prerequisite: None
This course will combine interactive conversational language acquisition with in-class and take home written assignments as well as two exams and graded presentations. The content will focus on workplace vocabulary and issues. Topics will include the fundamentals of grammar, language roots, reading comprehension, writing and conversation. Weekly Practice sessions and written materials will be framed in workplace settings. The emphasis will be on addressing industry specific issues and questions related to cross-cultural understanding. Each week’s class will include presentations in Spanish and/or open discussions on successful strategies for establishing diverse cultural understandings.

**SPN 181 Spanish II 3 Credits**
Prerequisite: None
This course will take a context-based dialogical approach to Spanish language learning, blending grammatical lessons with open dialog, creative group exercises, field trips and multimedia presentations. The course content will build upon the workplace-oriented vocabulary, grammar and conversation skills developed in Spanish I (or its equivalent), moving on to more advanced conversation, reading comprehension and written composition. The in-class component of the course will focus on conversation, with special emphasis on the rhythmic and vocalic nature of the Spanish language and the diversity of Hispanic cultures in New York and around the world, while out-of-class assignments will be dedicated to reading comprehension, written composition, and preparation for the coming week’s class.

Both spoken and written course content will be framed in ethnically, linguistically and culturally diverse workplace settings, with a continued focus on cross-cultural understanding. Students will take advantage of New York’s unique cultural landscape through guest lectures and visits to Latino cultural institutions. Students will be expected to participate actively in every class. Students are also required to complete a midterm and final exam, hand in regular homework assignments, and share a final presentation on a Latin American/Latino cultural figure or related topic.
PART 7. 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 Department 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 at Room 217C or visiting the Main Lobby Security. 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 patrol jurisdiction of the campus Public Safety Department and was reported to the department 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 College is further required to issue a timely warning to the College 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.

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 Department’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 College 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 on 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 Department and 911 should be called. The Public Safety Department’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 Department 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.

<table>
<thead>
<tr>
<th>Location: 119 W. 31st St. New York, NY 10001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
</tr>
<tr>
<td>Monday to Thursday: 8a.m. – 10p.m.</td>
</tr>
<tr>
<td>Friday: 8a.m. – 6p.m.</td>
</tr>
<tr>
<td>Saturday: 8a.m. – 6p.m.</td>
</tr>
<tr>
<td>Sunday: Closed</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location: 101 W. 31st St. (6th &amp; 7th Floors) New York, NY 10001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
</tr>
<tr>
<td>Monday to Friday: 6:00a.m. – 10:00 p.m.</td>
</tr>
<tr>
<td>Saturday: 10:00a.m. – 6:00 p.m.</td>
</tr>
<tr>
<td>Sunday: Noon – 6:00 p.m.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location: The Joseph S. Murphy Institute 25 West 43rd St. (18th and 19th floors) New York, NY 10036</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
</tr>
<tr>
<td>Monday to Thursday: 9:00 a.m. – 10:00 p.m.</td>
</tr>
<tr>
<td>Friday: 9:00 a.m. – 5:00 p.m.</td>
</tr>
<tr>
<td>Saturday: 10:00 a.m. – 5:00 p.m. (fall and spring semesters only)</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

229
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.

For information regarding CUNY Graduate School and University Center closings, consult the following media:

**Telephone Numbers:**
- 212.817.7000 - CUNY Graduate School and University Center recorded message
- 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](http://sps.cuny.edu) - CUNY School of Professional Studies
- [www.cuny.edu](http://www.cuny.edu) - CUNY information
- [www.gc.cuny.edu](http://www.gc.cuny.edu) - CUNY Graduate School and University Center
- [www.nyc.gov](http://www.nyc.gov) - New York City
- [www.ny1.com](http://www.ny1.com) - New York One (television)
- [www.nbcnewyork.com](http://www.nbcnewyork.com) - WNBC (television)
- [www.1010wins.com](http://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 a 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.

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.

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.

---

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.
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**

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 Officer 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.

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**

---

**These 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.

**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.**
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 President's determination of 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.

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.

---

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.
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, 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.

---

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.
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.

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.


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@mail.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
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@mail.cuny.edu

Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students

II. **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.

III. **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.

**IV. 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**

1. **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 while ensuring its commitment to the principles of academic freedom. CUNY is committed 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. This policy is enacted pursuant to the terms and obligations imposed upon CUNY by New York State Executive Order No. 19 dated October 22, 2007.

