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MESSAGE FROM THE PRESIDENT

Dear Students,

With our faculty, staff, and peer mentors I join in welcoming you to The New Community College (NCC) at CUNY. We’re all excited and hope you are as well to be starting the first new college at CUNY in more than 40 years with you, our first students.

We have high expectations for your time with us. Your commitment to graduating from The New Community College and going on to further studies for a bachelor’s degree and beginning your careers is an inspiration for us all, and we will do all we can to support you.

You are our partners in defining college life. Ten years from now, students will benefit from the culture we create together over our first years here. That culture will help ensure that we value the contributions each of us uniquely brings to 50 West 40th Street. That culture will celebrate our campus here on Bryant Park in the center of the world’s greatest city. And that culture will make real our commitment to student success.

You will soon meet our exceptional faculty in your classes, if you have not already done so, and you will work with student success advocates, the staff in The Hub, peer mentors and others across campus. Each week, I will set aside time to meet with students, and I look forward to hearing the story of your life at The New Community College. My commitment is to do everything possible to help make that a good story, one that will inspire students who follow in your footsteps, to learn, to work hard and be creative, and to earn their associate degree.

Sincerely,

Dr. Scott E. Evenbeck
ABOUT NCC

MISSION STATEMENT

The New Community College at CUNY is an urban public institution that offers associate degree programs in an environment that nurtures student success. Based on extensive research, NCC integrates excellence in teaching, proactive and responsive student supports and external partnerships. Our primary objective is to increase the number of students, especially those not effectively served in higher education, who persist in their programs of study and attain a degree in a timely manner. We offer a clearly defined educational pathway including an integrated first-year curriculum that is inquiry-based and majors that prepare students for careers and baccalaureate study. NCC programs are academically rigorous, multidisciplinary and experientially based.

COMMUNITY is at the center of NCC’s mission, and students are at the center of the NCC. NCC fosters an environment of cooperation and collaboration, where students, faculty and staff respect and appreciate each other’s perspectives, commonalities, differences and contributions. Students address compelling urban issues and move into the wider community through experiential learning and internships. Graduates will have the intellectual tools and confidence to be engaged citizens and responsible leaders.

COLLEGE is a time and a place and an idea—an opportunity to cultivate the knowledge and experience required to meet intellectual, creative and professional goals. NCC supports students in developing the capacity to interpret and evaluate ideas they encounter both in and out of the classroom and to make informed judgments. Students will learn to express their ideas effectively and know that their voices are valued. They will graduate with a greater sense of responsibility for their academic success and personal growth, prepared to pursue additional studies, a career and lifelong learning.

VISION STATEMENT

Founded in the CUNY tradition of access to excellence, The New Community College will support student achievement in a dynamic, inclusive and intellectually engaging environment. We will be recognized for the contributions of our students, faculty, staff and graduates to our communities and to a thriving, sustainable New York City.

INSTITUTIONAL GOALS

The New Community College was established to improve student learning, retention and graduation rates. To achieve its mission, the college has adopted the following institutional goals:

- To maintain student learning as the primary driver for all decisions made throughout the institution.
- To develop and refine a model of community college education that successfully integrates developmental and credit-bearing coursework.
- To create innovative instructional and student support practices that are proactive, guided by inquiry and supported by research.
- To provide students with clearly defined pathways to degree completion, further education and entry to careers.
- To promote connections between college and the workplace by engaging partners from New York City businesses, non-profit organizations and governmental agencies; arranging experiential learning opportunities; and making use of the city as an extension of the classroom.
- To use ongoing assessment to inform student learning and professional development and to improve institutional practice.
• To equip students to use technology in their careers and throughout their lives.
• To recruit, support and retain a diverse faculty and staff committed to the mission of the college.

By pursuing these goals, the NCC will make a tangible and enduring contribution to New York City by:
• Achieving a three-year graduation rate of 35%;
• Enabling graduates to become active participants in New York City’s workforce; and
• Serving as a laboratory for research-based innovation in community college education.

HISTORY OF NCC
Planning for The New Community College began in 2008 with the charge of CUNY Chancellor Matthew Goldstein to create a new, bold, and imaginative educational model that would substantially increase the graduation rate of community college students. Faculty and staff from across the CUNY community came together to design an innovative curriculum based upon best practices in higher education at CUNY campuses and universities nationwide. This collaborative effort produced A New Community College Concept Paper which outlined the key features of the new institution including a first-year curriculum that blends developmental and college-level coursework, an emphasis on experiential learning that highlights New York City, and embedded support and advising for students. This document served as the foundation for future planning and again, members of the CUNY community worked together to develop the college’s programs of study and subsequent curriculum over the next two years. In the summer of 2010, the college’s founding president, Dr. Scott E. Evenbeck was appointed along with the first faculty members. Additional faculty and staff continue to join The NCC, on an ongoing basis, and contribute significantly to the college’s continued development. The college will welcome its first class of students in the summer of 2012.

ACCREDITATION OF NCC
Governor Andrew Cuomo approved an amendment to the long-range master plan of the City University of New York on September 20, 2011, authorizing the establishment of The New Community College—CUNY’s seventh community college and the University’s first new college in more than four decades. The Governor’s approval followed approval by the New York State Board of Regents on June 21, 2011, and approval by The City University of New York’s Board of Trustee’s on February 28, 2011. Governor Cuomo’s action cleared the way for the first students to start in the fall of 2012 in an educational facility across from Manhattan’s Bryant Park. The New Community College at CUNY (NCC) is designed to be a small, innovative college that utilizes high impact evidence-based approaches in associate degree education. “Our New Community College reimagines how a student engages and traverses through the experience at a community college,” Chancellor Goldstein said. “Our goal is to improve students’ graduation rates, maintain academic integrity and quality, and launch these students into the next phases of their lives.”

No new college can be accredited until its first students are enrolled. The New York State Department of Education has agreed to conduct a site visit in August of 2012, and we expect the college will be accredited by the end of the year following that visit. Since financial aid cannot be offered until the college is accredited, CUNY is committed to providing the first students who enter in the fall of 2012 with the same amount of aid to which they would otherwise be entitled from the Pell and TAP programs, provided they complete the FAFSA, or Free Application for Federal Student Aid. Once accredited, Federal and New York State financial aid will be available beginning with all eligible students who enter the college in the fall of 2013 and thereafter.

The New Community College at CUNY has also applied to the Middle States Commission on Higher Education (MSCHE), the same entity that accredits all other units in the CUNY system, to initiate the process of accreditation. Since the MSCHE ultimately requires evidence of successful student outcomes—namely a cohort of students who have completed a program of study and have graduated with their degrees—before accrediting an institution, the process of achieving candidacy and full accreditation is a multi-year process. The New Community College at CUNY is confident that it will meet
MSCHE’s rigorous standards and earn accreditation at the earliest possible date. Should a student elect to transfer to another college before NCC is accredited by the New York State Education Department, The Borough of Manhattan Community College of the City University of New York will accept all credits earned at the NCC and apply them to their associate degree. The City University of New York is the nation’s leading urban public university. Founded in New York City in 1847 as The Free Academy, the University has 24 institutions: 11 senior colleges, seven community colleges, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the CUNY Graduate School of Journalism, the CUNY School of Law, the CUNY School of Professional Studies and the CUNY School of Public Health. The University serves 269,300 academic credit students and 269,808 adult, continuing and professional education students. College Now, the University’s academic enrichment program for 32,500 high school students, is offered at CUNY campuses and more than 300 high schools throughout the five boroughs of New York City. The University offers online baccalaureate degrees through the School of Professional Studies and an individualized baccalaureate through the CUNY Baccalaureate Degree.

VISITING NCC
The New Community College is located at 50 West 40th St in Manhattan, across from Bryant Park. This location is easily accessible by public transportation, situated between Grand Central on the east side and Times Square on the west side. Visitors can take advantage of Bryant Park, the New York Public Library, and other activities within this vibrant midtown neighborhood.

Nearest subway stops:
- Take the B, D, M or F to 42nd Street-Bryant Park.
- Take the N, Q or R to Times Square-42nd Street.
- Take the S to 42nd Street-Times Square.
- Take the 7 to 5th Avenue-Bryant Park.
- Take the 1, 2 or 3 to Times Square-42nd Street.

Buses within Manhattan that stop near The New Community College:
- From the east side, take the M1, M2, M3, M4 or M5.
- From the west side, take the M6, M7, M10, M20, M42, and M104.

Parking garages near The New Community College:
- **Icon Parking**
  38 W. 43rd Street, between 5th and 6th avenues
- **Icon Parking**
  59-61 W. 36th Street, between 5th and 6th avenues
- **Central Parking System**
  38 West 46th Street, between 5th and 6th avenues
ADMISSIONS

OVERVIEW
Since it was founded in 1847, the City University of New York has maintained its commitment to providing first-rate academic opportunities for students of all backgrounds. As an institution of the larger University system, the requirements for admission to The New Community College (NCC) remain true to the mission of the open admissions policy maintained by the University’s community colleges. Specifically, applicants for freshmen admission are required to demonstrate they are on a path to earning a high school diploma or a GED high school equivalency diploma. Documentation of having earned such diploma must be provided prior to enrollment. In addition to meeting this initial criterion, applicants are required to complete a multistep admissions process designed to help them determine if the NCC is the right fit to meet their educational needs.

GROUP INFORMATION SESSION
As part of the application process, The New Community College requires applicants to attend an information session during which they become familiar with the NCC’s educational model, including the required summer bridge program and full-time attendance in the first year, the structured degree programs, and financial aid process. This session is intended to provide students with additional information with which to determine whether The New Community College will meet their educational and professional goals.

INDIVIDUAL INFORMATION SESSION
Following the group information session, applicants are required to participate in a thirty-minute meeting to engage in a deeper conversation about their educational goals as they relate to their commitment to attend The New Community College. Applicants meet with faculty, staff, or peer mentors to discuss their academic and professional aspirations and construct a plan for how to achieve those goals should they attend The New Community College.

POLICY REGARDING ACCEPTING TRANSFER STUDENTS, PART-TIME STUDENTS, AND STUDENTS REQUIRING F-1 OR J-1 VISAS
At this time, we are unable to consider applicants who:
• require an F-1 or J-1 visa to study in the United States
• are interested in taking courses on a part-time basis or a non-degree status
• are transfer students

CUNY POLICY 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, materially incomplete, obtained under false pretenses, or otherwise deceptive (collectively referred to as fraudulent documents) is prohibited by The City University of New York (CUNY) and may be punishable by: a bar on applying for admission, suspension, and/or expulsion. The term “applications for admission” includes transfer applications.
Materially incomplete applications include applications that fail to include all prior post-high school college level courses, regardless of whether (i) the courses were taken at a post-secondary institution in the United States or outside the United States, (ii) the applicant received a degree at the post-secondary institution (iii) the applicant is seeking credit for such courses, or (iv) the applicant is changing majors/careers.
More information on this policy and the procedures for imposing sanctions can be accessed online: www.cuny.edu/admissions/undergraduate/prepare/high-school-students/admissionsfraudfinal9-25-06-4.pdf
AFTER ADMISSION
Upon acceptance to The New Community College, students must complete the following requirements to complete enrollment.
- Accept NCC’s Offer of Admission
- Take the CUNY Assessment Tests
- Attend Orientation
- Submit Proof of Graduation
- Satisfy N.Y.S. Immunization Requirements
- Complete the Summer Bridge Program

COMMITMENT DEPOSIT
To secure enrollment, students who have been accepted to The New Community College must submit a commitment form and a non-refundable, non-transferrable commitment deposit of $100.00*. This deposit will be applied to the tuition bill.

Payment must be submitted in the form of a check or money order and students should make the check payable to The New Community College at CUNY. Cash will not be accepted.

*Students who submitted a Free Application for Federal Student Aid (FAFSA) and are determined to have an Estimated Family Contribution (EFC) below $3,000 can request to waive the deposit.

CUNY ASSESSMENT TESTS
In compliance with The City University of New York policy, all students entering The University who have not yet demonstrated proficiency in reading and writing, are required to take CUNY Assessment Tests in these areas; all students regardless of demonstrated proficiency in mathematics are required to take the CUNY Assessment test in that subject. These high-stakes tests evaluate your competency in these areas, and students are not permitted to register for courses without taking the required assessment tests or demonstrating proof of exemptions from testing. You can demonstrate that you meet the University's skills proficiency requirements based on your SAT, ACT, or NY State Regents test scores. Otherwise, you may take the appropriate CUNY Assessment Test offered at the testing center at CUNY colleges.

A student can demonstrate proficiency by:
- Scoring a 480 or above on the critical reading component of the SAT, or
- Scoring a 75 or higher on English Regents examination, or
- Scoring 20 or higher on ACT English, or
- Passing the CUNY Assessment Tests in Reading and Writing, and
- Passing the CUNY Assessment Tests in Mathematics

At The New Community College, applicants are registered to take the necessary CUNY Assessment Tests during the final step in the admissions process at their individual meeting. For additional information about CUNY's testing policies and proficiency policies, visit http://www.cuny.edu/academics/testing/cuny-assessment-tests/faqs.html

ORIENTATION
Entering first year students are required to attend orientation prior to beginning the Summer Bridge Program. During this time, students learn how to access their NCC email accounts, take photos for ID cards, and learn about the various resources that are available to support the transition to the college. Students who have submitted a commitment form can register to attend orientation at yourPlace, a customized portal page used throughout the admissions and enrollment process.
PROOF OF GRADUATION

Students who have committed to enrolling in The New Community College are required to present proof of high school graduation. The following documents are accepted as proof of secondary school graduation:

- New York City Department of Education (DOE) Final High School Transcript: We will receive a copy of your final transcript with date of graduation. Thus, you do not have to submit a final transcript to the college.
- All Other High School Final Transcripts: A final high school transcript must be submitted directly from the student’s school. We will not accept a high school transcript submitted by the student. The final high school transcript must show the date of graduation and type of diploma received.

Instructions to submit proof of graduation are posted at yourPlace, a customized portal page used throughout the admissions and enrollment process. The deadline for submission of proof of graduation for the 2012-2013 academic year is August 13, 2012.

IMMUNIZATION REQUIREMENTS

N.Y.S. Health Law #2165 requires all students entering a post-secondary institution to demonstrate proof of immunization against 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.

New York State Public Health Law #2167 requires all post-secondary institutions to provide information on Meningitis and the Meningitis vaccine. All students (regardless of age) must complete a form indicating that they received and read the information. Vaccination is NOT mandated; however, completion of the Meningitis Response Form is required.

SUMMER BRIDGE

All first year students begin their transition to NCC in a non-credit bearing Summer Bridge Program that meets for twelve days. The program provides an opportunity for students to become acquainted with the college’s educational model and begin to meet their peers and members of the college community before fall classes begin. During this program, students participate in daily team building activities led by peer mentors, begin to develop their ePortfolio with work assignments similar to those they will experience in the first year program, and continue to explore the NCC campus and community.

Attendance is mandatory, and the program will take place during the period of August 20 – September 6, 2012 for the 2012-2013 academic year.
TUITION AND FEES

TUITION

Effective Fall 2011

<table>
<thead>
<tr>
<th>Type of Student</th>
<th>New York State Residents</th>
<th>Out-of-State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$3,900 per year</td>
<td>$7,800 per year 1, $260 per credit</td>
</tr>
</tbody>
</table>

1 Tuition based on taking 15 credits per semester

FEES

During your time at The New Community College, you will be required to pay certain student fees. Take a look at the breakdown below to see which apply to you and avoid being charged unnecessarily.

Application fee: $65
This is CUNY’s one-time, non-refundable fee required for your application as a first-year student with The New Community College.

Returned check processing fee: $15
If you bounce a check, you will be charged $15, plus any penalty that the bank imposes on the college. If a check is returned because of a bank error and the bank acknowledges the mistake in writing, the fee will be waived.

Late payment fee: $15
If you are late paying your tuition or any other fees, you will be charged $15 for each missed due date. If you are doing a pre-payment plan with an outside provider (AMS), the provider will charge you a late fee for each missed payment. If you fail to pay AMS but pay the college directly, you will still be charged the late payment fee.

Make-up final exam fee: $25; $5 thereafter
If you miss a final exam, you will be charged $25 to take a make-up test. Each additional make-up final exam you need to take that semester will cost $5.
Fee for accelerated study (credits in excess of 18): $100 - $690
If you are taking more than a full-time course load (in excess of 18 credits per semester), you will be charged an accelerated study fee, unless the additional credits are part of the regular course of study.
For students taking:
- 2 or fewer credits: $100
- more than 2 but 4 or fewer: $230
- more than 4 but 6 or fewer: $460
- more than 6: $690
You will be entitled to a refund if you drop the additional courses early in the semester. Please refer to the Academic Calendar on page 16 to review the refund schedule.

Material fees: $35
You might be charged for materials in courses where you will own the end product of the work made with them. These fees must be approved every two years by the CUNY Board of Trustees, or if the fee changes, whichever happens first. The college course catalogue must clearly state the nature and amount of a charge associated with a given course.
Consolidated services fee: $15 per semester or summer term
This fee, charged every semester, covers the external processing of financial aid applications, the immunization program, the job location/development program, system wide tuition and fee collections, and the administration of various tests such as the skills assessment tests.

Student activity fee: $55 per semester for full-time students; $20 for part-time students
This fee covers the student government and other student activities. It is nonrefundable unless you withdraw from the college before the first day of the semester. If the college cancels a course that causes you to fall below full time, you would be entitled a refund of the difference between the fees for full- and part-time students. Claims for refunds must be made in the same semester.

University Student Government fee: 85 cents per semester
The University Student Government fee of 85 cents is separate from the college student government fee. It helps cover the operation of CUNY’s University Student Senate.

Technology fee: $100 per semester for full-time students; $50 for part-time students
Each semester, you will be charged a $100 technology fee if you are enrolled full time and $50 if you are enrolled part time. While the technology fee is generally nonrefundable, a partial refund is available in special circumstances, such as the college canceling a course and your becoming a part-time student as a result. It is also refundable if you withdraw from the college before the first day of the semester. You must file a claim for a refund during the same semester. If you register as a part-time student but later become full time, you must pay the difference in the fee. If you drop or withdraw from a course after the first day of classes and thus become a part-time student, you are not entitled to a refund.

In cases of extreme financial hardship, you may apply to have your technology fee waived.

Duplicate document processing charges
Diploma: $15 for each duplicate diploma or certificate in place of a duplicate diploma
I.D. /library card replacement: $5; does not include the CUNY Card
CUNY Card replacement: $10. This fee is higher than the usual lost card fee because the CUNY Card has many multifunctional features requiring replacement as quickly as possible by the college so that you do not lose any services.

Bursar receipt/bill or other college record: $5.
This fee covers the administrative costs for issuing a duplicate bursar’s receipt/bill, class confirmation or other college record. When you request copies of your records under the Federal Privacy Act, you will be charged 25 cents per page for each uncertified copy.

