



School of Public Health

## 2021-2022 Catalog

## School of Public Health

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# The School

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## Mission and Vision

The School's *mission* is to promote and sustain healthier populations in New York City and around the world through excellence in education, research, and service in public health and by advocating for sound policy and practice to advance social justice and improve health outcomes for all.

The *vision* is to improve health and social justice in New York City and across the globe.

## History

The City University of New York, the largest and most diverse urban public university in the United States, began training public health professionals in 1968 at Hunter College. It was one of the first public institutions without a school of public health to meet the growing demand for professionals who could tackle the complex health problems facing the nation's increasingly diverse cities, and to translate the promise of the health and social reforms of the 1960s into public health practice and policy in urban neighborhoods. By 2006, the City University of New York offered MPH degree programs at three campuses: Hunter, Brooklyn, and Lehman Colleges. In 2007, the CUNY Graduate School, home to the University's thirty-four doctoral programs, introduced a Doctor of Public Health (DPH). Believing that New York City and CUNY would be better served by uniting these public health programs, the University developed a collaborative school of public health in 2008, integrating the resources of the previously independent programs under the leadership of a single Dean.

In 2011, the School received its first full five-year accreditation from CEPH. In 2013, the CUNY Board of Trustees adopted changes to the School's governance plan to better reflect the University-wide nature of the School and position it for continued and expanded collaborations, growth, and success including renaming the school to the CUNY School of Public Health.

In November 2015, the CUNY Board of Trustees approved a resolution directing the Chancellor of the University, James B. Milliken, to develop and implement a plan to transition the existing consortial School to a unified graduate school that would administer all master's and doctoral-level degree programs, continuing as a unit within the CUNY Graduate School and University Center. The name of the School was changed to the CUNY Graduate School of Public Health and Health Policy.

## Accreditation

The CUNY Graduate School of Public Health and Health Policy is regionally accredited by the Middle States Commission on Higher Education through the Graduate School and University Center.

The School is granted professional accreditation by the Council on Education for Public Health (CEPH).

The MS-EOHS program is granted professional accreditation by the Accreditation Board for Engineering Technology (ABET).

The Nutrition and Dietetic Internship has been granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

## Organization

The Graduate School of Public Health and Health Policy (SPH) is housed administratively within the CUNY Graduate School and University Center. SPH is led by the Dean who reports directly to the CUNY Chancellor.

The Chancellor reports to the CUNY Board of Trustees. The Board of Trustees is a seventeen member body. The governor of the State of New York appoints ten members, the mayor of the City of New York appoints five members and two members serve in an *ex officio* capacity: the Chairperson of the University Student Senate and Chairperson of the University Faculty Senate.

## Administration and Governance

The **Dean** has primary responsibility for oversight and management of the Graduate School of Public Health and Health Policy. Other major positions within the School include:

The **Dean's Public Health Advisory Council** provides insight and advice to the Dean with respect to the external public health community. It is comprised of experienced public health and other leaders representing government, health care, business, non-profit, legal, community-based, and media sectors and organizations. The Council advises the Dean on research, academic programs, workforce development, training, and development to help ensure that the School meets the needs of the community.

The **Associate and Assistant Deans** are each responsible for leading and coordinating activities in the areas of administration, academic and faculty affairs, research, and student services, respectively. Their activities are coordinated through senior staff meetings with the

## School of Public Health

Dean.

The **Department Chairpersons** are responsible for leading the academic programs and leading faculty within their respective departments: Community Health and Social Sciences; Epidemiology and Biostatistics; Environmental, Occupational, and Geospatial Health Sciences; and Health Policy and Management.

The **Dean's Cabinet** consists of the Dean, the Associate and Assistant Deans, department chairpersons, the chair of the Governance Council and other persons designated by the Dean. The Cabinet meets monthly and advises the Dean with respect to the policies and operations of the School.

The **Graduate Council** serves as the governing body of the Graduate School of Public Health and Health Policy and is comprised of all full-time faculty members, as well as student, staff, and adjunct faculty representatives.

The **CUNY SPH Foundation's** mission is to advance the achievement of CUNY SPH's mission, vision and values as New York City's public school of public health, and is led by a Board of Directors.

## Faculty

A directory of SPH **Faculty** can be found on the School's website.

## CUNY SPH Campus

CUNY SPH, located at 55 West 125th Street in the Harlem neighborhood of Manhattan, occupies five floors of the building. The campus offers, but is not limited to, a 120-person lecture hall, video production room, student lounge, computer lab, conference rooms, eight classrooms, study lounge, office space, workstations, wellness room, and all gender bathrooms.

# Academic Calendar

The [CUNY academic calendar](#) provides a unified view of university dates. The academic calendar alters some course meeting dates to account for holidays. As an example, turning a Tuesday into Friday, to make up for classes missed as a result of a Friday holiday. If an unexpected schedule change occurs, or if students cannot attend the rescheduled meeting date due to another holiday conflict, then instructors will make up the lost class time, either through on-line instruction, by rescheduling the class or through alternative instruction and assignments. Faculty are required to document how they make up the time.