2. **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.

3. **Policy**

   **3.1. Employee Awareness**
   
   a) CUNY will provide its Domestic Violence and the Workplace Policy to all employees.
   b) CUNY employees will review and follow this policy and procedures.
   c) 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.
   d) Included in the documentation provided to all employees will be information informing 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. [Section 2612 of the Insurance Law].
   e) CUNY will integrate information on domestic violence into existing materials and literature, policies, protocols, and procedures, including its Workplace Violence Prevention Policy and 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.

   **3.2. 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.
a) 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.

b) 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.

c) 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.

d) Any employee who obtains a temporary or permanent order of protection is encouraged to provide the relevant security personnel and supervisory personnel with a copy of the petition and court order. Additionally, the employee is encouraged to provide the relevant security personnel and supervisory personnel with the following information on the abuser: a photograph or physical description, description of the abuser's automobile and license plate number, and any other information CUNY needs for the security of the workplace. 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.

e) 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.

f) 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.

3.3. 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.

a) 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.

b) 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.

c) 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.
3.4. Firearms
   a) 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. 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.

   b) 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.

3.5. 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.

   a) 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.

   b) 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.

   c) 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.

3.6. 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 3.7 detailed below.

3.7. 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. 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 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...
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.

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.

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.

3.8. 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 College Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report. The campus security report includes: (1) the campus crime statistics for the most recent calendar year and the two preceding calendar years; (2) campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus; (3) policies concerning the security of and access to campus facilities; (4) policies on campus law enforcement; (5) a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others; (6) campus crime prevention programs; (7) policy concerning the monitoring through the police of criminal activity at off campus locations of students organizations officially recognized by the college; (8) policies on illegal drugs, alcohol, and underage drinking; (9) where information provided by the State on registered sex offenders may be obtained (also see below); and (10) policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

The campus crime statistics and the annual campus security report are available at the reference desk of the library and at http://web.gc.cuny.edu/Security/Crime/crime.htm. If you wish to be mailed copies of the campus crime statistics and the annual campus security report, you should contact Mr. John Flaherty, Director of Security and Public Safety, at 212.817.7761, and copies will be mailed to you within 10 days. The U.S. Department of Education’s Web site address for campus crime statistics is http://ope.ed.gov/security/GetOneInstitutionData.aspx. Click “Get data from one institution/campus” and then input the name of the school.

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders now are required to register the name and address of any college at which they are a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the college’s chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact the college’s chief security officer, Mr. John Flaherty, Director of Security and Public Safety (Room 9117; 1.212.817.7761), to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 2 and 3 offenders, you may also contact the Division’s registry Web site at http://www.criminaljustice.state.ny.us/nsor/search_index.htm or access the directory at the college’s public safety department or police precinct.

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@mail.cuny.edu.

Confidentiality of personal information, including medical information and the name of the individual, must be respected to the fullest extent possible. Such information shall be disclosed only on a need-to-know basis.

If contact tracking is required, the Chief Student Affairs Administrator, for students, or the Director of Faculty and Staff Resources, for employees, is responsible. Once contact tracking is complete, or if contact tracking is not required, these supervisors must document the tracking or the decision not to track.

**Freedom of Information Law**

The Provost’s Office of the Graduate School and University Center of the City University of New York is responsible for ensuring compliance with the regulations of the Freedom of Information Law, Section 88, on public access. The Vice President for Student Affairs has been designated as the Records Access Officer. Requests for access to public records may be made in person or in writing. Records requested will be available for inspection and copying in the Office of Student Affairs, Room 7301, between the hours of 9 a.m. and 5 p.m., Monday through Friday. No fee is charged for the search for records, inspection, or certification. A fee not to exceed 25 cents per sheet may be charged for copying of records.

**Student Rights Concerning Religious Observances**

Education Law Section 224-a, stating the rights and privileges of students unable to attend classes on certain days because of religious beliefs, appears below, as mandated by New York State law.

1. No person shall be expelled from or be refused admission as a student for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study, or work requirements.