Transcript fee: $7; no charge if transcript is being sent to another CUNY college
Each time you request that we provide a copy of your transcript, you will be charged $7, unless we are supplying your transcript to other CUNY colleges and affiliated units (Mount Sinai School of Medicine, CUNY Medical School, City University School of Law at Queens College), in which case the service is free.

FINANCIAL AID

OVERVIEW
The Financial Aid Office administers all institutional, federal, state, city and any other types of financial aid programs. The office assists prospective and currently enrolled students in planning and meeting the expenses associated with attending the NCC; providing information about the types of
financial aid currently available at the NCC and in the future; providing counseling to prospective students, currently enrolled students and their families about establishing and maintaining eligibility for institutional, federal, state and other sources of financial assistance; assisting with FAFSA completion; assistance in applying for the CUNY Scholar Support Card; and financial Literacy information. The application process for obtaining financial aid is described below:

- First apply for a PIN number. Parent(s) will also need to apply for a PIN number if their income is included on the FAFSA. The FAFSA code for The New Community College for the 2012-13 year is 002686. This code should be chosen from the drop down box. It will appear as:
  
  CITY UNIV OF NEW YORK-CENTRAL  
  NEW YORK, NY  
  Federal School Code: 002686  

- Within approximately one week of submitting a FAFSA, an email confirmation will be sent to the applicant with a link to his/her 2012-13 Student Aid Report (SAR) from the U.S. Department of Education. The SAR is an online document acknowledging the processing of the FAFSA. It should be reviewed for accuracy.
- The New Community College will then calculate the amount of financial aid the applicant will be awarded based on the FAFSA submission. A financial aid award letter will then be emailed to the applicant.

Some applicants may be required to submit additional documentation the Financial Aid Office either because they were chosen for a process called Verification or there is some discrepant information provided that must be resolved before financial aid can be disbursed. Documents can include IRS Tax Transcripts, copies of Social Security forms, Copies of Naturalization or Resident Alien documents, proof of independent status.

**TYPES OF FINANCIAL AID THAT WILL BE OFFERED FOR THE 2012-13 ACADEMIC YEAR**

The New Community College will provide institutional (college funded) financial aid to every student who would have qualified for Federal and/or New York State financial aid. Awards will be calculated based on each student’s FAFSA submission. Once the College receives a student’s FAFSA information, the student will be awarded a “CUNY Pell Grant” and/or a “CUNY TAP Grant” equivalent to what they would have received in a Federal Pell Grant and/or a New York State TAP Grant.

Every student in our entering class will also receive a “Success Stipend” funded through the generous support of the Robin Hood Foundation. This stipend will provide all of our enrolled students, regardless of need, weekly Metro Cards, lunch and $300 stipends during the Summer Bridge Program. There will also be a stipend of $250 for both the Fall and Spring semesters.

**Note:** The NCC has applied for accreditation from New York State. Once the accreditation is received, the NCC will be eligible to apply for and to receive Federal Title IV Financial Assistance (Pell Grants, SEOG Grants, Federal Work Study, Federal Perkins Loans, and Direct Loans) and New York State Financial Assistance (TAP grants, APTS Grants, College Discovery, etc.). We anticipate that we will receive our accreditation status during 2013.

**SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID**

Financial aid is awarded with the expectation that all students will attend classes for the entire period for which the aid is awarded. Withdrawing from classes can have both short term and long term effects on financial aid eligibility. If a student withdraws from a class or all of his/her classes, an immediate short term effect can be the complete removal or reduction of a financial aid payment in the current semester. A possible long term effect of withdrawing from a class or classes may cause the student not to meet the satisfactory academic progress requirements the next semester or the semester after that. This may also cause the complete removal of a future financial aid payment.
ACADEMIC CALENDAR

2012-2013 NCC ACADEMIC CALENDAR

Key: M=Monday; T=Tuesday; W=Wednesday; R=Thursday; F=Friday; S=Saturday; U=Sunday

2012 Summer Bridge Program
- August 20 (M) Summer Bridge Program Begins
- September 6 (R) Summer Bridge Program Ends
Dates: August 20-24; August 27-30; September 4-6.

Fall I
- Sept. 3 (M) Labor Day: College Closed
- Sept. 9 (U) End of 100% Refund Period
- Sept. 10 (M) Classes Begin
- Sept. 17 (M) End of 75% Refund Period
- Sept. 17-18 (M-T) No Classes
- Sept. 21 (F) End of 50% Refund Period
- Sept. 25-26 (T-W) No Classes
- Sept. 26 (W) End of 25% Refund Period
- Sept. 27 (R) Tuesday Classes Meet
- Oct. 8 (M) Columbus Day: College Closed
- Oct. 30-31 (T-W) Community Days (attendance required for non-classroom based work)
- Nov. 5 (M) Last Day to Withdraw from a Class
- Nov. 22-25 (R-U) Thanksgiving Recess: College Closed
- Dec. 13 (R) Last Day of Classes
- Dec. 14-20 (F-R) Assessment
- Dec. 24-25 (M-T) College Closed
- Dec. 31 (M) College Closed

Fall II
- Jan. 1 (T) New Year’s Day: College Closed
- Jan. 1 (T) End of 100% Refund Period
- Jan. 2 (W) Classes Begin
- Jan. 7 (M) End of 50% Refund Period
- Jan. 14 (M) End of 25 % Refund Period
- Jan. 15 (T) Last Day to Drop a Class Without a Transcript Notation
- Jan. 21 (M) Withdrawal Period Begins
- Jan. 21 (M) Martin Luther King, Jr., Day: College Closed
- Jan. 23 (W) Monday Classes Meet
- Jan. 24 (R) Tuesday Classes Meet
- Jan. 28 (M) Last Day to Withdraw from a Class
<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>Feb. 12 (T)</td>
<td>Lincoln’s Birthday: College Closed</td>
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<td>Feb. 14 (R)</td>
<td>Last Day of Classes</td>
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<td>Feb. 15 (F)</td>
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<td><strong>Spring I</strong></td>
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<td>Feb. 18 (M)</td>
<td>Presidents’ Day: College Closed</td>
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<td>Feb. 24 (U)</td>
<td>End of 100% Refund Period</td>
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<td>Feb. 25 (M)</td>
<td>First Day of Classes</td>
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<td>Mar. 4 (M)</td>
<td>End of 75% Refund Period</td>
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<td>Mar. 8 (F)</td>
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<td>Mar. 13 (W)</td>
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<td>Mar. 14 (R)</td>
<td>Last Day to Drop a Class Without a Transcript Notation</td>
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<td>Mar. 25-Apr. 2 (M-T)</td>
<td>Spring Recess</td>
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<td>Apr. 17-18 (W-R)</td>
<td>Community Days (attendance required for non-classroom based work)</td>
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<td>Apr. 22 (M)</td>
<td>Last Day to Withdraw from a Class</td>
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<td>May 27 (M)</td>
<td>Memorial Day: College Closed</td>
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<td>May 31 (F)</td>
<td>Reading Day: No Classes</td>
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<td>June 3 (M)</td>
<td>Last Day of Classes</td>
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<td>June 4-June 7 (T-F)</td>
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<td><strong>Spring II</strong></td>
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<td>June 12 (W)</td>
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<td>June 13 (R)</td>
<td>Classes Begin</td>
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<td>June 18 (T)</td>
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<td>June 24 (M)</td>
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<td>Last Day to Drop a Class Without a Transcript Notation</td>
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<td>June 25 (T)</td>
<td>Withdrawal Period Begins</td>
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<td>July 4 (R)</td>
<td>Independence Day: College Closed</td>
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<td>July 5 (F)</td>
<td>No Classes</td>
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<td>July 9 (T)</td>
<td>Last Day to Withdraw from a Class</td>
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<td>July 26 (F)</td>
<td>Last Day of Classes</td>
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<td>July 29 (M)</td>
<td>Assessment</td>
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<td><strong>2013 Summer Bridge Program</strong></td>
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<td>August 12 (M)</td>
<td>Summer Bridge Program Begins</td>
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<td>August 29 (R)</td>
<td>Summer Bridge Program Ends</td>
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<td>The Summer Bridge Program takes place from Monday through Thursday of these three weeks.</td>
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<td><strong>Key:</strong> M=Monday; T=Tuesday; W=Wednesday; R=Thursday; F=Friday; S=Saturday; U=Sunday</td>
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STUDENT LIFE MATTERS

STUDENT ADVISING

In students’ first-year, advisement is an educational process by which students and their assigned Student Success Advocates work together to develop students’ understanding of their intellectual and personal development toward academic success and lifelong learning. Throughout this process, students learn to set and attain academic goals to graduate and be successful citizens. Students are encouraged to develop a strong relationship with their Student Success Advocate within the L.A.B.S.S. and connect with them if they feel they are facing academic or personal challenges. Students also meet with their SSA's several times throughout the semester to develop an academic plan and to begin mapping their careers and identifying courses to be taken during the next semester. Developing an academic plan helps students register when they receive a date for online registration through CUNYFirst.

In the second year and beyond, students are also supported by faculty advisors and staff in the Office of Partnerships & Community Engagement. These individuals will assist students in making connections between their program of study and future professional goals. Faculty work with students to discuss coursework in the major, research opportunities, and future study and employment. The Office of Partnerships & Community Engagement works to establish relationships with organizations and individuals who are interested in working with students in order to support their college experiences and prepare them for future career opportunities. Those include professionals in the classroom, information showcases at the college, service learning, workshops to prepare students for part- or full-time employment and community based activities. Office of Partnerships & Community Engagement also works with students to create a professional action plan with the tools needed to test and work towards your goals.

Students also benefit from a cadre of peer mentors who provide support and guidance throughout their time at the college. Peer mentoring is an integral part of The New Community College at CUNY’s educational model. The NCC peer mentors help students make a successful transition to college by encouraging them to make meaningful connections with the college and by building a sense of community for all. The peer mentors have several primary roles in supporting the students, and are categorized by their roles. There are two categories of peer mentors: (1) Academic Success Peer Mentors and (2) Resource Peer Mentors. Both groups advise students on the college adjustment process, share their success strategies (academic and non-academic), listen to students’ concerns, and refer students to appropriate resources. Academic Success Peer Mentors, who serve on instructional teams, provide students with assistance in areas such as study skills, time management, organization, test-taking skills, collaboration strategies, syllabus comprehension, general academic competencies, and online resources (i.e. CUNYfirst, Digication, etc.) use. Resource Peer Mentors manage and work at the NCC Resource Desk, located in the atrium of the college, where students and visitors can get NCC-related information. They also work closely with the Office of College Admissions and Access, the Office of Financial Aid and Student Financial Support, and the Registrar’s Office to support the functions of the one-stop student services center, the Hub.

HEALTH AND WELLNESS SERVICES

The NCC is committed to supporting the health and wellness of its students. A health and wellness counselor is available to students on a part-time basis to provide assistance locating information, resources, and referrals. As the NCC grows, additional services and programs that address students’ health and wellness needs will be developed. Such services may include partnerships with centers at CUNY’s other college campuses and/or the incorporation of clinical interns from the Masters program at Hunter College. Partnerships with community-based health centers will also enable students to access services that are not provided by The New Community College counselor.
STUDENT CLUBS AND ACTIVITIES

Student Government
Students are encouraged to contribute in all possible ways to enrich life at NCC and student government is a vital component of a functioning and thriving community. Students elect representatives to their government annually. The Student Government advocates for students’ interests to the administration, faculty, staff and other members of the College. It is also responsible for disbursing student activity fees, coordinating extracurricular activities, and chartering student clubs and other organizations.

All students may vote in elections for their representatives to the Student Government. Elections for and involvement in student government are expected to foster democratic traditions and a sense of ownership in students while preparing them for participation in the life of their communities and country as informed and involved citizens.

Student Clubs
Students who have an interest in a co-curricular activity and wish to lead a club will have an opportunity to initiate a club with the assistance of the Student Government Association. The Director of Student Engagement, Student Success Advocates and peer mentors are additional resources for student activities. Events are posted on the student portal page and on the online calendar.

Intramurals
Chess and Table Tennis are the NCC’s first intramural sports teams. Student Success Advocates work with students to help coordinate events. The CUNY schedule of competitions is posted on the student portal page.

NCC Leadership Academy
Workshops and activities will be held on a monthly basis to develop leadership skills for students. These sessions will be available to all NCC students; however, attendance will be required for affiliation with the groups.

Civic Scholars: Students will play an active role in supporting the College community and beyond through service.

As one component of the “Leadership Academy,” students at The New Community College will have the opportunity to engage in out-of-class community service to make an difference in the lives of fellow New Yorkers. Different from traditional approaches to service, NCC aims to meet articulated community needs by partnering with non-profit organizations and city institutions to allow students to contribute to improving life in New York City while learning about civic issues.

Ways in which NCC experiential learning experiences will differ from typical “volunteer” or community service opportunities at other institutions is that they will address critical questions and issues in the daily workings of New York City and address issues relevant to students’ lives. Students will both learn AND be able to contribute.

Civic Scholars Service opportunities for the 2012-13 academic year include:
• Voter registration drive
• “Know before you enroll” campaign partnership with Mayor’s Office
• CUNY Immigration and Citizenship Hotline

Additional Civic Scholars opportunities will be coordinated in coordinated with the Office of Community Partnerships and Engagement and the Leadership Academy.
Disability Services

It is the policy of the NCC to provide reasonable accommodations for students with disabilities, including students with learning disabilities and those with health impairments, as well as those with other disabilities. Students whose disabilities may require some type of accommodation, including exam accommodations, are encouraged to meet with the Director of Student Engagement as early as possible. It is the student’s responsibility to initiate a request for accommodation, even if the student has previously identified herself/himself as a person with a disability. Appropriate accommodations will be worked out on a case-by-case basis. All applications concerning disability accommodations will be regarded as confidential, and will only be disclosed when there is a specific need to know this information (e.g., to a proctor of an examination for which special accommodations have been approved). The NCC complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, which protect persons from discrimination on the basis of physical or mental impairments.

INFORMATION COMMONS

The NCC college library—the Information Commons (IC)—is located in the main area of the first floor with a view of Bryant Park. It houses a compact collection of materials including magazines, journals, newspapers, monographs and reference works. The IC embodies the spirit of The New Community College and is the major learning resource for the college. It is a warm, comfortable physical space where students gather for the purpose of research and collaboration. It is also a virtual space that is open 24/7 and can be accessed from anywhere. The user-friendly Information Commons website is the gateway which provides basic information about the Library and its services, policies, and staff. It provides access to databases, LibGuides (e.g. research guides, bibliographies, etc.), library tutorials, and the Library Online Catalog. If at home or off campus, students can remotely access the online library system, the library website and all electronic resources, such as databases, ejournals and ebooks. The IC is open every day. However, the hours are subject to change, based on student needs. From Monday to Friday the hours are 7:00 a.m. until 8:00 p.m. and from noon until 5:00 p.m. on the weekends.

The student-centered Information Commons provides a range of services and resources for learning, collaborative work, and individual study, writing and research. Research and reference service is available and students can use the IC computers or checkout a laptop. With an emphasis on digital content and access over ownership, the NCC library collection supports the teaching and learning mission of the new college and its students and faculty. Students have electronic access to over 100 databases covering the range of disciplines. These databases provide easy access to full-text articles in over 50,000 full-text electronic journals. In addition, students have access to over 250,000 ebooks. As part of an integrated University system and located within a short distance from the main New York Public Library, the NCC Information Commons encourages access to those holdings for its students and faculty. CUNY has extensive print, media, and e-resources available throughout the system. Students at any college or school in CUNY can visit another campus and use its library, including borrowing privileges. Students and faculty have access to eight million books via the City University of New York online union catalog. If a student finds a book in the CUNY + system that is not at NCC, the student can request that the book be sent to NCC for the student to pick up. In addition, students have library cards enabling them to use the vast resources of the New York Public Library, which is just down the street. The New York Public Library includes more than 14 million books, 400 databases, 700,000 images digitized, and 30,000 e-books.

INFORMATION TECHNOLOGY

CUNYFIRST

CUNYFirst stands for City University of New York Fully Integrated Resources and Services Tool. This tool provides electronic access to student records including transcripts, financial aid documents, etc. Students must set up their CUNYFirst account by going to the url: https://home.cunyfirst.cuny.edu/ and following the instructions on the screen. Once students establish their CUNYFirst accounts, they
are assigned an EMPL Identification Number (EMPLID). Students use this number throughout their time at CUNY to access resources. In addition to an EMPLID students are also assigned a CUNYFirst username which is used as the NCC Network username.

**STUDENT E-MAIL ACCOUNTS**

An NCC email address is automatically created for all students prior to the first day of classes. The email address follows the format: “NCC Network username@nccmail.cuny.edu.” For example, if a student's NCC Network username is “John.Doe” that student's email address will be: “John.Doe@nccmail.cuny.edu”.

The initial password for e-mail accounts is the first letter of the student's first name in Caps, then the first letter of the student’s last name in lowercase, and the last 6 digits of their EMPLID. For example, if your name is John Doe and the last 6 digits of your EMPLID are 123456 your initial password will be Jd123456. The NCC encourages students to check their NCC e-mail account on a regular basis, as important information will be sent to this account from faculty and administrative staff.

**NCC COMPUTER NETWORK**

To access a desktop computer on the NCC Campus, all students must log in using their NCC Network username (the same user name as CUNYFirst.) The initial password will be your date of birth + last 2 digits of your EMPLID (the same as the initial password for e-mail accounts). Students are encouraged to read NCC’s IT Usage Policy before accessing NCC’s network for the first time.

**NCC WIRELESS NETWORK**

NCC offers free wireless networking throughout the 40th Street campus. Access to the network requires authorization which can be completed by providing the NCC Network username and password. Laptop computers will automatically detect the wireless signal, if properly configured. Students and faculty can receive help connecting to and troubleshooting the wireless connection by contacting the helpdesk.

**NCC WEB PORTAL**

The NCC Web Portal is the student’s dashboard to all IT services NCC provides. To access the web portal, students must go to the following url: https://portal.ncc.cuny.edu and enter their NCC Network username and password. Once logged into the web portal, students will see icons that link to services such as: student e-mail, student file storage, Digication and other student services.

**DIGICATION**

Digication is NCC's student e-portfolio system. The Digication ePortfolio is an important part of the academic experience at NCC. More than a place to archive work and course materials, the online system provides a way for students, faculty, staff, and peer mentors to create conversations about learning and to focus on shared goals and outcomes. Faculty will use the system to share feedback and to introduce learning outcomes, rubrics, and the assessment process. As students progress in their programs of study, they will adapt and expand their ePortfolios to best represent their abilities and achievements. Some might choose to share specific pages—or their entire profile—with baccalaureate colleges and/or prospective employers. All students will be using Digication in their classes and will need to become familiar with the system. To access Digication, students must go to the following url: http://www.digication.com and log in using their NCC Network user name and password.
THE CUNY PORTAL
The CUNY Portal provides access to Blackboard and eMail. Students are encouraged to take advantage of the eMail’s deep discounts on goods and services offered to the CUNY Community, including free software downloads.