Academic Calendar

## Spring 2022

Dates	Days	Description
01/27/2022	Thursday	Last day to drop for 100% tuition refund Last day to file ePermit request
01/28/2022	Friday	Start of Spring Term <b>Classes Begin</b> <i>*All registration taking place starting this date will incur additional charges/late fees</i>
02/03/2022	Thursday	Last day to add a course Last day to drop for 75% tuition refund
02/08/2022	Tuesday	Follows a Friday Class Schedule
02/10/2022	Thursday	Last day to drop for 50% tuition refund
02/11/2022 – 02/13/2022	Friday - Sunday	College Closed - No classes scheduled

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02/17/2022	Thursday	<p>Last day to drop for 25% tuition refund</p> <p>Last day to drop <u>without</u> a grade of W</p> <p>All changes that may affect student record/billing must be completed by this date, including changes of level for doctoral students. No petitions for changes will be accepted after this date.</p> <p>Census date</p>
02/18/2022	Friday	<p>100% Tuition obligation for course drops</p> <p>Grade of W is assigned to students who officially withdraw from a course</p>
02/21/2022	Monday	College Closed - No classes scheduled
03/08/2022	Tuesday	Last day to <b>'Apply to Graduate'</b> for Spring 2022
04/15/2022 - 04/22/2022	Friday - Friday	Spring Recess
05/17/2022	Tuesday	Last day to withdraw from course with a grade of W
05/18/2022 - 05/24/2022	Wednesday - Tuesday	Final Examinations
05/24/2022	Tuesday	<p>End of Spring Term</p> <p>Dissertation: Last day to deposit Dissertation and Thesis for Spring 2022</p>
05/27/2022	Friday	Final Grade Submission Deadline*
05/30/2022	Monday	College Closed
06/01/2022	Wednesday	Spring 2022 – Degree Conferral Date



# Summer 2022

## Summer Sessions (5 Weeks; 8 Weeks & 11 Weeks)

Dates	Days	Description
05/30/2022	Monday	Last day to drop for 100% tuition refund. Last day to file ePermit request
05/31/2022	Tuesday	Summer Session begins. <b>Classes begin today for all sessions.</b> <i>*All registration taking place starting this date will incur additional charges/late fees</i>
06/03/2022	Friday	Last day to add a course Last day to drop for 50% tuition refund for <u>5 weeks session</u>
06/05/2022	Sunday	Last day to drop for 50% tuition refund for <u>8 weeks session</u>
06/07/2022	Tuesday	Last day to drop <u>without</u> a grade of W All changes that may affect student record/billing must be completed by this date, including changes of level for Doctoral students. No petitions for changes will be accepted after this date. Last day to drop for 25% tuition refund for <u>5 weeks session</u>
06/08/2022	Wednesday	Grade of W is assigned to students who officially withdraw from a course Last day to drop for 50% tuition refund for <u>11 weeks session</u>
06/12/2022	Sunday	Last day to drop for 25% tuition refund for <u>8 weeks session</u>
06/17/2022	Friday	Last day to drop for 25% tuition refund for <u>11 weeks session</u>

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06/20/2022	Monday	<b>College Closed</b> (No Classes)
06/29/2022	Wednesday	Last day to ' <b>Apply to Graduate</b> ' for Summer 2022 Last day to withdraw from a course with a grade of W for <b>5 Weeks</b> session course offering
07/01/2022	Friday	<b>End of Summer Session 5 Weeks</b>
07/04/2022	Monday	<b>College Closed</b>
07/20/2022	Wednesday	Last day to withdraw from a course with a grade of W for <b>8 Weeks</b> session course offering
07/22/2022	Friday	<b>End of Summer Session 8 Weeks</b>
08/10/2022	Wednesday	Last day to withdraw from a course with a grade of W for <b>11 Weeks</b> session course offering
08/12/2022	Friday	<b>End of Summer Session 11 Weeks</b>
08/22/2022	Monday	Dissertation: Last day to deposit Dissertation and Thesis for Summer 2022
09/01/2022	Thursday	Summer 2022 – Degree Conferral Date

Academic Calendar

## Fall 2022

<b>Dates</b>	<b>Days</b>	<b>Description</b>
08/24/2022	Wednesday	Last day to drop for 100% tuition refund Last day to file ePermit request