3. It shall be the responsibility of the faculty and the administrative officials to make available to each student who is absent from school because of his or her religious beliefs, an equivalent opportunity to register for classes or to make up any examination, study, or work requirements, which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study, or work requirements are held on Friday after four o’clock post meridian or on Saturday, similar or makeup classes, examinations, study, or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his/her availing himself/herself of the provisions of this section.
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 Graduate Center 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.
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 School of Professional Studies. Students can review their records at any time by logging into the eSIMS. To request an official transcript at any time during the course of study, the student may send a letter to: Assistant Dean of Enrollment Management and Student Services, 119 West 31st Street, New York, NY 10001 or an email to: thomas.jennings@mail.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.


**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. i. 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. iii. 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. iv. 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, after consultation with CUNY’s chief information officer 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.
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 and 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 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.”)

B. 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.

C. 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.

D. 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.

E. 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.

F. 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.
PART 9. DIRECTORIES
The Board of Trustees of the City University of New York

Benno C. Schmidt, Jr., B.A., J.D., Chair
Philip Alfonso Berry, M.B.A., M.S.W., B.A., A.A.
Valerie Lancaster Beal, B.A., M.B.A.
Wellington Z. Chen, B.S.
Rita DiMartino, A.A., B.A., M.P.A.
Freida D. Foster-Tolbert, B.A., M.S.
Judah Gribetz, A.B., LL.B., LLM.
Joseph J. Lhota, B.S., B.A., M.B.A.
Brian D. Obergfell, B.S., J.D.
Hugo M. Morales, M.D., DPN-P, F.A.P.A
Peter S. Pantaleo, J.D., B.A.
Kathleen M. Pesile, A.A.S., B.B.A., M.P.A.
Carol A. Robles-Romàn, B.A., J.D.
Charles A. Shorter, B.A., M.A.
Jeffrey S. Wiesenfeld, B.A
Terrence F. Martell, B.A., PhD. (Chairperson of the University Faculty Senate)

For a current list of the Board of Trustees visit http://cuny.edu/about/trustees/board.html.

Officers of The University

William P. Kelly, Interim Chancellor
Allan H. Dobrin, Executive Vice Chancellor and Chief Operating Officer
Alexandra W. Logue, Executive Vice Chancellor and University Provost
Jay Hershenson, Senior Vice Chancellor for University Relations and Secretary of the Board of Trustees
Frederick P. Schaffer, Senior Vice Chancellor for Legal Affairs and General Counsel
Marc Shaw, Senior Vice Chancellor for Budget, Finance and Fiscal Policy
Frank D. Sanchez, Vice Chancellor for Student Affairs
Pamela S. Silverblatt, Vice Chancellor for Labor Relations
Gillian Small, Vice Chancellor for Research
Gloriana B. Waters, Vice Chancellor for Human Resources Management
Iris Weinschall, Vice Chancellor for Facilities Planning, Construction and Management
Brian Cohen, Associate Vice Chancellor & University CIO
Matthew Sapienza, Associate Vice Chancellor for Budget and Finance
School of Professional Studies Governing Council

Akins, Daniel - Distinguished Service Professor, The City College of New York Chemistry Department

Bates, Mariette - Distinguished Lecturer, Academic Director of Disabilities Studies Program, School of Professional Studies

Burke, Martin - Associate Professor of History and American Studies, Graduate Center

Casey, Mary - Student Representative, Elected by Students in SPS Degree Programs

Clarkson, Ann - Associate Dean Continuing and Professional Studies, Baruch College

Conway, Katherine - Deputy Chairperson, Business Management, Borough of Manhattan Community College

Fair, Andrew - Adjunct Professor, Immigration Law; Law Office of Andrew L. Fair

Freeman, Joshua - Academic Director, MA in Urban Studies, CUNY Graduate Center

Gordon, David - Professor of History, Bronx Community College

Harris-Hastick, Eda - Professor of Social Work, Medgar Evers College, School of Liberal Arts and Education Department of Social and Behavioral Sciences

Helft, B. Loerinc - Academic Director, Online Business Programs (BS and MS), School of Professional Studies

Henderson, Ann - Associate Provost/Dean for Sciences (acting), The Graduate School and University Center

Katz, Saul W. - Dean of Continuing Education, Kingsborough Community College

Koch, Erec - Senior Fellow, CUNY Office of Academic Affairs (Designee for Executive Vice Chancellor and University Provost, The City University of New York Office of Academic Affairs)