In order to register for a CUNY Portal account, students must go to http://www.cuny.edu and click the following: Portal Log-in Register Now! Select “Student,” and follow the instructions. Once students are registered, they can click on “Portal Log-in” at the link mentioned above and select either the “CUNY Blackboard Direct” or the “CUNY Portal” logo. Enter the new credentials to log-in.

STUDENT FILE STORAGE
All students have access to 7GB of online file storage via Microsoft’s SkyDrive. This service is accessed through the e-mail account by choosing “More” on the homepage and then choosing “SkyDrive.”

COMPUTER LABS
There are 2 computer labs on the campus, each with at least 25 computers. For student convenience, there is a printer in each computer lab.

PRINTING POLICIES
The NCC ID card is used to print from a computer and make photocopies on campus. There are 4 multi-purpose copy machines available for students’ use on campus. The information commons has two copy machines. The other two copy machines are located in each student computer lab. Students have the ability to print from any computer or laptop on campus. Charges will apply based on the number of copies being made.

LAPTOP CHECKOUT PROGRAM
The NCC will have a laptop checkout program available to students in the information commons. Students can check out laptops using their library barcode on their NCC ID card. More information about this program will be provided prior to the start of the fall semester.

IT HELPDESK
There is a service desk located in the information commons that will be open to assist students with technical issues. The NCC helpdesk phone number is 646-313-8008. If students have a technical problem they should open an IT trouble ticket at the following url https://helpdesk.ncc.cuny.edu

FACILITIES
The NCC is housed in a seven story building with approximately 92,000 square feet on 50 West 40th street in mid-town Manhattan across from Bryant Park. The building contains twenty classrooms, two science labs (chemistry and biology), two mobile labs, a library, and additional common spaces. The library, known as the Information Commons (IC), serves as the college’s library and collaborative learning environment. Students access the Information Commons through the Atrium, a 1257 square foot room on the first floor of the building. This room in addition to a multipurpose room Rm 401 functions as an informal meeting space for student groups and activities. The mezzanine includes the “first-year faculty center” which consists of faculty workstations and group work tables to provide a space for faculty-student interaction. Additionally, there are two breakout rooms and one media room to be used for private advising and additional group work. The Hub is located on the third floor and includes the One-Stop and IT area. This area encompasses the functions of registrar, bursar, admissions and financial aid allowing initial and easy interaction with students.
CAMPUS SAFETY

The New Community College building is staffed with security 24 hours a day, seven days a week. During weekdays, CUNY public safety officers are present in the building to handle issues that arise while classes are in session. Two security officers from a private company (Allied) staff the building overnight during the week and twenty-four hours a day on Saturday and Sunday.

EDUCATIONAL MODEL

The design of The New Community College focuses on supporting students as they pursue their associate degree. Students benefit from an educational model that responds to their unique academic and personal needs.

Defining features of the college include:

- Individual and group admissions meetings to help students understand the unique features of the new college prior to enrollment.
- A summer bridge program that builds community and supports students as they transition to college.
- First-year learning communities that develop a nurturing environment and encourage cross-disciplinary thinking and analytical reasoning.
- Full-time attendance in the first year to help students gain momentum as they begin to earn college credits.
- Integrated first-year courses that merge developmental and disciplinary coursework and focus on building college-level reading, writing, and math skills.
- A commitment to experiential learning within New York City to engage students and connect them with city resources.

LEARNING OUTCOMES

The New Community College’s learning outcomes encourage students to aim high and provide them with a framework for their entire educational experience. These outcomes are an inclusive framework for a contemporary liberal education, defined not as a selected set of disciplines, but as a set of knowledge and skills for all aspects of life: school, work, citizenship, and social responsibility. They are reflective of the NCC’s mission and values. Students are expected to demonstrate progress in achieving these outcomes throughout their course of study. Thus, these institutional learning outcomes will be addressed at both the course and program level, providing students with multiple opportunities to demonstrate their increased proficiency. Student progress towards fulfilling these goals will be based on integrative learning in and beyond the classroom and will be assessed via students’ coursework as collected and presented in their e-portfolios.

1. Broad, Integrative Knowledge: General Education
   a. Demonstrates engagement with issues that have contemporary, historical, scientific, economic, technological, or artistic significance.
   b. Exhibits an understanding of how different disciplines create knowledge and approach problem-solving.
   c. Describes multiple perspectives on key debates and connects these debates to societal concerns.
   d. Connects prior knowledge and experience to ideas and concepts across different courses, majors, and forms of experiential learning.
   e. Expresses curiosity about the essential questions that drive personal, academic, and professional inquiry.

2. Specialized Knowledge: The Majors
   a. Recognizes the scope and principal features of the field of study, including its main theories and practices.
b. Understands and uses vocabulary specific to the field of study.

c. Connects content and concepts of specialized knowledge to the ideas studied in the City Seminars, Ethnographies of Work and other NCC general education courses.

d. Demonstrates knowledge of problem-solving techniques and the ability to form hypotheses for research purposes.

3. Intellectual Skills for Lifelong Learning

a. Demonstrates the ability to analyze ideas, theories and issues by breaking them down, identifying the component elements and explaining how they relate.

b. Communicates effectively using substantially error-free language in oral and written formats.

c. Presents accurate mathematical calculations and operations, and explains how they are used to solve problems and to interpret data.

d. Utilizes both quantitative and qualitative data to explore and understand important issues.

e. Locates, evaluates and cites multiple information resources in projects, papers and presentations.

f. Demonstrates ability to use appropriate technologies, acquire new ones and to resolve technology problems to meet academic, professional and personal goals.

g. Displays ability to assess own work and its relative value.

4. Civic learning, Engagement, and Social Responsibility

a. Identifies and explains his or her own civic and cultural background, including its origins, development and assumptions.

b. Understands and respects diversity and cross-cultural perspectives and demonstrates how they influence interpretations of key problems in politics, society or the arts.

c. Describes various historical and contemporary positions on democratic values or practices, and presents his or her position on specific problems.

d. Takes an active role in a community context, such as work, service, or co-curricular activities, and examines the civic issues encountered with the insights gained from the community experience.

e. Demonstrates integrity, honesty and ethical reasoning in academic and professional contexts.

5. Applied Learning

a. Uses creativity, content knowledge, research and analytical skills to identify, clarify and provide solutions to real-world problems.

b. Collaborates effectively with others to solve problems and complete projects.

SUMMER BRIDGE

To make sure students are prepared for their coursework in the fall, the NCC requires all new students to attend our three-week Summer Bridge Program in August.

During this program, students learn what is expected of an NCC student academically and explore their strengths and challenges as a learner. They work with faculty, staff, and peer mentors to develop strategies for success and gain practice completing assignments similar to those that will be required during the first-year program. Summer Bridge is a time of self-discovery and an opportunity for students to develop relationships with faculty, staff, and their peers.

Activities during the Summer Bridge Program include:

- an introduction to college reading, writing and mathematics
- a mini-project where students practice working with their peers
- creation of an electronic portfolio, where college work will be archived
- field experiences that explore New York City as an extended classroom
FIRST YEAR EXPERIENCE: CORE CURRICULUM

The New Community College isn’t just a school located in New York City. It’s a school with New York City as its central theme. All students start with a core curriculum during the first year that explores what it takes to maintain and improve the vibrancy of New York – and the ways in which students themselves contribute to these goals. The courses are designed to help students develop the skills they will need to be successful in college and prepare students for coursework in the majors. In order to ensure that students have access to the support they need and have flexibility in their schedules, each semester at the NCC has two sessions:

- Fall I, 12 weeks
- Fall II, 6 weeks
- Spring I, 12 weeks
- Spring II, 6 weeks

During the 12 week session, students complete the courses included in the first year core curriculum. The 6 week session at the end of the semester enables students who have successfully completed the first year coursework to take additional courses and advance in their program of study. Those students who need more time to complete the courses included in the first year program can do so during the six week session without adding additional time to their college program. All students are required to attend full time during the first year in order to become acquainted with the school, develop a supportive social network, and access the resources and support students need to be successful.

The Fall I schedule consists of the following courses:

- City Seminar I
  10.5 hours per week
- Ethnographies of Work I
  4.5 hours per week
- Statistics
  6 hours per week

The Spring I schedule consists of the following courses:

- City Seminar II
  6 hours per week
- Ethnographies of Work II
  4.5 hours per week
- Composition I
  4.5 hours per week

Students also take Composition II, part of our core curriculum, during the second year.

The classes students complete during Fall II and Spring II depend upon their performance during the 12-week sessions.

CITY SEMINAR

City Seminar I

City Seminar I emerges from the field of urban studies and takes a multidisciplinary approach to introduce students to global themes of historical and contemporary significance. These global themes explore New York’s distinctive character as a complex urban system in relation to other major urban centers around the world. City Seminar introduces students to critical thinking and analysis. To this end, students will be challenged to examine the historic, cultural and social context of an issue; engage in it from multiple perspectives; and analyze the evidence that informs key decisions. Themes
may include education, urban policy, business and industry, housing, urban environmental issues, public health, work and labor markets, immigration, and public arts and culture. The course builds on students’ prior knowledge to equip them in making thoughtful, critical elaborations of ideas they encounter in course materials. Each City Seminar I will feature a specific them.

City Seminar II

City Seminar II introduces students to a variety of perspectives on U.S. society and its diversity. In this course, students read and gather information from a range of sources, including published research, historical accounts, fiction, first person narratives, and research briefs to explore a range of perspectives on a topic of importance in the United States. Students examine current and past issues related to housing, education, labor, and other issues related to the topic, and how they impact diverse groups within U.S. society. They will develop critical thinking skills by analyzing and synthesizing major themes and findings from research and readings, and produce a research project by the end of the semester.

Each City Seminar II will feature a specific topic. The topic for this instance of the course is the immigrant experience in the United States. Students will explore the topic of immigration through a historical perspective; they will also be introduced to multiple theories relevant to the academic study of immigration (various assimilation theories, social capital theory, and cultural-ecological theory). They will explore contemporary debates on immigration and investigate what services are available for immigrants in New York City.

Each City Seminar course is comprised of four different components. Each component is designed to enhance students’ understanding of an issue of central importance to the New York City community through the lens of different disciplines including the Humanities, Social Sciences, and Mathematics. The components include:

   The City Seminar anchors the first-year core and presents students with a problem or issue that they will examine over the course of the semester. With content rooted in issues of historical and current significance to the City, the Critical Issue component of the course is designed to introduce students to interdisciplinary perspectives in the liberal arts and sciences. The cases included in Critical Issue delve into subjects that form New York’s distinctive character as a complex urban system. During this component of the course, the instructional team works with students to develop the problem-solving, analytical thinking, and research skills typically utilized in liberal arts and sciences coursework.

2. Reading and Writing; Composition I
   In City Seminar I, a reading and writing component focuses on developing the skills and strategies needed to read a variety of nonfiction texts that students will encounter in their first-year seminar (and which few students encounter in traditional high-school English classes). Students engage with a variety of texts (including newspaper articles, policy briefs, journal articles, census data and government reports) around the topic of New York City. In this component, students have the opportunity to work with the instructional team to strengthen their writing and literacy skills so they can successfully complete college-level reading and writing requirements. Students continue to receive this type of support in the second semester through Composition I.

3. Quantitative Reasoning
   The City Seminar’s Quantitative Reasoning component emphasizes the development of computational knowledge and skills. Each week, faculty and students examine quantitative problems associated with the case studies presented in the Case Study component of City Seminar. These problems are used as a means for teaching specific mathematical skills and concepts that prepare students for more advanced quantitative study (e.g., percentages, negative numbers, exponentiation, coordinate systems). The Quantitative Reasoning component also presents students with techniques used to depict and analyze data in more advanced settings.
4. Group Workspace
The Group Workspace component of City Seminar I and City Seminar II gives students time to work together, or individually, on seminar assignments, and to begin building ePortfolios that will capture and showcase their evolving work as they progress to their degree. Group Workspace provides individual and group academic support around student learning, with particular strategies for building independent learning skills and opportunities for individualized attention in areas such as English Language development, reading and writing, math, and guided practice. Group Workspace promotes a culture of practice as students build skills necessary for their presentations, investigations, and course work.

ETHNOGRAPHIES OF WORK

*Ethnographies of Work I*
Ethnographies of Work I introduces students to sociological and anthropological perspectives on work as they investigate a range of careers. The course approaches work as a cultural system invested with meanings, norms, values, customs, behavioral expectations, and social hierarchies. Students pose key questions through the lens of ethnography in order to investigate workplaces, occupations, and career pathways in an urban context. Guided by the ethnographer’s assumption that there’s “always more than meets the eye,” students are encouraged to uncover myths and stereotypes about the work world and gain appreciation of how and why work matters to individuals in a range of occupations. Students explore dimensions of work life in the context of contemporary dynamics of disruption, uncertainty, innovation, and diversity, and draw connections between the self and work through readings, films, interviews, and fieldwork. The centerpiece of the course is for students to compose and present ethnographic accounts of workplace relations and vocational pathways as they contemplate their own career journeys. Ethnographies of Work I satisfies three credits in the Individual & Society area of the CUNY Flexible Core.

*Ethnographies of Work II*
Ethnographies of Work II is the second course of a two-course sequence that uses social science concepts, perspectives, and methods to increase student understanding of the work world and the processes and contexts that link the self and work. The focus for the second semester is to conduct an ethnographic investigation of an occupation of interest to the student. Students will conduct fieldwork at a work site; they will use observation, interviewing, and artifact analysis as methods to learn to identify and reflect on personal, cultural, social, structural, and economic aspects of the work experience. Students will also research quantitative data on occupations and employment trends to better understand the depth of particular careers. Throughout the semester, students will add more in-depth ethnographic writings to their body of ethnographic works and continue to reflect on their own journey toward deciding a career path.

STATISTICS
This course will provide students with an in depth understanding of the fundamental concepts and computational methods of statistics. These concepts will be developed through the question of how to estimate an unknown quantity using sample data. Students will learn to incorporate the foundational concepts of mathematics with statistical analysis to describe and solve real-life problems and questions. Students will be taught to use estimation and precision and will learn the math study skills to assess and enhance their learning, their processes and their results. Students will use statistical software, graphing calculators, Microsoft Excel, MyMathLab and MyStatsLab to carry out a semester long project involving data description and analysis. Students will work collaboratively and write using appropriate mathematical and non-mathematical language in order to successfully complete their project.

COMPOSITION I
Composition I is a course in critical thinking, reading and writing. It will provide a thorough introduction to the writing process and academic discourse: generating ideas, developing a thesis, supporting a thesis with evidence, and revising and editing. Students will be introduced to a variety of research re-
sources, including the NYPL and CUNY library systems and learn basic research techniques. Because good writing starts with good reading, attention will be paid to critical reading strategies. The reading and writing assignments in Composition I will be coordinated with the City Seminar II theme. Composition I satisfies the initial 3 credits of the English Composition area of the CUNY Required Core.

**PROGRAMS OF STUDY**

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<th>Program Name</th>
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<th>Degree Awarded</th>
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**BUSINESS ADMINISTRATION**

The Associate in Arts degree in Business Administration combines the study of liberal arts and sciences with exposure to basic business disciplines and issues. It is designed to encourage critical thinking in a business environment, problem-solving, effective writing and speaking, quantitative and technological competency, and the ability to respond ethically in business situations. Students become familiar with the basic analytical tools of business and have opportunities to use the techniques involved in analyzing and evaluating business problems and finding effective solutions. Graduation from the Business Administration program prepares students for transfer to baccalaureate degree business programs or employment in retail, entrepreneurship, and administrative support.

**Requirements**

*General Requirements, 22 credits*

- ENGL 103: Composition I (3 credits)
- ENGL 203: Composition II (3 credits)
- LAS101: City Seminar I (4 credits)
- LASC 102: City Seminar II (4 credits)
- MATH 103: Statistics (4 credits)
- SOSC 111: Ethnographies of Work I (2 credits)
- SOSC 113: Ethnographies of Work II (2 credits)

*Business Administration Program Requirements, 38 credits*

- ACCT 121: Principles of Accounting I (3 credits)
- ACCT 223: Principles of Accounting II (3 credits)
- BIOL 122: Introduction to Biology: Life in NYC (4 credits)
- BUSI 102: Introduction to Business (3 credits)
- BUSI 201: Business Law & Ethics (3 credits)
- ECON 201: Macroeconomics (3 credits)
- ECON 203: Microeconomics (3 credits)
- ECON 204: Contemporary Economic Issues (3 credits)
INFT 203: Introduction to Management Information Systems (3 credits)
LASC 200: The Arts in New York City (3 credits)
MATH 120: College Algebra & Trigonometry or
MATH 201: Precalculus or elective (3 credits)

**Electives**
Depending on proficiency in mathematics, students may take one elective from among:
- GOVT 201: Urban Politics: New York City Government (3 credits)
- GOVT 202: American Government & Politics (3 credits)
- MATH 210: Calculus (4 credits)

**Articulations with senior colleges**
Business Administration, Department of Finance and Business Management
Brooklyn College - B.B.A.

**HUMAN SERVICES**
The NCC Human Services major provides an overview of the field and its historical context through exploration of issues and dynamics within the social services and the healthcare delivery systems. The program gives students a solid foundation in the principles and theories of the field and helps them build competencies in interventions, strategies, technologies, and resources for the delivery of human services. Combining academic courses and work-based learning experiences, the program helps students understand the challenges faced by clients and the organizations with which they will work and gives them a sense of the policies and programs that govern the distribution of healthcare and social services. Students learn to create innovative solutions for problems that interfere with providing adequate health and social services in their communities. Graduates will be prepared for transfer to a baccalaureate program in Human Services, Social Work, Community Health, Public Health and the various social sciences such as psychology, sociology, or anthropology. They will also have the skills needed to obtain entry-level positions in agencies and institutions which provide social, community, educational, and health services.

**Requirements**

**General Requirements, 22 credits**
- ENGL 103: Composition I (3 credits)
- ENGL 203: Composition II (3 credits)
- LAS101: City Seminar I (4 credits)
- LASC 102: City Seminar II (4 credits)
- MATH 103: Statistics (4 credits)
- SOSC 111: Ethnographies of Work I (2 credits)
- SOSC 113: Ethnographies of Work II (2 credits)

**Human Services Program Requirements, 35 credits**
- BIOL 212: Human Biology (4 credits)
- GOVT 202: American Government & Politics (3 credits)
- GOVT 213: Health & Human Services Policy (3 credits)
- HSVC 103: Introduction to Human Services (3 credits)
- HSVC 113, HSVC 114: Methods of Intervention for the Human Services (2 semesters, 4 credits total)
- HSVC 201, HSVC 203: Fieldwork & Integrative Seminars I & II (2 semesters, 6 credits total)
HSVC 204: Special Topics in Fields of Practice or elective (3 credits)
SOCI 102: Introduction to Sociology (3 credits)
SOCI 231: Introduction to Urban Community Health (3 credits)
UBST 201: Urban Anthropology: Poverty & Affluence (3 credits)

**Electives, 3 credits**
Students must take at least one elective from among:
- HSVC 223: Introduction to Disability Studies (3 credits)
- INFT 203: Introduction to Management Information Systems (3 credits)
- SOCI 201: Crime & Justice in Urban Society (3 credits)
- SOCI 214: Social Determinants of Health (3 credits)
- SOCI 203: Community Organizing (3 credits)

**Articulations with senior colleges**
Social Work, Department of Social Work, Lehman College - B.A.

**INFORMATION TECHNOLOGY**
The NCC program in Information Technology introduces students to the knowledge base and skills necessary to support the computer technology needs of businesses, government, healthcare companies, schools, and other organizations. The program provides in-depth study of fundamental topics in Information Technology, including hardware, software, programming, networking, databases, and web-based systems, as well as opportunities to see how these come together in the context of business environments. Employing a hands-on approach, the program cultivates logical and analytical thinking and engages students in developing skills in written and oral communication, problem-solving, group work, and customer service. As a result of this foundation, students understand both how technology is used by real businesses and how to function effectively in a business environment. Upon graduation, students are prepared for entry-level employment supporting the computing infrastructure of a variety of businesses and organizations.

**Requirements**

**General Requirements, 22 credits**
- ENGL 103: Composition I (3 credits)
- ENGL 203: Composition II (3 credits)
- LAS101: City Seminar I (4 credits)
- LASC 102: City Seminar II (4 credits)
- MATH 103: Statistics (4 credits)
- SOSC 111: Ethnographies of Work I (2 credits)
- SOSC 113: Ethnographies of Work II (2 credits)

**Information Technology Program Requirements, 34 credits**
- BIOL 122: Introduction to Biology: Life in New York City (4 credits)
- BUSI 102: Introduction to Business (3 credits)
- INFT 102: Hardware & Software (3 credits)
- INFT 202: Database Management & Design (3 credits)
- INFT 201: Networking & Data Communications (3 credits)
- INFT 203: Introduction to Management Information Systems (3 credits)
- INFT 211: Programming I (3 credits)
INFT 221: Web Technologies & Multimedia (3 credits)
INFT 223: Programming II (3 credits)
INFT 233: Systems Analysis & Design (3 credits)
MATH 120: College Algebra & Trigonometry or elective (3 credits)

**Electives, 4 credits**
Depending on proficiency in mathematics, students may take up to two 3-credit electives and one 1-credit elective. Elective course include:

- BUSI 204: Fundamentals of Project Management: (3 credits)
- BUSI INFT 213: Special Topics in Information Technology (3 credits)
- INFT 204: Internship in Information Technology (1 credit)
- INFT 244: Information Technology Independent Project (1 credit)
- MATH 201: Precalculus (3 credits)

**Articulations with senior colleges**
Computer Systems, Department of Computer Systems Technology,
NYC College of Technology - B.Tech.

**LIBERAL ARTS AND SCIENCES**
The A.A. degree In Liberal Arts and Sciences connects the methods of inquiry and bodies of knowledge within the humanities and social sciences to students’ lived experience in New York City. Students evaluate the similarities and differences in the questions that frame the social sciences and humanities and the ways in which disciplines in both domains address these questions. Students are introduced to the fundamental assumptions and theories of the social sciences and humanities through investigations of complex social issues drawn from urban life and the world of work. Grounded in disciplinary ways of knowing, the program helps students develop competencies applicable to further study and careers, notably: critical thinking, analysis and evaluation, oral and written communication, and quantitative reasoning. Elective internships provide opportunities to apply new knowledge and skills and to reflect on those work experiences. Graduates are prepared for transfer to a baccalaureate program in a variety of social sciences and humanities disciplines as well as employment in retail, sales, hospitality, and a wide range of administrative support positions.

**Requirements**

**General Requirements, 22 credits**
ENGL 103: Composition I (3 credits)
ENGL 203: Composition II (3 credits)
LAS101: City Seminar I (4 credits)
LASC 102: City Seminar II (4 credits)
MATH 103: Statistics (4 credits)
SOSC 111: Ethnographies of Work I (2 credits)
SOSC 113: Ethnographies of Work II (2 credits)

**Liberal Arts Program Requirements, 35 credits**
BIOL 122: Introduction to Biology: Life in New York City (4 credits)
ECON 204: Economics of Social Issues (3 credits)
ENGL 213: 20th Century American Literature: Ethnicity & Immigration (3 credits)
LASC 103: Foundations in the Humanities (3 credits)
LASC 200: The Arts in New York City (3 credits)
LASC 201: Environmental Ethics (3 credits)
LASC 254: Capstone Seminar in the Liberal Arts & Sciences (4 credits)
SOSC 102: Introduction to Sociology (3 credits) or
PSYC 201: Psychology: Social and Behavioral Studies (3 credits)

**Electives, 3 credits**
Students must take one elective from among:
- LASC 243: Internship Seminar (3 credits)
- MATH 150: The Real Basics of Mathematics (3 credits)

**Articulations with senior colleges**
Communication and Culture, School of Professional Studies - B.A.

**URBAN STUDIES**
The A.A. in Urban Studies is a variation on the traditional liberal arts degree. It provides a rigorous liberal arts education and an introduction to the research tools used by a variety of social science disciplines. Through the program, students develop a deeper understanding of New York City and the broader issues and concerns of urban centers in general, including structures and systems, political and policy development processes, government and services, and problems and potential solutions. Students in Urban Studies use the tools of disciplines such as sociology, anthropology, economics, political and other social sciences to analyze urban issues and problems and to propose solutions to sustain a thriving New York City. The interdisciplinary curriculum encourages students to appreciate their relationship to the unique place where they live and work and prepares them to be active citizens in their communities. Graduates are prepared to transfer to baccalaureate programs in Urban Studies or in a range of liberal arts programs. They may also pursue employment in retail, sales, administrative support, or visitor services positions in cultural organizations.

**Requirements**

**General Requirements, 22 credits**
- LAS101: City Seminar I (4 credits)
- SOSC1: 111 Ethnographies of Work I (2 credits)
- MATH 103: Statistics (4 credits)
- LASC 102: City Seminar II (4 credits)
- SOSC 113: Ethnographies of Work II (2 credits)
- ENGL 103: Composition I (3 credits)
- ENGL 203: Composition II (3 credits)

**Urban Studies Program Requirements, 32 credits**
- BIOL 122 Introduction to Biology: Life in New York City (4 credits)
- SOCI 102 Introduction to Sociology (3 credits)
- UBST 102 Introduction to Urban Studies (3 credits)
- UBST 203 Race, Ethnicity & Community Development (3 credits)
- GOVT 203 Making Public Policy (3 credits)
- UBST 203 Urban Anthropology: Poverty and Affluence (3 credits)
- GOVT 201 Urban Politics: New York City Government (3 credits)
SOCI 201 Crime & Justice in Urban Society (3 credits) or
ENGL 211 Cities in Film & Literature (3 credits)
HIST 221 History of Urban Life (3 credits)
UBST 253: Capstone Urban Research Seminar (4 credits)

**Electives, 6 credits**
Students must take two electives from among:
MATH 120: College Algebra & Trigonometry (3 credits)
MATH 201: Precalculus (3 credits)
UBST 204: Special Topics in Urban Studies: 3 credits
SOCI 203: Community Organizing (3 credits)
LASC 200: The Arts in New York City (3 credits)

**Articulations with senior colleges**
Urban Studies, Department in Urban Affairs and Planning, Hunter College - B.A.
Sociology, Department of Sociology, Brooklyn College - B.A.
COURSE DESCRIPTIONS

ACCT 121 Principles of Accounting I
3 credits, 4 hours
The course is the first in a two-part sequence that introduces financial accounting from a user’s perspective. It introduces financial statements prepared in accordance with Generally Accepted Accounting Principles based on the US Financial Accounting Standards Board’s rules. Students will learn about the mechanics and meaning of different forms of accounting and accounting issues related to accruals and assets. They will also study the performance of major New York-based for-profit businesses and not-for-profit organizations as revealed in their financial statements.
Pre/Co-requisite: College Algebra & Trigonometry or Precalculus

ACCT 223 Principles of Accounting II
3 credits, 4 hours
This is the second course in a two-part sequence. Building on Principles of Accounting I, it further develops issues related to accounting for assets and liabilities. Students learn the accounting meaning of equity and its significance to a business. They add to their knowledge of financial statements by learning how to analyze and interpret the information contained therein.
Pre/Co-requisite: Principles of Accounting I

ACCT 201 Introduction to Managerial Accounting
3 credits, 3 hours
This course emphasizes accounting from the user’s perspective. It introduces financial statements which students learn how to analyze. Next, the course introduces managerial accounting which prepares managers to make effective decisions about running a business. Topics include cost-volume-profit analysis, budgetary planning and control, incremental analysis and capital budgeting. The course ends with a discussion of environmental or “green” accounting which examines the contribution of natural resources to economic well-being and the costs of using or despoiling those resources.
Pre/Co-requisite: None

BIOL 122 Introduction to Biology: Life in NYC
4 credits, 6 hours
This introductory course will provide students with an understanding of the variety of life forms and their relationships and impact on other organisms, particularly humans, in New York City. A laboratory component will provide field observation experiences that include research practices focusing on observing, describing, and analyzing various kinds of living organisms.
Pre/Co-requisite: Statistics

BIOL 212 Human Biology
4 credits, 6 hours
This course will introduce students to biological concepts focusing on the structures of the human body and their functions. Specifically, students will learn about human tissues, organs and organ systems. The course has a lab component.
Pre/Co-requisite: None

BUSI 102 Introduction to Business
3 credits, 3 hours
This course offers a broad survey of business within the U.S. economic framework. It explores interrelationships between business, government and labor; elements of business organization; the functions of management, marketing, finance, production, globalization, and the role of business organizations in contempo-
The course uses different types of businesses that are represented in New York City to illustrate the concepts taught in the classroom. Throughout the semester students will research one publicly traded company; part of the grade will be based on a portfolio that profiles that company and correlates to the relevant topics discussed in class.

**Pre/Co-requisite: Statistics**

**BUSI 201  Business Law & Ethics**
3 credits, 3 hours
This course provides students with an understanding of the nature of law and its role in business. Given the importance of New York City both as a global financial center and the home of some of the country’s major law firms, the course also introduces the interrelationships between law, regulations and business practices in the City. It examines what businesses can do legally to be profitable and what they should do ethically to make the City a better place for all its residents.

**Pre/Co-requisite: Introduction to Business**

**BUSI 202  Fundamentals of Management**
3 credits, 3 hours
Management is a basic function in all organizations. It involves planning for the future, organizing people to accomplish the goals of the organization, motivating and leading people to work productively, and controlling and evaluating people. This course will help students understand management processes and concepts and develop awareness of the function of the manager in an organization. Topics to be discussed include: social and ethical responsibilities of businesses; decision-making and creative problem solving; group dynamics and teamwork; conflict and negotiation; strategic planning; and, making change. We will also examine the impact of changing social, technical, legal and economic forces on management.

**Pre/Co-requisite: Introduction to Business**

**BUSI 204  Fundamentals of Project Management**
3 credits, 3 hours
Projects are often defined by their scope, timeline and dedicated resources; planning, organizing and delivering a project within these constraints requires specific skills. This course will emphasize elements of project planning and control, with attention to such areas as setting objectives, budgeting, sequences and schedules, project documents, quality assurance. A software application will be used for a class project to demonstrate fundamental practices in the field.

**Pre/Co-requisite: None**

**BUSI 205  Principles of Marketing**
3 credits, 3 hours
Marketing is a key component of business strategy; it is the process by which companies create value for customers in products or services. This course will examine the marketing environment, social responsibility and ethics in marketing, market research, target markets, consumer and business buying behavior, product considerations, the marketing of services, and personal selling. We will explore the new subject of “green marketing” - issues, problems and opportunities created by the growing focus on sustainability - as well as how marketing impacts the natural environment. Material from the text will be supplemented by readings from newspapers, magazines, and websites.

**Pre/Co-requisite: Introduction to Business**

**BUSI 154  Business Communications**
3 credits, 3 hours
This course analyzes elements in the communication process in a professional setting and introduces students to business letters, reports, and memoranda, as well as the use of technology in the presentation and communication process. It strengthens students’ ability to express themselves in these forms as well as verbally in meetings and other business situations. Students practice collecting, analyzing and presenting
data, developing visuals and planning and organizing information. Discussions include interpersonal communication, effective listening, working in teams and communicating for a diverse audience.

Pre/Co-requisite: Introduction to Business

**ECON 201**  Macroeconomics
3 credits, 3 hours
This course will introduce students to the overall workings of a national economy. It will apply macroeconomic theory and principles to current economic issues at the national and international levels and examine their relationship to the economy of New York City, a center of international business. The course will cover a broad range of topics including money and the monetary system, income and expenditure, the role of fiscal and monetary policies in stabilizing the economy, the relationship between inflation and unemployment, and the role of government policy in promoting long-term economic growth. Students will be introduced to the methods economists use in economic analysis and research.

Pre/Co-requisite: Statistics and College Algebra & Trigonometry or Precalculus

**ECON 203**  Microeconomics
3 credits, 3 hours
This course teaches the fundamental parts of an economy and the factors that affect individual economic choices. Topics include consumer theory, producer theory, behavior of firms, market equilibrium, competition, and the role of the government in the economy. Students will be introduced to methods economists use in economic analysis and research. Throughout the course students will be encouraged to relate issues in economics to their own lives and the operations of businesses of different sizes and structures in New York City.

Pre/Co-requisite: Macroeconomics

**ECON 204**  Contemporary Economic Issues
3 credits, 3 hours
This course focuses on applying critical thinking skills to important economic issues. We will analyze issues from a cross section of society, attempting to fully understand the underlying causes. Case studies will be supplied by the instructor; specific issues will be drawn from articles in newspapers and periodicals. Discussion will include the repercussions from these issues, as well as the development of possible solutions. There will be a focus on how the issues studied relate to the economy and business environment of New York City.

Pre/Co-requisite: This is a capstone course to be offered in the second year, second semester.

**ECON 223**  Economics of Social Issues
3 credits, 3 hours
This introductory economics course illustrates the use of economics in understanding contemporary social issues, such as education, healthcare, immigration, Americans’ expanding waistlines or income inequality, with data from New York City. Basic economic concepts such as demand and supply, pricing and distribution, markets, consumer behavior, and the role of government in market activity will be used to analyze the selected issues.

Pre/Co-requisite: None

**ENGL 103**  Composition I
3 credits, 3 hours
Composition I is a course in critical thinking, reading, and writing. It will provide students with a thorough introduction to the stages of the academic writing process including generating ideas, developing a thesis, supporting a thesis with evidence, and revising and editing. Students will be introduced to using the CUNY library system and learn basic research techniques. Because good writing starts in good reading, there will be as much attention paid to critical reading strategies as there is to writing in most weeks. Composition I
is linked to City Seminar II and the reading and writing assignments will tie thematically to the overarching City Seminar theme of Immigration: New to New York City.

**Pre/Co-requisite:** None

**ENGL 203 Composition II**

3 credits, 3 hours

In Composition II students continue to hone their skills in critical thinking, reading, and writing with an emphasis on learning to write an academic research paper. Students will become proficient at using the library to locate research materials. They will learn to analyze and evaluate outside sources and integrate the ideas of others into their own writing. Course readings in Composition II will tie thematically to the overarching theme of the content course with which each section is linked and will be drawn from a variety of genres and disciplines.

**Pre/Co-requisite:** Composition I

**ENGL 211 Cities in Film & Literature**

3 credits, 3 hours

Through film and literature we will be able to travel around the world “visiting” cities throughout time, as interpreted and portrayed by various artists, authors, and directors. By paying particular attention to the intersection of films, literature and cities, this course explores the construction of urban spaces and how they are depicted in film and literature. Through an array of primary and secondary sources, students will be exposed to the dark city and film noir, the city of love (Paris), the city in ruins and the divided city (Berlin, Belfast, Beirut), utopias and dystopias (fantastic and virtual cities), ghettos and barrios, the city as “queer playground,” the global city and cities in globalization. By comparing myriad writings and films about city life and culture, students will also explore the ways in which urban spaces reflect the social realities of race, class, age, gender, and ethnicity and how power relations are organized by these social differences which, in turn, produce urban patterns and processes.

**Pre/Co-requisite:** None

**ENGL 213 20th Century American Literature: Ethnicity & Immigration**

This course will explore the ways in which ethnicity, migration, and immigration are represented in American literature over the past century with special attention to New York City. Students’ understanding of the aesthetics of literature will be developed by introducing them to new approaches to reading, i.e., socio-historical, feminist, and psychological. Topics include literary conceptions of national belonging, ethnic identity, home and family, immigration, memory, and diaspora.

**Pre/Co-requisite:** None

3 credits, 3 hours

**EVSC 121 Environmental Science I: Environmental Systems**

4 credits, 6 hours

This course introduces students to environmental concepts and issues from an interdisciplinary approach. Environmental issues and controversies will be explored from a chemical, ecological, biological, sociological, economic, ethical and political point of view. Students will understand and analyze environmental issues, such as the effect of population growth on resource depletion, industrial and municipal pollution (air, water and solid waste), global warming and ozone depletion. In laboratories, students will learn how to use the scientific method to solve environmental problems, become acclimated to the tools and techniques of environmental science, and have hands-on experience relevant to contemporary environmental issues such as renewable energy, water purification and remediation.