Lawton, LaRoi - Assistant Professor and Deputy Chief Librarian, Bronx Community College

Lopez-Pumarejo, Tomas A. - Associate Professor, Finance and Business Administration, Brooklyn College

Luce, Stephanie - Associate Professor of Labor Studies, Joseph S. Murphy Institute for, Worker Education and Labor Studies

Martinez, Cheri - Alternate Student Representative, Elected by Students in SPS Degree Programs

Mathews-Salazar, Patricia - Professor, Social Sciences and Human Services, Borough of Manhattan Community College

Milkman, Ruth - Professor of Sociology and Associate Director of the Joseph S. Murphy Institute for, Worker Education and Labor Studies

Mogulescu, John - Senior University Dean for Academic Affairs and Dean of the School of Professional Studies, The City University of New York Office of Academic Affairs

Ott, Ed - Distinguished Lecturer, Joseph S. Murphy Institute for Worker Education and Labor Studies

Picciano, Anthony - Professor and Executive Officer, PhD Program in Urban Education; Professor, Doctoral Certificate Program, Interactive Technology and Pedagogy, Graduate Center, and; Professor of Curriculum and Teaching, Hunter College

Richardson, James - Academic Director, Communication and Culture, School of Professional Studies

Russo, Paul - Director of Online Programs and Acting Academic Director of Health Information Management, School of Professional Studies
Smiley, Ellen - Academic Director, CUNY Online Baccalaureate, Communication and Culture and General Education; City College

Sparrow, Jennifer - Academic Director of General Education, School of Professional Studies

Tuohy, Paul - Student Representative, Elected by Students in SPS Degree Programs

Vine, Christopher - Academic Director, Master of Arts in Applied Theatre, Distinguished Lecturer, School of Professional Studies

Walters, Barbara - Academic Director, CUNY Online Baccalaureate, Sociology, School of Professional Studies

Wernick, Allan - Professor of Law, Baruch College, Zicklin School of Business; Director, CUNY Citizenship and Immigration Project

*For a current list of Governing Council members visit* [http://sps.cuny.edu/whoweare/directory/governingcouncil](http://sps.cuny.edu/whoweare/directory/governingcouncil).

**School of Professional Studies**

John Mogulescu, Senior University Dean for Academic Affairs and Dean of the CUNY School of Professional Studies

George Otte, Associate Dean of Academic Affairs

Brian A. Peterson, Associate Dean of Administration and Finance

A complete listing of faculty and staff is available at [http://sps.cuny.edu/whoweare](http://sps.cuny.edu/whoweare).

**Graduate School and University Center**

Chase F. Robinson, Interim President

Louise Lennihan, Interim Provost and Senior Vice President

A complete listing of faculty and staff is available at [http://www.gc.cuny.edu/](http://www.gc.cuny.edu/).
SPS made it possible for me to achieve something I really wanted: my Bachelor’s degree. The experience was so rewarding. Thanks SPS.” Susan Best, B.S. in Business

“Having two Masters Level II in Public Administration at the School of Professional Anthony Sumpter, Advanced Certificate in Public their well known status in the labor movement. They are not only the student but society as a whole.” James Bambina, M.A in Certificate program strengthened my academic move on to the next level of my education, graduate school.” Policy, M.A. in Urban Studies

“I am a Soldier and I move a lot, so a great education online.” Ana Theobald, B.S. in Business Nirbhaya Singh-Evans, Certificate in Education Foundations complete my degree, on my terms, within my means SPS created a path so I could complete my journey. Not only Roth-Rosen, B.A. in Communication and Culture “SPS allowed me to go at a pace that was comfortable for me. It provided a great opportunity to learn from my professors and classmates in an online setting. I am proud I did it!” Monique Hector, M.S. in Business Youth Studies Graduate Certificate Program was a great development as well as learn new information that I could apply Advanced Certificate in Youth Studies “Those courses were because I work full time and I’m a full time single parent of three, but getting set.” Melody Perez, B.A. in Psychology

“An affordable, quality education at a reasonable price!” Yovan Collado, B.S. in Business Oral Seymour, M.S. in Business SPS online immigration courses will be an asset in my job Law

Bulletin 2013/2014