**Pre/Co-requisite:** Statistics
**EVSC 122**  Urban Sustainability  
3 credits, 3 hours  
This course explores the question, challenge, and promise of urban sustainability. The course critically examines the concept of sustainability as a science, as a set of technological innovations, and as a process of social, organizational, and political development drawing on cases from the U.S. and Europe. It explores pathways to urban sustainability through scientific and policy debates on ecological modernization; sustainable technology development, international and intergenerational fairness, and democratic governance. Students will gain a greater appreciation of how science and policy can inform the policies, practices and technologies that will shape a more sustainable future.  
*Pre/Co-requisite: Environmental Science I*

**GOVT 201**  Urban Politics: New York City Government  
3 credits, 3 hours  
This course examines urban politics with a particular focus upon the structure of New York City government. There will be an examination of the responsibilities of elected officials, including the mayor, city council, comptroller, public advocate, borough presidents, and district attorneys. The practice of public administration is evaluated, focusing on the role of city agencies, public authorities, and special bodies, such as community boards and business improvement districts. To examine the interaction between citizens and city government, there is an analysis of how public officials work with individuals, businesses, and groups to develop physical, economic, and social plans for the city.  
*Pre/Co-requisite: None*

**GOVT 202**  American Government and Politics  
3 credits, 3 hours  
The constitutional structures and functions of American government are the foundation of American democracy. How have these structures and functions changed over the past three hundred years? This course will engage this question, introducing students to the institutions of American government and how they operate to address problems and conflicts. Individual and civil rights as well as the ways in which critical historical events have influenced our governmental system will be explored. The course will investigate the power of the government and of citizens and the dynamic interplay between individuals, groups and government in shaping our democratic society.  
*Pre/Co-requisite: None*

**GOVT 203**  Making Public Policy  
3 credits, 3 hours  
This course will explore how policy is shaped in the United States. It will examine the roles of public and private participants in the policy process, and the ways in which the structures of policymaking institutions influence that process. Case studies will be used to illustrate the policy process in such areas as domestic violence, environmentalism, health, poverty, and immigration.  
*Pre/Co-requisite: None*

**GOVT 213**  Health and Human Services Policy  
3 credits, 3 hours  
This course traces current health and human service programs and policies from their historical origins and provides an overview of the process of policy development, implementation and analysis. Students develop an understanding of the connections between social problems faced by the diverse residents of New York City communities, their varying causative explanations, and the health care and human services policies that are intended to address those problems. The course examines how policies are shaped within the context of the political process. Federal, state, and local programs, such as TANF, Medicare and Medicaid, and Social Security are explored in the context of the problems they address and the impact they have on the populations served - all from the very important perspective of the human service provider.  
*Pre/Co-requisite: Introduction to Human Services; American Government*
HIST 201  Who Built New York? New York City History
3 credits, 3 hours
Emphasizing the role that working people have played in the development of New York City, this U.S. history course will explore New York's social, economic, political, and cultural history from the earliest contacts between members of the Dutch West India Company and local Native Americans to the present day. Topics will include labor, immigration, ethnic politics, social movements, popular culture, and the making of the physical city.
Pre/Co-requisite: None

HIST 221  History of Urban Life
3 credits, 3 hours
This course examines the development of urban communities across the United States both temporally and geographically. It examines the patterns of cleavage, conflict, convergence of interest, and consensus that have structured urban life. Social, cultural, and economic forces will be analyzed for the roles they have played in shaping the diverse communities of America's cities.
Pre/Co-requisite: None

HSVC 113  Methods of Intervention for Human Services I
2 credits, 2 hours
This course builds on an ecological systems perspective and provides students with beginning skills to work with individuals, families, groups, and communities in urban human service agencies and organizations. Included will be generalist skills for the preliminary, beginning, middle, and ending phases of intervention. Attention is paid to culturally competent practice.
Pre/Co-requisite: Introduction to Human Services

HSVC 114  Methods of Intervention for Human Services II
2 credits, 2 hours
The second part of a year-long experience, this course builds on an ecological systems perspective and provides students with beginning skills to work with individuals, families, groups, and communities in urban human service agencies and organizations. Included will be generalist skills for the preliminary, beginning, middle, and ending phases of intervention. Attention is paid to culturally competent practice.
Pre/Co-requisite: Introduction to Human Services

HSVC 201  Fieldwork and Integrative Seminar I
3 credits, 7-8 hours
Students, under faculty supervision, are placed for one day per week (6-7 hours per week, for a total of 84 hours per semester) in human service or health care settings where they learn first-hand about agency structure and function, the activities of health and human service professionals, and the application of health and human service skills. Settings include community centers, advocacy organizations, hospitals and health-related facilities, family service agencies, community residences for the developmentally disabled, senior citizen centers, homeless shelters, child psychiatry clinics, etc. A one hour weekly integrative class session orients students to the world of health and human service work in urban communities and supports the agency experience through group discussion that focuses on the connection between human services theories and skills and their application in the field.
Pre/Co-requisite: Introduction to Human Services; Methods of Intervention for the Human Services I and II
HSVC 203  Fieldwork and Integrative Seminar II
3 credits, 7-8 hours
This course is a continuation of Field Work I. Students, under faculty supervision, are placed for a second semester, one day per week in human service or health care settings, where they continue to learn firsthand about agency structure and function, the activities of health and human service professionals, and the application of health and human service skills. Settings include community centers, advocacy organizations, hospitals and health-related facilities, family service agencies, community residences for the developmentally disabled, senior citizen centers, homeless shelters, child psychiatry clinics, etc. A one-hour weekly integrative class session advances students’ understanding of the world of health and human service work in urban communities. The agency experience is supported through group discussion as well as written assignments.
Pre/Co-requisite: Introduction to Human Services; Methods of Intervention for the Human Services I and II; Fieldwork and Integrative Seminar I

HSVC 204  Special Topics in Fields of Practice
3 credits, 3 hours
This course provides an in-depth exploration of a particular urban field of practice within the human services. The historical development of the field of practice, the social welfare policies supporting and challenging it, and the role of human service professionals in developing the field of practice and in working in it today will be discussed. This course requires a 14 hour volunteer internship in a social service agency or organization that provides services or works in an advocacy capacity related to the field of practice. Topics will be announced each semester.
Pre/Co-requisite: Introduction to Human Services

HSVC 223  Introduction to Disability Studies
3 credits, 3 hours
This course provides a multidisciplinary overview of disability and an introduction to the emerging field of disability studies, fostering a new understanding of disability in contemporary culture. Students will explore the phenomenon of disability from a variety of perspectives, including historical medical constructs and the emerging social model of disability, discrimination, stigma, and segregation, disability and family life, social welfare policy and service systems, and the links between disability and media and the arts.
Pre/Co-requisite: Introduction to Human Services

INFT 102  Hardware & Software
3 credits, 4 hours
This course provides an introduction to Information Technology by covering the theory and practice of maintaining computers and their installed programs. Topics include local and network based printing, file systems, memory management, user interfaces, and user support. Students will learn to install and configure system components, operating systems and application software, and to evaluate and use hardware and software troubleshooting techniques. Topics will also cover security essentials and practices.
Pre/Co-requisite: None

INFT 202  Database Management & Design
3 credits, 4 hours
This course provides the fundamental knowledge of database concepts. Topics studied will include the history and advantages of database systems, and the process of database design including entity-relationship diagrams and database normalization. Students will work with database technology to store, manipulate, and retrieve data. Examples in the class will be based on data entities related to work environments relevant to New York City, such as those discussed in the Ethnographies of Work courses. These data will be reviewed for integrity, relevance and possible use within database warehouse and mining activities. The work environments will also be analyzed in terms of issues relating to database management issues of security, back-up and recovery.
Pre/Co-requisite: College Algebra & Trigonometry
INFT 201 Networking & Data Communications
3 credits, 3 hours
This course provides an introduction to computer communication networks. It examines the principles, design and implementation of wired and wireless networks. The fundamentals of networking concepts such as media, topology, switching, routing as well as the importance of protocols are discussed. The TCP/IP protocol will be used to demonstrate concepts of layered architecture, client-server model, and the security and management tools of a typical computer network.
Pre/Co-requisite: Hardware & Software

INFT 211 Programming I
3 credits, 4 hours
This course provides an introduction to concepts of problem solving using constructs of logic inherent in computer programming languages. Students will learn to analyze simple problems, develop algorithms and transform an algorithm into a computer program. They will use an IDE to develop computer programs in an object oriented programming language. Programming projects will be drawn from issues related to the topics discussed in the City Seminars.
Pre/Co-requisite: College Algebra & Trigonometry

INFT 223 Programming II
3 credits, 4 hours
This course is a continuation of Programming I with emphasis on object development. Students are introduced to software engineering concepts as well as graphical user interface design, event driven programming, elementary data structures, constructor, access and manipulation methods, and searching and sorting techniques with a firm foundation in secure programming. Advanced object oriented topics of inheritance and polymorphism are presented using relevant projects that mimic typical industry application software. Programming projects will be drawn from issues related to the topics discussed in the City Seminars.
Pre/Co-requisite: Programming I

INFT 203 Introduction to Management Information Systems
3 credits, 4 hours
This course introduces students to the use of computers and other information systems and technologies to solve problems in organizations. Topics include management information systems (MIS), hardware and software concepts, organization of information using systems analysis and design, electronic commerce, and contemporary applications of technology in organizational environments. Students will explore ethical perspectives and globalization issues and will cultivate an awareness of emerging processes. Working individually and in groups, students will apply their knowledge through writing assignments, conducting information and organizational analyses and developing, where appropriate, applications using widely used spreadsheets, data presentation, and database management software. Projects may be drawn from issues related specifically to New York City, e.g., as discussed in the City Seminars.
Pre/Co-requisite: Introduction to Business

INFT 221 Web Technologies & Multimedia
3 credits, 3 hours
This course will focus on the skills needed to construct attractive and efficient web pages and web sites using Hypertext Markup language (HTML) or commercial web-authoring software. Topics include Web Design Guidelines, e-commerce, promotion strategies, HTML, XHTML, Cascade Style Sheets (CSS), Java Applets, and JavaScript. Students will learn the elements of page design and maintenance, how to create special effects, work with graphics, create links, and add user interactivity.
Pre/Co-requisite: None
INFT 213  Special Topics in Information Technology
3 credits, 3 hours
(The subject matter in Special Topics will vary from term to term and may include subjects such as Simulations [with spreadsheets] or Introduction to Geographic Information Systems. The following is offered as an example based on the latter subject.)
In this course, students will learn and apply concepts, techniques, and software tools that are part of geographic information systems (GIS). Students will develop a conceptual and applied understanding of the following fundamental principles of GIS: 1) how spatial objects (and their relationships and attributes) are represented in a GIS, 2) common spatial analysis and modeling techniques used in GIS (and how they operate), 3) spatial data types, sources, and structures, and 4) principles of cartographic representation and communication. Lectures, readings, labs and project activities are designed to provide students with a solid grounding in the concepts that underlie GIS, an understanding of how spatial analysis and representation are carried out with GIS, and experience using a desktop GIS software (in guided labs and independent activities).
Pre/Co-requisite: None

INFT 204  Internship in Information Technology
1 credit, 1 hour, plus internship
This internship will provide students with experiences in a local corporate, small business, governmental, non-profit or other organizational setting. Students will be placed in a public or private organization that utilizes various aspects of Information Technology. They will perform useful tasks for the partner organization while familiarizing themselves with the goals of the organization and how Information Technology supports those goals. An accompanying seminar will allow them to share experiences and will work on the non-technical skills that are required to be successful in a business environment.
Pre/Co-requisite: Database Management & Design or permission of instructor

INFT 244  Information Technology Independent Project
1 credit, 1 hour, plus independent work
Students will embark on detailed study of an Information Technology issue arising in New York City to gain experiences applicable to a corporate, small business, governmental, non-profit or other organizational setting. Students will take the role of an IT professional and will build skills in user needs analysis and the design and development of an IT-based solution. An accompanying seminar will allow them to share experiences and will work on the non-technical skills that are required to be successful in a business environment.
Pre/Co-requisite: Database Management & Design or permission of instructor

LASC 101  City Seminar I
4 credits (9 equated credits), 9 hours
The City Seminar anchors the first-year core. With content rooted in issues of historical and current importance to the City, the course is designed around themes that introduce students to interdisciplinary perspectives in the Liberal Arts and Sciences. The cases included in City Seminar I delve into subjects that form New York’s distinctive character as a complex urban system. City Seminar will introduce students to critical thinking and analysis. The course will challenge students to unpack the historic, cultural and social context of an issue; survey multiple perspectives on an issue; and analyze the evidence that has driven – or may inform – key decisions. Topics include but are not limited to: education; urban policy; business and industry; public health; urban environmental issues; work and labor markets; immigration; and public arts and culture. Assignments are designed to promote student inquiry and exploration of how these complex issues impact our lives, communities, and New York City. Students will work independently and in teams, with emphasis placed upon collaborative knowledge production.
Pre/Co-requisite: None
LASC 102  City Seminar II  
4 credits (6 equated credits), 6 hours  
City Seminar II is a continuation of the first-semester foundational course, with students exploring a single case in greater depth and complexity. With content rooted in issues of historical and current importance to the City, the course is designed around themes through which students explore the interdisciplinary perspectives in the Liberal Arts and Sciences. City Seminar II will build upon students’ ability to critically think and analyze. The course will challenge students to unpack the historic, cultural and social context of an issue; survey multiple perspectives on an issue; and analyze the evidence that has driven—or may inform—key decisions.  
Prerequisite: City Seminar I; Co-requisite: Composition I  

LASC 103  Foundations in the Humanities  
3 credits, 3 hours  
This course introduces the student to the basic subject matter, questions, and assumptions of study common to the humanities: Literature, Philosophy, History, Art and Music. Through a preliminary inquiry into how writers, historians, philosophers, artists and musicians represent an idea, such as “The City,” students will become familiar with how the humanities employ questions of form, effect, affect, and value.  
Pre/Co-requisite: None  

LASC 201  Environmental Ethics  
3 credits, 3 hours  
Environmental degradation and harm are among the most formidable challenges facing humanity in the 21st century. Students will critically engage classical, modern, and contemporary discourses on the relationship of humans to the natural environment. This class will evaluate a range of philosophic, economic, and scientific perspectives on environmental sustainability, giving attention to the environmental challenges specific to New York City.  
Pre/Co-requisite: None  

LASC 254  Capstone Seminar in the Liberal Arts & Sciences  
4 credits, 4 hours  
This course brings together the student’s academic experience with course work and field experience through an internship with a set of contemporary issues related to “The City.” It is the final course in the Liberal Arts and Sciences major and allows the student to synthesize these diverse inputs into a one-time evocation of the major. Students will work on a collective project, and each student will put together a culminating portfolio reflecting on her growth and learning over the course of study.  
Pre/Co-requisite: Requisite course work for the major  

LASC 243  Internship Seminar  
3 credits, 3 hours  
This seminar accompanies an internship that will be 12 hours/week for 10 weeks. The Seminar will meet biweekly except for the first two weeks which will be weekly meetings. The purpose of the seminar is to reflect on the work experience and professional self-presentation, the ways in which the work experience changes prior understanding of the purpose and organization of the company or agency, and to situate the particular workplace into a larger social, political and/or economic context. During the 10 week internship students will keep journals recording and reflecting on their experience, correspond with a student partner, do assigned readings, and participate in-class seminar sessions.  
Pre/Co-requisite: Foundations in the Humanities; Foundations in the Social Sciences  

LASC 200  The Arts in New York City  
3 credits, 3 hours  
New York City is an international art center that draws millions of people from around the globe. Why are we attracted to art and how does art contribute to the city's social and economic welfare? Divided into four themes, this course prepares students to appreciate the arts from multiple perspectives: 1) art as a form of
self-expression (Art, Self and the City); 2) art and the construction of collective identities (Art, Communities & Life Styles); 3) the uses of art and architecture to establish neighborhoods, cultural and commercial districts (Art, Space and Place); 4) the arts in New York City’s economy (Art & Money). Field trips are an essential component of the course and students will explore art in situ and in contexts related to the themes.

Pre/Co-requisite: None

**MATH 103  Statistics**  
4 credits, 6 hours  
This course provides students with an in-depth treatment of the fundamental concepts and computational methods of the quantitative analysis of uncertainty and randomness. The question of how to estimate an unknown quantity using sample data drives the development of statistical concepts and methods. Topics include producing data through sampling, experiments, and simulations; sampling techniques; describing data using graphs; regression and correlation; counting strategies; discrete and continuous distributions; representative values of data and measures of centrality; measures of variability; intuitive, empirical, and theoretical approaches to probability; sampling distributions; normal and non-normal distributions; the calculation and interpretation of confidence intervals; and hypothesis testing. Students will use statistical software, graphing calculators, and Microsoft Excel. Students will design and carry out a semester-long project involving data collection, description, and analysis, based in a present-day issue of New York City life.

Pre/Co-requisite: None

**MATH 120  College Algebra & Trigonometry**  
3 credits, 4 hours  
This course serves to prepare students for the mathematics required in the majors and launch them on a trajectory to calculus. Algebraic concepts and skills are developed through the study of functions. Verbal, numerical, and graphical representations of functions are employed throughout, with strong emphasis placed on the relationship between a function’s algebraic properties and its graph. Topics include linear and quadratic equations; systems of linear equations; linear inequalities; radical equations; rational functions; absolute value; factoring polynomials; an introduction to trigonometric, exponential, and logarithmic functions; rates of change; and modeling realistic situations with functions. Graphing calculators and software such as Microsoft Excel, GeoGebra, and Maple will be incorporated into all aspects of the course. Students will design and carry out a semester-long project involving algebraic analysis of a pressing issue currently facing New York City.

Pre/Co-requisite: Statistics or permission of instructor

**MATH 150  The Real Basics of Mathematics**  
3 credits, 3 hours  
In “The Real Basics,” students engage in mathematics as mathematics truly is: a human endeavor that startles us, infuriates us, exasperates us, and thrills us (perhaps all at the same time); and whose products are sometimes inevitable, sometimes ineffable, and frequently both. This course addresses the three fundamental processes at the heart of all mathematics: counting, classifying, and measuring. Emphasis is placed on the relationships among these processes — for instance, how measuring grows out of counting; how classifying enables us to create measurement formulas; and how counting, classifying, and measuring collaborate in the invention of the calculus. Connections between arithmetic and geometry are front and center throughout. The course is designed so that students consider both philosophical and practical matters in a fashion strengthening their knowledge of each domain. An underlying theme is the logic of mathematical discovery, particularly the often differing standards used by mathematicians and laypersons to decide upon mathematical truth.

Pre/Co-requisite: None
**Math 201 Precalculus**  
3 credits, 5 hours  
This course is a comprehensive treatment of the conceptual and computational underpinnings of the calculus. Precalculus extends and deepens the functions-based approach introduced in College Algebra & Trigonometry. Verbal, numerical, and graphical representations are employed throughout to analyze functions. Topics include polynomial and rational functions; absolute value; matrices; conic sections; transformations; factoring polynomials; trigonometric, exponential, and logarithmic functions; inverse functions; rates of change; and modeling realistic situations with functions. Graphing calculators and software such as Microsoft Excel and Maple will be incorporated into all aspects of the course. Students will design and carry out a semester-long project involving advanced algebraic analysis of an issue attendant to New York City’s development over time.

*Pre/Co-requisite: College Algebra & Trigonometry or permission of instructor*

**Math 210 Calculus**  
4 credits, 5 hours  
This course comprises a thorough treatment of the differential calculus, an overview of the integral calculus, and a study of the connections between them. Students will develop numerical, graphical, and analytic methods to solve problems concerning changing rates of change and measuring curvilinear figures; they will also study the calculus as an abstract symbol system with distinctive operations and rules. The historical development of the calculus will be incorporated as fitting and constructive. Topics include limits, continuity, velocity and acceleration, definitions of the derivative, differentiability, differentiation rules, using derivatives in graphing, derivatives of algebraic and transcendental functions, derivatives of inverse functions, linear approximation, approximating areas of curvilinear regions, the Riemann integral, and the First Fundamental Theorem of Calculus. Graphing calculators and software such as Microsoft Excel and Maple will be incorporated into all aspects of the course. Students will design and carry out a semester-long project involving a calculus-based analysis of an issue of both historical and contemporary importance to New York City.

*Pre/Co-requisite: Precalculus or permission of instructor*

**PsyC 201 Psychology: Social and Behavioral Studies**  
3 credits, 3 hours  
This course introduces students to the study of individuals in social and organizational settings through the principles and methods of psychology. It explores the theory and research which informs the study of social and organizational life and how psychology is situated in relation to other disciplines in the social sciences. Contemporary life is the context for investigating and applying psychological principles, methods, and practices.

*Pre/Co-requisite: None*

**Soci 102 Introduction to Sociology**  
3 credits, 3 hours  
This course uses New York City as a living social laboratory to introduce students to the systematic study of the social lives of people, groups, and societies. The course focuses on topics commonly studied by sociologists, including culture, deviance and crime, racial and ethnic relations, gender, politics, and civic engagement. Students will consider the ways people are affected by the social conditions in which they live as well as how individuals and groups can affect these conditions.

*Pre/Co-requisite: None*
SOCI 201  Crime & Justice in Urban Society  
3 credits, 3 hours  
This course presents an array of urban environments in which to study contemporary criminal justice issues. While various cities will be examined for their special characteristics and contributions, New York City will be the primary focus. As the first urban community in the nation to use Quality of Life/“Broken Windows” strategies of policing, New York City continues to lead the nation’s drop in violent crime. Furthermore, the city has the world’s largest police force (NYPD) and the country’s 2nd largest jailing complex (Rikers Island). Students will be exposed to America’s first “problem-solving court,” the Midtown Community Court, and its numerous spin-offs—the Harlem Reentry Court, Red Hook Community Justice Center, Bronx Community Solutions, and the Brooklyn Mental Health Court. In short, New York City offers students the richest urban environment to explore the challenges and opportunities of the nation’s foremost criminal justice administration.  
Pre/Co-requisite: None

SOCI 203  Community Organizing  
3 credits, 3 hours  
This course will help the human services worker understand and address the challenges to change. The class will examine community organization theory and practice through lectures, small group discussions, hands-on exercises, video clips and web-based research. Community assessment, change strategies, empowerment skills, and planning techniques in non-profits and the public sector are emphasized. Skill development assignments will include an in-depth study of a community issue, attendance at community meetings, communicating with elected officials, the development of an advocacy/lobby plan and case presentations. This is highly interactive class that requires active student involvement.  
Pre/Co-requisite: Introduction to Human Services or permission of instructor

SOCI 214  Social Determinants of Health  
3 credits, 3 hours  
This course provides an overview of the unnatural causes of ill health, and situates community health work and work in human services within that multi-causal and contextual framework. While there are individual, physiological, biological and manual sources of ill health, almost all of ill health is associated with the quality of life of the individual and the accumulation of risks they encounter over a life time. The course will be organized around four themes (informed by a 2008 PBS video, Unnatural Causes): Good Beginnings; Sustainable Future; Adequate Care; and, Ongoing Support. It will highlight the World Health Organization defined Social Determinants of Health. Students will be oriented to understand disease and health as multi-faceted conditions and to understand the levels of risk and support for the individual and for populations. Course activities include analysis of social determinants of health, identification of determinants for specific diseases, interpretation and research on programs of intervention, partnerships, and/or service appropriate to the social determinants framework.  
Pre/Co-requisite: Introduction to Human Services; Introduction to Urban Community Health; Introduction to Sociology; Making Public Policy or American Government

SOCI 231  Introduction to Urban Community Health  
3 credits, 3 hours  
This course provides an overview of urban public and community health, and the fields of work in engaging, understanding, preventing and intervening in illness and disability in our City. Students learn the social and policy factors that influence the health of a community and its members; the emerging roles in community health work; and the role of the health care system in community health. Activities will promote development of critical thinking, technical and analytical skills. Examples of individual, community and social change and service are used throughout the course and discussed in line with social justice and human rights goals.  
Pre/Co-requisite: Introduction to Sociology; Making Public Policy; American Government
SOSC 110  Foundations in the Social Sciences
3 credits, 3 hours
This course introduces students to the major issues and assumptions common to the social sciences: Anthropology, Economics, Psychology, Sociology. The class will focus on how these disciplines understand and analyze human behavior. Through a preliminary inquiry into how scholars and researchers examine the institution of the family, students will become familiar with the questions social scientists ask and the research methods each discipline uses to answer these questions.
Pre/Co-requisite: None

SOSC 111  Ethnographies of Work I
2 credits, 3 hours
The first course in a two-course sequence, Ethnographies of Work I introduces students to sociological and anthropological perspectives on work as they investigate a range of careers. Using the lens of ethnography—viewing work as a cultural system invested with meanings, norms, values, customs, behavioral expectations, and social hierarchies—this course provides students with an understanding of key questions to investigate workplaces, occupations, and career pathways in an urban context. Guided by the ethnographer’s assumption that there is “always more than meets the eye,” students are encouraged to uncover myths and stereotypes about the work world and gain appreciation of how and why work matters to individuals in a range of occupations. Post-industrial dynamics of disruption, uncertainty, and innovation in work life provide a backdrop for ethnographic explorations. Students are exposed to ethnographic accounts and methods through readings, films, interviews of guest visitors, and fieldwork. Drawing connections between the self and work, the centerpiece of the course is for students to create ethnographies of their own journey as they contemplate vocation and career.
Pre/Co-requisite: None

SOSC 113  Ethnographies of Work II
2 credits, 3 hours
Ethnographies of Work II is the second course of a two-course sequence that uses social science concepts, perspectives, and methods to increase student understanding of the work world and the processes and contexts that link the self and work. Building on the ethnographic framework and tools for exploratory inquiry acquired by students in the first semester, the course focus in the second semester is on conducting in-depth investigations of specific occupations and careers of interest to students. Students conduct fieldwork including interviewing and observing individuals in selected jobs or organizations to compose “thick description” accounts of the experience of working in these contexts. Supplemented by artifacts from the selected work sites (employee performance reports, time sheets, organizational websites, sample resumes of employees, employment applications, organizational charts, company newsletters, occupation-specific records, etc.), research data on occupational trends (salary, benefits, entry-level requirements, job forecast, geographic saturation, diversity, promotion opportunities, career path, etc.), and in-class presentations by guest speakers (from HR departments, Labor Department representatives, etc.), students learn how to identify and reflect on structural, cultural, psychological, interpersonal, economic and social aspects of the working experience. As occupations are explored, students are expected to add reflections to the ethnographic report written in Ethnographies of Work I regarding their own journey of deciding on a career path.
Pre/Co-requisite: Ethnographies of Work I

UBST 102  Introduction to Urban Studies
3 credits, 3 hours
In this course, students will explore the economic, historic, political, and social forces that shape cities and urban life. An emphasis will also be placed upon understanding the cityscape at the human scale, through the study of how people use and transform the spaces where they live, work and play. Through readings, films, discussions, and research, students will become familiar with key concepts in urbanism and how intersections of race/class/gender inform urban experience. Students will conduct fieldwork in neighborhood public spaces (subways, parks, sidewalks, streets), observe community decision making processes, and visit NYC cultural institutions.
Pre/Co-requisite: None
UBST 201  Urban Anthropology: Poverty & Affluence  
3 credits, 3 hours  
This course will investigate the ways in which cities are places of economic and political opportunity for some and of deprivation, discrimination, violence, and impoverishment for others. By reading ethnographies, we will explore different theories of urban poverty and inequality and examine the impact of immigration, racial segregation, suburbanization, public policies, and social movements on U.S. cities and their inhabitants. The class will pay special attention to the existence of inequalities based on race, class, gender and sexuality and will analyze proposals to reduce these inequalities.  
Pre/Co-requisite: None

UBST 203  Race, Ethnicity & Community Development  
3 credits, 3 hours  
This course will explore the history and politics of community building with an emphasis on the relationship of race, ethnicity, and equity to the goals of citizen engagement and community planning. We will cover community development’s historical roots, as well as the contemporary thinking informing its current directions. In this course, students will gain experience evaluating community-based interventions and insight into the processes of working with diverse communities. Together we will examine case studies of community and social change projects organized by communities of color. Emphasis will be placed on understanding the sociopolitical context in which community development operates, explicitly addressing issues of structural racism and privilege.  
Pre/Co-requisite: None

UBST 204  Special Topics in Urban Studies  
3 credits, 3 hours  
(The subject matter in Special Topics will vary from term to term and may include subjects such as Urban Economics or Introduction to Geographic Information Systems. The following is offered as an example based on the former subject.)  
This course applies economic analysis to cities. It focuses on the economic forces that affect the development of cities and the ways local governments influence economic activity, particularly with reference to issues of interest to New York City. The course examines why cities exist and the differential growth within and between cities. It analyzes the decisions made by firms and households to locate within particular areas of cities and examines how economic factors affect urban problems in the areas of housing, transportation, and government finance.  
Pre/Co-requisite: None

UBST 253  Urban Research Seminar  
4 credits, 4 hours  
In this capstone course, students will conduct an urban research project on a topical urban issue of equitable development policy (e.g., food security, urban public schools, gentrification, unemployment, and affordable housing). Through this project, students will explore and apply qualitative and quantitative urban research methods through field work and analysis. The course will culminate with a final presentation created by students for a public audience. Depending upon the project, the presentation may involve creating a documentary, a website, or a public event, along with written analysis report.  
Pre/Co-requisite: Introduction to Urban Studies; Making Public Policy; and either Race, Ethnicity & Community Development, Urban Politics, or Urban Anthropology
ACADEMIC MATTERS

F REPEAT POLICY
When an undergraduate student receives the earned academic grade of “F” or an administrative failing grade, and the student subsequently retakes the course and receives a grade of “C” or better, the initial grade of “F” will no longer be computed into the Grade Point Average. The “F” will remain on the transcript. The number of failing credits that can be deleted from the Grade Point Average shall be limited to sixteen for the duration of the student’s undergraduate enrollment in institutions of the University. This policy shall be effective 9/1/90 at all colleges of the University. (BTM, 1990, 04-23,007 A).

POLICY REGARDING ACCEPTING PERMIT STUDENTS INTO ANY CLASSES DURING THE COLLEGE’S FIRST ACADEMIC YEAR
The New Community College at CUNY (NCC) is designed to be a small, innovative college that utilizes cutting-edge approaches to associate degree education. One of these approaches involves organizing all first-year students into cohesive learning communities. To preserve the cohesiveness of these communities, the NCC will not accept students on permit from other colleges into any classes during its initial academic year, 2012-2013. At the end of the Spring 2013 semester, the Curriculum Committee will revisit this policy.

GRADING GLOSSARY AND GUIDELINES
Our faculty members will assign your grades in classes based on the glossary below. Each grade corresponds with a certain number of “quality points,” which will be used to calculate your grade-point average, or GPA. In the cases where you see a dash in place of quality points, the course would not be included in your GPA.

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<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points</th>
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<tr>
<td>A</td>
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<tr>
<td>F</td>
<td>Failure/unsuccesful completion of course</td>
<td>0.00</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>--</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawed</td>
<td>--</td>
</tr>
<tr>
<td>WA</td>
<td>Administrative withdrawal (a non-punitive grade assigned to</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>students who register for classes at the beginning of the term</td>
<td></td>
</tr>
<tr>
<td></td>
<td>but don’t provide proof of immunization by the compliance date)</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Withdrew failing</td>
<td>0.00</td>
</tr>
<tr>
<td>WN</td>
<td>Never attended</td>
<td>0.00</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrew unofficially (after attending at least one class</td>
<td>0.00</td>
</tr>
</tbody>
</table>
NC  No credit granted (restricted to courses in the core curriculum: LASC 101, LASC 102, SOSC 111, SOSC 113, ENGL 103, MTH 103, MTH 103A, MTH 103B) or used for administrative actions such as disciplinary dismissals

INC  Term’s work incomplete

FIN  F from incomplete (used when the INC grade lapses to an F)

Z  No grade submitted by the instructor (a temporary grade assigned by the registrar until the instructor submits the final grade)

PEN  Grade pending

All grades that carry a numerical quality point value are included in the calculation of your grade-point average. To compute your GPA, multiply the number of quality points by the number of credits for that course. Divide the total number of points earned in all courses by the total number of credits.

**Example of GPA calculation**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Point Value</th>
<th>Credits</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Seminar I</td>
<td>B+</td>
<td>3.30</td>
<td>4</td>
<td>13.2</td>
</tr>
<tr>
<td>Ethnographies of Work I</td>
<td>C</td>
<td>2.00</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Statistics A</td>
<td>B-</td>
<td>2.70</td>
<td>2</td>
<td>5.40</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td><strong>8</strong></td>
<td><strong>22.6</strong></td>
</tr>
</tbody>
</table>

The GPA equals the result of dividing 22.6 total grade points earned by the total of 8 credits carried by the courses taken. This result, known as the quotient, is 2.825 or, approximately, a B-minus average.

Students who officially withdraw during the program adjustment or refund period will have no grade recorded. Courses dropped during this period are deleted from the student’s record and do not appear on the transcript.

All courses or credits for which a student is officially registered after the end of the program adjustment period will be considered “attempted credits.”

Students who do not withdraw officially will receive a grade of “F” or “WU,” which is computed in the GPA as an “F.”

A grade of “W” is assigned to students who officially withdraw from a class after the refund period and before two-thirds of the semester or session has elapsed. It is awarded only when the student clearly has good and sufficient reasons for withdrawing from the course. The grade of “W” is an official withdrawal, and the college must maintain documentation of when the withdrawal occurred.

A grade of “WF” indicates a student was failing a course at the time of withdrawal. The withdrawal may be initiated by the student or by the college. It is an official withdrawal, and the college must maintain documentation of when the withdrawal occurred.

A grade of “WN” is assigned to students who never attended a class and did not officially withdraw.

A grade of “WU” is assigned to students who attended a minimum of one class and stopped attending but did not officially withdraw.
NOTE: The “WF,” “WN” and “WU” grades are not to be used interchangeably. These grades all count as a zero in calculating a student’s GPA.

The grade of “INC” (Incomplete): The grade of “INC” will lapse to a “FIN” grade according to a deadline the college establishes but no later than the last day of the following semester or its equivalent, excluding the summer session. An instructor should give an “INC” grade in consultation with the student within the following guidelines:

a. only when a student can reasonably be expected to complete the course requirements no later than the last day of the following semester or its equivalent, excluding the summer session
b. when a student has been absent from the final exam and a make-up exam is scheduled no later than the last day of the following semester or its equivalent, excluding the summer session
c. when determining the final grade requires further evaluation for reasons other than the procedures for imposition of sanctions related to the Board’s Academic Integrity Policy.

Pending grades: The “PEN” grade is temporary, awarded when giving the final grade requires further evaluation and when a grade of incomplete is inappropriate. “PEN” may be used to facilitate the implementation of sanctions procedures when the college must hold a student’s grade in abeyance pending the outcome of an academic review process. The “PEN” grade will not lapse. Final determination of a grade will depend on the instructor’s evaluation or the outcome of the college’s academic review process.

The grade of “NC” (No Credit): The grade of “NC” represents a non-punitive failure indicating unsatisfactory course completion. The grade may also be used for administrative actions such as disciplinary dismissals. It does not count in a student’s GPA and should not be used in lieu of “INC” or the withdrawal grades. Other than the rare instance such as a disciplinary dismissal, the grade of “NC” is limited at The New Community College to the courses in the core curriculum: LASC 101, LASC 102, SOSC 111, SOSC 113, ENGL 103, MTH 103, MTH 103A, MTH 103B.

Course completion: To satisfy the program pursuit requirements for state financial assistance awards (Section 145-2.2 of the Regulations of the Commissioner), the grades of “W,” “WA,” “WF,” “WN” and “WU” signify that a course was not completed. All other grades signify that a course was completed.

Transcript grades: Any student transcript we send must include a grade for every course in which a student was officially registered. As noted above, courses dropped during the program adjustment period do not appear on the transcripts. All courses not dropped during this period will appear on the transcript with one of the grades listed in this glossary. Clerical, computer or professional errors will not be considered a part of the historical record and should be deleted.

HONORS LIST CRITERIA

The NCC will have an Honors List. Students will be enrolled on the list at the end of each spring semester (i.e., at the end of the Spring II Session). There will be two criteria for enrollment:

Students must have completed the following courses with a passing grade:

a. City Seminar I
b. City Seminar II
c. Ethnographies of Work I
d. Ethnographies of Work II
e. Statistics
f. Composition I

They must have a cumulative GPA of 3.50 based on all courses on record at the time of calculation.
POLICY REGARDING REPEATED COURSES AND GRADES
NCC students may not repeat a course already passed or for which they have already received credit via transfer or permit or other mechanisms.

The only instance in which a student may repeat a course already passed is when the College requires a minimum passing grade in that course and the original grade received was less than the minimum required.

In the event that a student is permitted to repeat a course already passed or a student repeats a course already passed without permission, both grades received will show on the transcript and both will be calculated into the GPA.

The second passed grade will be excluded from all calculations for such purposes as honors, probation, dismissal, and reinstatement.

Students may receive credit once only for a course in which they have received a passing grade or for which they have received transfer or other credit.

COMMITTEE ON ACADEMIC APPEALS AND POLICIES
The Committee on Academic Appeals and Policies will hear appeals of academic policies including, but not limited to, the following:

1) determinations regarding probation, dismissal, and readmission to the college; 2) substitutions and waivers of NCC courses required for degrees; 3) determinations of withdrawal from courses; 4) determinations of honors list and of graduation honors; 5) determinations regarding taking courses on permit at other colleges, whether within CUNY or elsewhere; 6) extension of time in which to complete an INC; 7) grades assigned; 8) maximum number of credits a student on probation may take in a session.

The Committee on Academic Appeals and Policies, as it deems appropriate, will recommend changes to existing policies as well as new policies of an academic nature that apply to students after they have been accepted to the NCC.

Explicitly excluded from the charge of the Committee on Academic Appeals and Policies are matters related to admissions, to billing and refunds, to financial aid, to student discipline, and to violations of academic integrity.

POLICY REGARDING PROCESS FOR DETERMINING AWARDING OF NON-NCC CREDIT
For each entering class at the NCC, the registrar will review all previous college-level, academic coursework taken while in high school. The registrar will determine if such coursework is applicable to Statistics; Composition I; a course normally taken in the second session of the first year; or to work required for a particular degree program.

As needed, the registrar will consult appropriate faculty to make a determination.

The only prior coursework that may qualify for review is College Now study (or analogous study outside of CUNY) or AP coursework. To qualify for credit, the following conditions must apply:

1. The work was taken under the auspices of an accredited college and appears on the transcript of that college or as AP credit reported directly to the NCC by the College Board.
2. Coursework at CUNY must show a grade of D or better. Coursework outside of CUNY must show a grade of C or better.
3. AP courses must have an exam score of 3 or better as reported by the College Board.
4. The course must compare substantially to the NCC course for which credit is awarded.

If credit is awarded, it will appear on the NCC transcript in conformance with CUNY policies for posting outside credit.

If the credit that is awarded is in lieu of a course normally taken in the first year, the registrar will alert the director of student engagement.
Students will not be exempted from City Seminar I or II or from Ethnographies of Work I or II.

If the outside credit does not affect the student’s first year program, its effect on a future semester will be evaluated through the College’s established advisement process prior to registration for the affected semester.

Appeals of the registrar’s determination may be made to the Committee on Academic Appeals and Policies whose decision will be final.

The registrar will deliver a report on the evaluation and award of non NCC credits to the Curriculum Committee on a schedule it determines, but in any event at least once a year in the fall I semester.

**ACADEMIC STANDING**

The NCC adheres to the following CUNY standards on Academic Standing:

1. **Credits Attempted** | **Minimum Cumulative GPA**
   - >0 through 12 | 1.50
   - >12 through 24 | 1.75
   - >=25 | 2.00

2. Academic probation and dismissal, which will not appear on the transcript or other external documents, will be determined at the end of each semester.

3. Students on probation remain in good standing for the purpose of eligibility for financial assistance.

4. The first time that a student fails to achieve the minimum cumulative GPA, the student will be placed on probation at the end of the semester in which the student’s cumulative GPA falls short of the standard.

5. Students will automatically have one semester of probation.

6. Dismissed students may apply for readmission no sooner than one semester after their dismissal.

The NCC also adopts the following additional criteria:

7. Students who fall short of the minimum cumulative GPA standard at the end of their probationary semester will be dismissed from the NCC, unless their semester GPA equals or exceeds the cumulative standard for their number of attempted credits. Such students will automatically receive an additional semester of probation.

8. Students who do not meet the minimum cumulative GPA standard at the end of their semester of extended probation will be dismissed from the NCC.

9. While on probation, students may not register for more than 12 credits without the approval of the Director of Student Engagement.

10. The Director of Student Engagement, in consultation with the student’s advisor, may impose other restrictions or conditions on enrollment during semesters of probation.

11. Determinations of probation and dismissal, and denials of readmission following dismissal, may be appealed to the Committee on Academic Appeals and Policies. Decisions of the Committee are final.
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UNIVERSITY POLICIES

As a student at The City University of New York and The New Community College at CUNY, it is important that you understand how the rules and policies that govern the College and the University are created. CUNY is a public university and must comply with many federal and state laws. In addition, New York State law authorizes CUNY’s Board of Trustees to “govern” the University. With this authority, the Board sets many of the policies that establish the rights and responsibilities of CUNY students. The Chancellor of the University and the President of The New Community College also have authority, granted by state law or the Board of Trustees, to create additional rules and regulations.

Listed below are important University policies that will affect your experience at The New Community College. This is not an exhaustive list; other sections of this bulletin and our web site have also explained policies about matters such as financial aid and grading. The list below is intended to educate you about your rights as a student at CUNY as well as your responsibilities. Please review this list. If you have any questions, please contact the director of student engagement.

NON-DISCRIMINATION POLICY

It is the policy of The City University of New York and the constituent colleges and units 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 identity, marital status, legally registered domestic partnership status, disability, predisposing genetic characteristics, alienage, citizenship, military or veteran status, or status as a victim of domestic violence. Students who feel they have been discriminated against for any of these reasons may direct all inquiries, concerns, and complaints to the Acting Affirmative Action/Compliance and Diversity Officer, Jim Davis at 646-313-8024.


The City University of New York and the constituent colleges and units of The University affirms its commitment to maintain a fair and equal environment for both its employees and student body, consistent with the requirements of Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended (2008).

The law states that, “No qualified handicapped person... shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance...”

Students who feel they have been discriminated against based on disability may direct all inquiries, concerns, and complaints to the Acting Section 504/ADA Coordinator, Rebecca Hoda-Kearse at 646-313-8061.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - NON-DISCRIMINATION ON THE BASIS OF SEX IN THE OPERATION OF EDUCATIONAL PROGRAMS AND ACTIVITIES

CUNY is committed to a fair and equal environment for both its employees and student body, consistent with the requirements of Title IX of the Educational Amendments Act of 1972 which states that: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance....”

Students who feel that they have been excluded from participation, been denied benefits, or been discriminated against by an educational program or activity on the basis of sex may direct all inquiries, concerns, and complaints to the Title IX Coordinator, Rebecca Hoda-Kearse at (646) 313-8061.
POLICY AGAINST SEXUAL HARASSMENT

It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University's non-discrimination policy. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe they have been aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

A. Prohibited Conduct

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

B. Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. 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 (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

C. Making a Complaint of Sexual Harassment

Any member of the University community may report allegations of sexual harassment to the Sexual Harassment Coordinator, a Deputy Coordinator or any member of the Awareness and Intake Committee. Please contact: Rebecca Hoda-Kearse.

The privacy of individuals who bring complaints of sexual harassment, who are accused of sexual harassment, or who are otherwise involved in the complaint process should be respected, and information obtained in connection with the filing, investigation, or resolution of complaints should be handled as confidentially as possible. It is not possible, however, to guarantee absolute confidentiality and no such promises should be made by the Sexual Harassment Coordinator, a Deputy Coordinator, Awareness and Intake Committee member or other University employees who may be involved in the complaint process. There is a range of corrective actions and penalties available to the University for violations of this policy. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this Policy are subject to various penalties, including termination of employment and/or student expulsion from the University.
WORKPLACE VIOLENCE POLICY AND PROCEDURES

The City University of New York prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior towards people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve. 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.

All faculty, staff, students, vendors, contractors, consultants, and others who do business with the University, whether in a University facility or off-campus location where University business is conducted, are covered by this policy. This policy also applies to other persons not affiliated with the University, such as former employees, former students, and visitors. When students have complaints about other students, they should contact the Office of Student Affairs at their campus.

Definitions of Workplace Violence

Workplace violence is any behavior that is violent, threatens violence, coerces, harasses or intimidates others, interferes with an individual’s legal rights of movement or expression, or disrupts the workplace, the academic environment, or the University’s ability to provide services to the public. Examples of workplace violence include, but are not limited to:

1. Disruptive behavior intended to disturb, interfere with or prevent normal work activities (such as yelling, using profanity, verbally abusing others, or waving arms and fists).
2. Intentional physical contact for the purpose of causing harm (such as slapping, stabbing, punching, striking, shoving, or other physical attack).
3. Menacing or threatening behavior (such as throwing objects, pounding on a desk or door, damaging property, stalking, or otherwise acting aggressively; or making oral or written statements specifically intended to frighten, coerce, or threaten) where a reasonable person would interrupt such behavior as constituting evidence of intent to cause harm to individuals or property.
4. Possessing firearms, imitation firearms, knives or other dangerous weapons, instruments or materials. No one within the University community, shall have in their possession a firearm or other dangerous weapon, instrument or material that can be used to inflict bodily harm on an individual or damage to University property without specific written authorization from the Chancellor or the college President regardless of whether the individual possesses a valid permit to carry the firearm or weapon.

Students who witness violence, learn of threats, or are victims of violence by employees, students or others should report the incident immediately to the Campus Public Safety Office. If there is no imminent danger, students should report threatening incidents by employees, students or others as soon as possible to the Campus Public Safety Office or Office of Student Affairs. Students will be provided with workplace violence awareness information (including information regarding available counseling services) upon registration each year.

The University shall maintain the confidentiality of investigations of workplace violence to the extent possible. The University will act on the basis of anonymous complaints where it has a reasonable basis to believe that there has been a violation of this policy and that the safety and well being of members of the University community would be served by such action.

Retaliation against anyone acting in good faith who has made a complaint of workplace violence, who has reported witnessing workplace violence, or who has been involved in reporting, investigating, or responding to workplace violence is a violation of this policy. Those found responsible for retaliatory action will be subject to discipline up to and including termination.
POLICIES AND PROCEDURES CONCERNING SEXUAL ASSAULT, STALKING AND DOMESTIC AND INTIMATE PARTNER VIOLENCE AGAINST STUDENTS

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 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.

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.

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.

Seek immediate medical attention: It is critical that victims of a physical assault receive comprehensive medical attention as soon as possible.

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 or an appropriately trained counselor to assist them.

Procedures for Reporting Incidents of Sexual Assault and Other Forms of Violence

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.

The College’s Responsibility in Handling Sexual Assault, Stalking and Domestic and Intimate Partner Violence Complaints On-Campus

The Colleges are required to 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.

The President and Vice President for Student Affairs/Student Development of each college are 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.

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129-A OF THE EDUCATIONAL LAW
The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can nourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Higher Education provide that:

“THE PRESIDENT. The president, with respect to his education unit, shall:

a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;

b. Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of the several faculties;

c. Exercise general superintendence over the concerns, officers, employees, and students of his educational unit.”

1. RULES
1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he 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.

2. 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.

3. 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.

4. 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.

5. Each member of the academic community or an invited guest has the right to advocate his 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.

6. 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 the rights or 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.

7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.

8. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instruments or material that can be used 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 possession any other instrument or material which 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.

9. Any action or situation which 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.

10. 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 (5) days after such conviction.

11. 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. PENALTIES

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsions, ejection, and/or arrest by the civil authorities.

2. 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 substantive Rules 1-11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive rule 10, may, in the alternative, 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 manner in conduct prohibited under substantive Rules 1-11 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 City University of New York.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1-11. shall be subject to ejection, and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under substantive rules 1-11 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

APPENDIX
SANCTIONS DEFINED:
A. Admonition.
An oral statement to the offender that he 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 cause far more severe disciplinary action.
C. Censure.
Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of 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.

STUDENT RECORDS ACCESS POLICY AND THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
The 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:

(1) The right to inspect and review your education records.
Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student
of the correct official to whom the request should be addressed. All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, you will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, you may appeal to the college’s FERPA appeals officer. Additional information regarding the appeal procedures will be provided to you if a request is denied.

(2) The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA.

You may ask the college to amend a record that you believe is inaccurate, misleading or otherwise in violation of your privacy rights under FERPA. You should write to the college official responsible for the record, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by you, the college will notify you of the decision and advise you of your right to a hearing before the college’s FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of your right to a hearing.

(3) The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff), a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials, a person serving on the Board of Trustees, or a student serving on an official committee, such as a disciplinary committee, or assisting another college official in performing his or her tasks. A college official has a legitimate educational interest if access is reasonably necessary in order to fulfill his or her professional responsibilities for the University. Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

(4) You may appeal the alleged denial of FERPA rights to the:

General Counsel and Vice Chancellor for Legal Affairs
The City University of New York
535 East 80th Street
New York, NY 10075

(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 name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C., 20202-5920

(6) The college will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information:

name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, photograph, e-mail address, full or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, participation in officially recognized activities and sports, height and weight of athletic team members, previous school attended, and degrees, honors and awards received.

By filing a form with the Registrar’s Office, you may request that any or all of this directory information not be released without your prior written consent. This form is available in the Registrar’s Office or online (see below) and may be filed, withdrawn, or modified at any time.
POLICY ON 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.

POLICY ON ACADEMIC INTEGRITY AND ACADEMIC DISHONESTY
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.

3. Reporting

3.1. Each college’s president shall appoint an Academic Integrity Officer in consultation with the elected faculty governance leader. Provost Jose Morin will serve as the Academic Integrity Officer at The New Community College for the 2012-2013 academic year. 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.
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 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.

BOARD OF TRUSTEES BYLAWS – ARTICLE XV: STUDENTS AND XVI: STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES

Article XV Students

Section 15.0. Preamble.

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom; if these rights are to be secure, then students should exercise their freedom with responsibility.

Section 15.1. Conduct Standard Defined.

Each student enrolled or in attendance in any college, school or unit under the control of the board and every student organization, association, publication, club or chapter shall obey the laws of the city, state and nation, and the bylaws and resolutions of the board, and the policies, regulations, and orders of the college.
The faculty and student body at each college shall share equally the responsibility and the power to establish, subject to the approval of the board, more detailed rules of conduct and regulations in conformity with the general requirement of this article.

This regulatory power is limited by the right of students to the freedoms of speech, press, assembly and petition as applied to others in the academic community and to citizens generally.

Section 15.2. Student Organizations.

a. Any group of students may form an organization, association, club or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

However, no group, organization or student publication with a program against the religion, race, ethnic origin or identification or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the college or be permitted to organize or continue at any college or school. No organizations, military or semi-military in character, not connected with established college or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the board.

b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend or revoke any charter or other authorization for cause after hearing on notice.

2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended or revoked may appeal such adverse action by such officer or committee of student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in section 15.3. Following such hearing the duly elected student government shall have the authority to set aside, decrease or confirm the adverse action.

c. Any person or organization affiliated with the college may file charges with an office of the dean of students**1 alleging that a student publication has systematically attacked the religion, race, ethnic origin or sex of a particular group, or has otherwise contravened the laws of the city, state or nation, or any bylaw or resolution of the board, or any policy, regulation or order of the college, within a reasonable period of time after such occurrence. If the dean of students determines, after making such inquiries as he/she may deem appropriate, that the charges are substantial, he/she shall attempt to resolve the dispute, failing which he/she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of section 15.3. thereof.

If the committee sustains the charges or any part thereof against the student publication, the committee shall be empowered to (1) reprimand the publication, or (2) recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify or overrule the recommendations.

d. Each college shall establish a student elections review committee in consultation with the various

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1 Throughout these bylaws in any college or unit where the title “dean of students” does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students.
student governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda.

e. Student government elections shall be scheduled and conducted, and newly elected student governments shall take office, in accordance with policies of the board, and implementing regulations.

Section 15.3. Student Disciplinary Procedures.

Complaint Procedures:

a. Any charge, accusation, or allegation which is to be presented against a student, and, which if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization or department making the charge.

b. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:

(i) Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;

(ii) Refer the matter to conciliation. If a matter is referred to conciliation the accused student shall receive a copy of the notice required pursuant to section 15.3.e. of this bylaw; or

(iii) Prefer formal disciplinary charges.

Conciliation Conference:

c. The conciliation conference shall be conducted by the counselor in the office of the dean of students or a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort will be made to resolve the matter by mutual agreement.

2. If an agreement is reached, the counselor shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified.

3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the chief student affairs officer who will prefer disciplinary charges.

4. The counselor is precluded from testifying in a college hearing regarding information received during the conciliation conference.

Notice of Hearing and Charges:

d. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the chief student affairs officer of the college to the student at the address appearing on the records of the college, by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or the conciliation conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.

e. The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the student including the rule, bylaw or regulation he/she is charged with violating, and the possible penalties for such violation.

2. A statement that the student has the following rights:

(i) to present his/her side of the story;

(ii) to present witnesses and evidence on his/her behalf;
(iii) to cross-examine witnesses presenting evidence against the student;
(iv) to remain silent without assumption of guilt; and
(v) to be represented by legal counsel or an advisor at the student’s expense.

3. A warning that anything the student says may be used against him/her at a non-college hearing.

Faculty-Student Disciplinary Committee Procedures:
f. The following procedures shall apply at the hearing before the faculty-student disciplinary commit-
tee:

1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the
charges, the hearing procedures and his or her rights.

2. After informing the student of the charges, the hearing procedures, and his or her rights, the
chairperson shall ask the student charged to plead guilty or not guilty. If the student pleads guilty,
the student shall be given an opportunity to explain his/her actions before the committee. If the stu-
dent pleads not guilty, the college shall present its case. At the conclusion of the college’s case, the
student may move to dismiss the charges. If the motion is denied by the committee the student shall
be given an opportunity to present his or her defense.

3. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning
the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent
thereto, the chairperson may only rule on the sufficiency of the evidence and may exclude irrelevant,
immaterial or unduly repetitive evidence. However, if either party wishes to question the impartiality
of a committee member on the basis of evidence which was not previously available at the inception
of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude all persons
who are to appear as witnesses, except the accused student.

4. The college shall make a record of each fact-finding hearing by some means such as a stenograph-
ic transcript, a tape recording or the equivalent. A disciplined student is entitled upon request to a
copy of such a transcript, tape or equivalent without cost.

5. The student is entitled to a closed hearing but has the right to request an open public hearing.
However, the chairperson has the right to hold a closed hearing when an open public hearing would
adversely affect and be disruptive of the committee’s normal operations.

6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.

7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions
of the witnesses, review the testimony and evidence presented at the hearing and the papers filed
by the parties and render a determination as to guilt or innocence. In the event the student is found
guilty, the committee shall then determine the penalty to be imposed.

8. At the end of the fact-finding phase of the hearing, the student may introduce additional records,
such as character references. The college may introduce a copy of the student’s previous disciplinary
record, where applicable, provided the student was shown a copy of the record prior to the com-
mencement of the hearing. The disciplinary record shall be submitted to the committee in a sealed
envelope and shall not be opened until after the committee has made its findings of fact. In the event
the student has been determined to be guilty of the charge or charges the records and documents in-
troduced by the student and the college shall be opened and used by the committee for dispositional
purposes, i.e., to determine an appropriate penalty if the charges are sustained.

9. The committee shall deliberate in closed session. The committee’s decision shall be based solely
on the testimony and evidence presented at the hearing and the papers filed by the parties.

10. The student shall be sent a copy of the faculty-student disciplinary committee’s decision within
five days of the conclusion of the hearing. The decision shall be final subject to the student’s right of
appeal.

11. Where a student is represented by legal counsel the president of the college may request that a
lawyer from the general counsel’s office appear at the hearing to present the college’s case.
Section 15.4. Appeals.
An appeal from the decision of the faculty-student disciplinary committee may be made to the president who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or board committees as the case may be. If the president is a party to the dispute, his/her functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor.

Section 15.5. Committee Structure.

a. Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation.

b. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the instructional staff of that college to receive training and to serve in rotation as chair of the disciplinary committee. If none of the chairpersons appointed from the campus can serve, the president, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary meetings and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but shall vote in the event of a tie.

c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

d. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a student or faculty seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the faculty or student panel by lottery.

e. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

Section 15.6. Suspension or Dismissal.
The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution.

The chancellor or chancellor’s designee, a president or any dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3. to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the college shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the college shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student’s presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.
Section 15.7. The University Student Senate.

There shall be a university student senate responsible, subject to the board, for the formulation of university-wide student policy relating to the academic status, role, rights and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the university student senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments.

Section 15.8. College Governance Plans.

The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

Article XVI Student Activity Fees And Auxiliary Enterprises

Section 16.1. Student Activity Fee.

The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

Section 16.2. Student Activity Fees Use - Expenditure Categories.

Student activity fee funds shall be allocated and expended only for the following purposes:

1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletic programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and university environment;
9. Transportation, administration and insurance related to the implementation of these activities;
10. Student services to supplement or add to those provided by the university;
11. Stipends to student leaders.

Section 16.3. Student Government Fee.

The student government fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government, or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in section 15.2. of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.
Section 16.4. Student Government Activity Defined.

a. A student government activity is any activity operated by and for the students enrolled at any unit of the university provided, (1) such activity is for the direct benefit of students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof, and (3) that the activity does not contravene the laws of the city, state or nation, or the published rules, regulations, and orders of the university or the duly established college authorities.

Section 16.5. College Association.

a. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college student activity fee, including student government fee allocations and expenditures for conformance with the expenditure categories defined in Section 16.2. of this article and the college association shall disapprove any allocation or expenditure it finds does not so conform, or is inappropriate, improper, or inequitable.

b. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) members, its governing documents are approved by the college president and the following requirement are met:

1. The governing board of the college association is composed of:
   (i) The college president or his/her designee as chair.
   (ii) Three administrative members appointed by the college president.
   (iii) Three faculty members appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
   (iv) Six student members comprised of the student government president(s) and other elected students with the student seats allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.

2. The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with section 16.5.(b) (1)(iv) of these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college association. The college association may choose to not approve the budget or portions of the budget if in their opinion such items are inappropriate, improper, or inequitable. The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequent resubmittal to the college association. If the budget is not approved within thirty (30) days those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agree.

3. The governing documents of the college association have been reviewed by the board's general counsel and approved by the board.

Section 16.6. Management and Disbursement of Funds.

The college and all student activity fee allocating bodies shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for the support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. A requisition for disbursement of funds must contain two signatures; one, the signature of a person with responsibility for the program; the other the signature of an approved representative of the allocating body.
Section 16.7. Revenues.
All revenues generated by student activities funded through student activity fees shall be placed in a college central depository subject to the control of the allocating body. The application of such revenues to the account of the income generating organization shall require the specific authorization of the allocating body.

The chancellor or his/her designee shall promulgate regulations in a fiscal accountability handbook, to regulate all aspects of the collection, deposit, financial disclosure, accounting procedures, financial payments, documentation, contracts, travel vouchers, investments and surpluses of student activity fees and all other procedural and documentary aspects necessary, as determined by the chancellor or his/her designee to protect the integrity and accountability of all student activity fee funds.

Section 16.9. College Purposes Fund.
a. A college purposes fund may be established at each college and shall be allocated by the college president. This fund may have up to twenty-five (25) percent of the unearmarked portion of the student activity fee earmarked to it by resolution of the board, upon the presentation to the board of a list of activities that may be properly funded by student activity fees that are deemed essential by the college president.
b. Expenditures from the college purposes fund shall be subject to full disclosure under section 16.13. of these bylaws.
c. Referenda of the student body with respect to the use and amount of the college purposes fund shall be permitted under the procedures and requirements of section 16.12. of these bylaws.

Section 16.10. Auxiliary Enterprise Board.
a. The auxiliary enterprise board shall have responsibility for the oversight, supervision and review over college auxiliary enterprises. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises shall be developed by the auxiliary enterprise budget and contract committee and reviewed by the auxiliary enterprise board prior to expenditure or execution.
b. The auxiliary enterprise board shall be considered approved for the purposes of this article if it consists of at least eleven (11) members, its governing documents are approved by the college president and the following requirements are met:
1. The governing board is composed of the college president or his/her designee as chair, plus an equal number of students and the combined total of faculty and administrative members.
2. The administrative members are appointed by the college president.
3. The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
4. The student members are the student government president(s) and other elected students and the student seats are allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable, in proportion to the student enrollment by headcount from the respective constituencies.
5. The auxiliary enterprise board structure provides for a budget and contract committee composed of a combined total of faculty and administrative members that is one more than the number of student members. The budget and contract committee shall be empowered to develop all contract and budget allocation proposals subject to the review and approval of the auxiliary enterprise board.
6. The governing documents of the auxiliary enterprise board have been reviewed by the board’s general counsel and approved by the board.

Section 16.11. The Review Authority of College Presidents over Student Activity Fee Allocating Bodies and Auxiliary Enterprise Boards.
a. The president of the college shall have the authority to disapprove any student activity fee, including student government fee, or auxiliary enterprise allocation or expenditure, which in his or her opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any
policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.

b. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure which in his or her opinion is not within the expenditure categories defined in section 16.2. of this article. The college association shall, within ten (10) days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereafter consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.

c. The chancellor or his/her designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.

d. All disapprovals exercised under this section shall be filed with the general counsel and vice chancellor for legal affairs.

e. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

Section 16.12. Referenda.

A referendum proposing changes in the student activity fee shall be initiated by a petition of at least ten (10) percent of the appropriate student body and voted upon in conjunction with student government elections.

a. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.

b. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the board by the president of the college together with his/her recommendation.

c. At the initiation of a petition of at least ten (10) percent of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.

d. Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the board by the college president together with his/her recommendation.


a. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activity fees.

b. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.

c. The student activity fee allocating bodies shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to all of its activities.

d. The auxiliary enterprise board shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to auxiliary enterprises.

e. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable to student activity fee accounts, disbursements, transfers, past reserves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once each year.
The payment of stipends to student leaders is permitted only within those time limits and amounts authorized by the board.
See: http://policy.cuny.edu/text/toc/btb/

This policy provides specific dates and deadlines for student elections as well as the procedures for electing representatives to student government.
For the complete policy, see:
http://www.cuny.edu/about/administration/offices/la/advisories/student-gov-election.pdf

PROCEDURES FOR HANDLING STUDENT COMPLAINTS ABOUT FACULTY 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.) Only students in a faculty member’s class or present in another academic setting where the alleged conduct occurred may file complaints against that faculty member.

A. The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an attempt at informal resolution. The complaint shall be as specific as possible in describing the conduct complained of.

B. The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the college president a written request stating the reasons for that belief; if the request appears
to have merit, that person may, in his or her sole discretion, replace the department chairperson as
the Fact Finder. The chairperson may also submit a written request for recusal for good cause to the
academic dean or senior faculty member designated by the college president to review such requests.
If a recusal request is granted, a different department chairperson shall conduct the investigation, or,
if no other chairperson is available, an administrator designated by the college president shall serve
in the chairperson’s stead. Further, the college president may re-assign investigations as necessary,
including but not limited to situations in which a Fact Finder has not completed an investigation in a
timely manner. In addition, during any time that no department chairperson is available to investigate
a complaint, the college president may assign an administrator to investigate.

C. The Fact Finder shall meet with the complaining student and faculty member, either separately or
together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of
the campus ombudsman or other appropriate person to facilitate informal resolution.

D. If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student,
taken as true and viewed in the light most favorable to the student, establish that the conduct com-
plained 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 complain-
ing 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 investi-
gation 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 representa-
tive or attorney) present during the initial meeting, the interview and any post-investigation meeting.

E. In cases where there is strong preliminary evidence that a student’s complaint is meritorious and
that the student may suffer immediate and irreparable harm, the Fact Finder may provide appropriate
interim relief to the complaining student pending the completion of the investigation. The affected
faculty member may appeal such interim relief to the chief academic officer.

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 aca-
demic 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, which time period may be extended for good cause shown. 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 writ-
ten 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, whether interim or final, 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.

See: http://www.cuny.edu/about/administration/offices/la/PROCEDURES_FOR_HANDLING_STUDENT_COMPLAINTS.pdf

STUDENTS’ RIGHTS CONCERNING RELIGIOUS OBSERVANCES

This policy, based on state law, explains that you are permitted to miss school for religious observances. For example, you can’t be penalized for missing a test or failing to register for a class during your religious holiday. The faculty or administration must give you the opportunity to make up what you missed. The policy also spells out a process to follow if you believe that you’ve been penalized because of your religious beliefs.

1. No person shall be expelled from or be refused admission as a student to an institution of higher education 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 in an institution of higher education 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 of the administrative officials of each institution of higher education 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 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 by the institution 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 make up 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 or registration 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 of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.

6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity
to register for classes or 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 by the institution for making available to such student such equivalent opportunity.

7. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the Regents of the University of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term “religious belief” shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

See: New York State Education Law, Article 5, S 224-a.

POLICY ON DRUGS AND ALCOHOL

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.

For the complete policy, see: http://www.cityuniversityofnewyork.com/about/trustees/meetings/CAL411.pdf

Also, for Information on the risks and consequences of drug and alcohol uses as well as on-campus and off-campus resources, see:
http://www.cuny.edu/about/administration/offices/la/advisories/drug-alcohol-use.pdf

NO-SMOKING POLICY

As of September 4, 2012, (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 is prohibited; (ii) tobacco industry promotions, advertising, marketing, and distribution of marketing materials on campus properties are prohibited; and (iii) tobacco industry sponsorship of athletic events and athletes is prohibited.

See: http://www.cuny.edu/about/trustees/meetings/CAL111.pdf

IMMUNIZATION REQUIREMENTS POLICY

The New York State Public Health Law mandates:

1) All students born on or after January 1, 1957, registering for 6 or more credit hours, must provide proof of meeting the Measles, Mumps and Rubella (MMR) vaccination requirements in order to register. The requirements are as follows:

   1. Two dates for two doses of live measles vaccine (the 1st dose must have been administered on or after the first birthday, the second dose at 28 days later and after 15 months of age), or a blood test showing immunity, and
   2. One dose of live mumps vaccine administered on or after the first birthday, or a blood test showing immunity, and
   3. One dose of live rubella vaccine administered on or after the first birthday or a blood test showing immunity.

2) All students, regardless of age, registering for 6 or more credit hours, must read the Meningococcal Meningitis fact sheet (live link) and sign the response form (live link) indicating whether or not the meningitis vaccine was received. (Parents or legal guardians must sign the meningitis response form for students under the age of 18.) While vaccination for meningococcal meningitis is not required, students must return the form to acknowledge that they have received the information on the virus.

Students may be exempt from the required MMR immunizations for religious or medical reasons. To qualify for a religious exception, students must submit a signed statement, or in the event the student is a minor (under 18), a signed statement from their parent or guardian, that they hold sincere and genuine religious beliefs that prohibit immunization. To qualify for a medical exception, students must submit a written statement from a licensed physician or nurse practitioner indicating that such immunization may be detrimental to their health.
MEDICAL WITHDRAWAL AND RE-ENTRY POLICY AND PROCEDURES GOVERNING STUDENT BEHAVIOR THAT PRESENTS A DIRECT THREAT OF HARM TO SELF OR OTHERS OR SUBSTANTIALLY DISRUPTS THE LEARNING OR WORKING ENVIRONMENT OF OTHERS

A. As an alternative to disciplinary action that may be taken under Article XV of CUNY’s Bylaws, a college of CUNY may bring a proceeding to require a student to withdraw from the University, or, under some circumstances, the student’s home college and/or from residence in a college residence hall under this withdrawal policy and procedures when the student’s behavior evidences a direct threat of harm to others, or when the student’s behavior substantially disrupts the learning or working environment of others. A direct threat means a significant risk of harm to health or safety.

B. A student who threatens to commit or attempts to commit suicide, and who does not otherwise threaten direct harm to others or substantially disrupt the learning or working environment of others, shall not be subject to disciplinary action for that threat or attempt under Article XV of the CUNY’s Bylaws. If a college determines that withdrawal of the student or retention of the student subject to specified conditions is appropriate because the student’s behavior threatens direct harm to him or herself, this policy instead of disciplinary procedures shall apply.

C. A student who withdraws or is withdrawn from the University, a college or college residence hall pursuant to this policy may apply for re-entry to the University, a college and/or to a college residence hall. The application for re-entry shall be made to the student’s home college’s Chief Student Affairs Officer, who shall determine whether the student still presents a direct threat of harm to him or herself or others or still presents a significant risk to substantially disrupt the learning or working environment of others. If the Chief Student Affairs Officer or designee determines, based on the assessment of a qualified, licensed mental health professional, that there is not a significant risk that the behavior that required withdrawal will be repeated, he or she shall approve the student’s application for re-entry.

THE CITY UNIVERSITY OF NEW YORK POLICY ON ACCEPTABLE USE OF COMPUTER RESOURCES

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.

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.
Definitions

“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.

“E-mail” includes point-to-point messages, postings to newsgroups and listserves, and other electronic messages involving computers and computer networks.

Rules for Use of CUNY Computer Resources

Authorization. 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. This provision shall not prevent a user from authorizing 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 because of a disability. 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 taking ordinary security precautions.

Purpose. Use of CUNY computer resources is limited to activities relating to the performance by CUNY employees of their duties and responsibilities. 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. Except with respect to CUNY employees other than faculty, where a supervisor has prohibited it in writing, incidental personal use of 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.

Compliance with Law. 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. Examples of applicable federal and state laws include the laws of libel, obscenity and child pornography, as well as the following:

- Family Educational Rights and Privacy Act
- Electronic Communications Privacy Act
- Computer Fraud and Abuse Act
- New York State Freedom of Information Law
- New York State Law with respect to the confidentiality of library records

Examples of applicable CUNY rules and policies include the following:

- Sexual Harassment Policy
- Policy on Maintenance of Public Order
- Web Site Privacy Policy
- Gramm-Leach-Bliley Information Security Program
- University Policy on Academic Integrity
- Information Security policies
Licenses and Intellectual Property. Users of CUNY computer resources 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.

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 of CUNY computer resources 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.

False Identity and Harassment. Users of CUNY computer resources may not employ a false identity, mask the identity of an account or computer, or use computer resources to engage in abuse of others, such as sending harassing, obscene, threatening, abusive, deceptive, or anonymous messages within or outside CUNY.

Confidentiality. Users of CUNY computer resources may not invade the privacy of others by, among other things, viewing, copying, modifying or destroying data or programs belonging to or containing personal or confidential information about others, without explicit permission to do so. CUNY employees must take precautions to protect the confidentiality of personal or confidential information encountered in the performance of their duties or otherwise.

Integrity of Computer Resources. Users may not install, use or develop programs intended to infiltrate or damage a computer resource, or which could reasonably be expected to cause, directly or indirectly, excessive strain 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 that they are not sure are safe.

Disruptive Activities. 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. This provision explicitly prohibits chain letters, virus hoaxes or other intentional e-mail transmissions that disrupt normal e-mail service. Also prohibited are 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, as well as 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. CUNY has the right to require users of CUNY computer resources 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.

CUNY Names and Trademarks. 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.

Security. 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 private information, as well as for following CUNY’s Information Security policies and procedures. Users must report incidents of Information Security policy non-compliance or other security incidents to CUNY’s Chief Information Officer and Chief Information Security Officer, and the IT director at the affected user’s college.

Filtering. CUNY reserves the right to install spam, virus 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. Notwithstanding the foregoing, CUNY will not install filters that restrict access to e-mail, instant messaging, chat rooms or websites based solely on content.
Confidential Research Information. Principal investigators and others who use CUNY computer resources to store or transmit 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 confidential research information from unauthorized access or modification. In general, this means storing the information on a computer 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 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., 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.

CUNY Access to Computer Resources.

CUNY does not routinely monitor, inspect, or disclose individual usage of its 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 contained in computer storage in any CUNY electronic device dedicated to their use will not be intruded upon by CUNY except as outlined in this policy.

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:

- when the user has voluntarily made them accessible to the public, as by posting to Usenet or a web page;
- 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;
- 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;
- when it is reasonably necessary to protect CUNY from liability, or when failure to act might result in significant bodily harm, significant property loss or damage, or loss of significant evidence, as determined by the college president or a vice president designated by the president, after consultation with the Office of General Counsel and the Chair of the University Faculty Senate (if a CUNY faculty member's account or activity is involved) or Vice Chair if the Chair is unavailable;
- 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, after consultation with the Office of General Counsel and the Chair of the University Faculty Senate (if a CUNY faculty member's account or activity is involved) or Vice Chair if the Chair is unavailable;
- 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, 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 CUNY faculty member’s account or activity is involved) or Vice Chair if the Chair is unavailable; or as otherwise required by law.

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: (i) the college president 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; and (ii) 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.

A CUNY employee may apply to the General Counsel for an exemption from some or all of the circumstances under which CUNY may inspect and monitor computer resource activity and accounts, pursuant to subparagraphs (a)-(f) above, with respect to a CUNY computer resource used solely for the collection, examination, analysis, transmission or storage of confidential research data. In considering such application, the General Counsel shall have the right to require the employee to affirm in writing that the computer resource will be used solely for the confidential research. Any application for exemption should be made prior to using the computer resource for the confidential research.

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.

In addition, users should be aware that CUNY may be required to disclose to the public under the New York State Freedom of Information Law communications made by means of CUNY computer resources in conjunction with University business.

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.

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.

See CUNY’s Web Site Privacy Policy for additional information regarding data collected by CUNY from visitors to the CUNY website at http://www.cuny.edu.

Enforcement. 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.

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.

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.

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.
Disclaimer. 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, non-deliveries, or service interruptions, whether or not resulting from circumstances under the CUNY's control.

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.

CUNY reserves the right to change this policy and other related policies at any time. CUNY reserves any rights and remedies that it may have under any applicable law, rule or regulation. Nothing contained in this policy will in any way act as a waiver of such rights and remedies.

See: http://portal.cuny.edu/cms/id/cuny/documents/level_3_page/001171.htm

FILE SHARING AND COPYRIGHT INFRINGEMENT

If you use a P2P program on a CUNY computer, network or other resource to upload or download copyrighted material without permission, you may be in breach of the CUNY Computer Use Policy. According to the Policy, “Users of CUNY computer resources 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.”

The Policy also requires users of CUNY computer resources to engage in safe computing practices. P2P and file-sharing programs can introduce a serious security risk to your computer and other computers connected to the same network (e.g., CUNY) since they may result in files infected with computer viruses and spy-ware being downloaded to your computer and the network.

For the complete policy, see: http://www.cuny.edu/about/administration/offices/la/copyright-materials/file-sharing.html

Also, see above for the CUNY Computer Use Policy.

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.

**POLICY REGARDING USE OF COLLEGE FACILITIES**

The Policy Regarding Use of College Facilities prioritizes access to college facilities, with first priority going to college departments, offices, etc. for the educational and administrative purposes of the college, and thereafter to (1) affiliated users, including student and faculty groups, (2) sister CUNY colleges, (3) other academic or professional organizations, (4) government agencies and non-profit organizations, and (5) commercial, partisan political and other users. Access is denied to, among others, users who refuse to follow University security policies or plan to use facilities in a manner that obstructs college operations, interferes with freedom of movement on campus, or exposes persons or property to safety hazards. Fees may be charged and a written agreement with the University is required. Colleges may adopt supplementary policies dealing with issues not addressed in the University policy.

**NOTICE OF ACCESS TO CAMPUS CRIME STATISTICS, THE CAMPUS SECURITY REPORT, AND INFORMATION ON REGISTERED SEX OFFENDERS**

As required by the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, The Office of Security and Public 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.

The campus crime statistics and the annual campus security report are available at the reference desk of the library and at NCCI link (crime statistics) and NCCI link (campus security report). If you wish to be mailed copies of the campus crime statistics and the annual campus security report, you should contact the Office of Public Safety, or the Director, Office of Campus Operations, Andrew Thompson at 646-313-8033, 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](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 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 Office of Public Safety or the Director, Office of Campus Operations, Andrew Thompson at 646-313-8033, 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.ny.gov/SomsSUBDirectory/search_index.jsp or access the directory at the college’s public safety department or police precinct.