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08/25/2022	Thursday	<p>Start of Fall Term</p> <p><b>Classes Begin</b></p> <p><i>*All registration taking place starting this date will incur additional charges/late fees</i></p>
08/31/2022	Wednesday	<p>Last day to add a course</p> <p>Last day to drop for 75% tuition refund</p> <p>Financial Aid Certification Enrollment Status Date</p>
09/01/2022	Thursday	<p>Verification of Enrollment rosters available to faculty</p> <p>Grade of WD assigned to students who officially drop a course</p>
09/02/2022 - 09/04/2022	Friday - Sunday	No classes scheduled
09/05/2022	Monday	College Closed
09/07/2022	Wednesday	Last day to drop for 50% tuition refund
09/14/2022	Wednesday	<p>Last day to drop for 25% tuition refund.</p> <p>Last day to drop <u>without</u> a grade of W.</p> <p>All changes that may affect student record/billing must be completed by this date, including changes of level for DPH students. No petitions for changes will be accepted after this date.</p> <p>Verification of Enrollment rosters due from faculty.</p> <p>Census date.</p>

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09/15/2022	Thursday	100% Tuition obligation for course drops. WN Grades assigned. Grade of W is assigned to students who officially withdraw from a course.
09/24/2022	Saturday	WA Grades Assigned – Immunization non-compliance.
09/26/2022 – 09/27/2022	Monday - Tuesday	No classes scheduled
09/29/2022	Thursday	Classes follow Monday schedule
10/04/2022 – 10/05/2022	Tuesday - Wednesday	No classes scheduled
10/10/2022	Monday	College Closed
10/13/2022	Thursday	Last day to <b>'Apply to Graduate'</b> for Fall 2022
11/04/2022	Friday	R2T4 60% date for the term
11/24/2022 – 11/27/2022	Thursday - Sunday	College Closed
12/14/2022	Wednesday	Last day to withdraw from course with a grade of W. Reading Day.
12/15/2022 – 12/21/2022	Thursday - Wednesday	Final Examinations

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12/21/2022	Wednesday	End of Fall Term Dissertation: Last day to deposit Dissertation and Thesis for Fall 2022
12/24/2022 – 12/25/2022	Saturday - Sunday	College Closed
12/27/2022	Tuesday	Final Grade Submission Deadline*
01/01/2023	Sunday	Fall 2022 – Degree Conferral Date

Academic Calendar

## Winter 2023

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<b>Dates</b>	<b>Days</b>	<b>Description</b>
01/02/2023	Monday	Last day to drop for 100% tuition refund Last day to file ePermit request for Winter session College Closed
01/03/2023	Tuesday	Start of Winter Session Classes Begin Last day to drop for 50% tuition refund Last day to add a course.
01/04/2023	Wednesday	Verification of Enrollment Rosters available to faculty. Grade of WD is assigned to students who officially drop a course.
01/05/2023	Thursday	Last day to drop for 25% tuition refund. Last day to drop <u>without</u> a grade of W. Verification of Enrollment Rosters due from faculty. Census date
01/06/2023	Friday	WN Grades Assigned. Grade of W is assigned to students who officially withdraw from a course.
01/16/2023	Monday	College Closed
01/17/2023	Tuesday	R2T4 60% Date for the session
01/23/2023	Monday	Last day to withdraw from course with a grade of W
01/24/2022	Tuesday	Final Examinations End of Winter Session
01/27/2023	Friday	Final Grade Submission Deadline*

# SPRING 2023

<b>Dates</b>	<b>Days</b>	<b>Description</b>
01/24/2023	Tuesday	Last day to drop for 100% tuition refund Last day to file ePermit request
01/25/2023	Wednesday	Start of Spring Term Classes Begin <i>*All registration taking place starting this date will incur additional charges/late fees</i>
01/31/2023	Tuesday	Last day to add a course Last day to drop for 75% tuition refund Financial Aid Certification Enrollment Status Date.
02/01/2023	Wednesday	Verification of Enrollment Rosters available to faculty. Grade of WD is assigned to students who officially drop a course.
02/07/2023	Tuesday	Last day to drop for 50% tuition refund
02/12/2023 – 02/13/2023	Sunday - Monday	College Closed

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02/14/2023	Tuesday	<p>Last day to drop for 25% tuition refund.</p> <p>Last day to drop <u>without</u> a grade of W.</p> <p>All changes that may affect student record/billing must be completed by this date, including changes of level for doctoral students. No petitions for changes will be accepted after this date.</p> <p>Verification of Enrollment Rosters due from faculty.</p> <p>Census date</p>
02/15/2023	Wednesday	<p>WN Grades Assigned</p> <p>Grade of W is assigned to students who officially withdraw from a course</p>
02/20/2023	Monday	College Closed
02/21/2023	Tuesday	Classes follow a Monday schedule
02/24/2023	Friday	WA Grades Assigned – Immunization non-compliance
03/07/2023	Tuesday	Last day to <b>'Apply to Graduate'</b> for Spring 2023
04/01/2023	Saturday	R2T4 60% Date for the Session
04/05/2023 – 04/13/2023	Wednesday - Thursday	Spring Recess
05/12/2023 – 05/13/2023	Friday - Saturday	Reading Day
05/16/2023	Tuesday	Last day to withdraw from course with a grade of W



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05/17/2023 – 05/23/2023	Wednesday - Tuesday	Final Examinations
05/23/2023	Tuesday	End of Spring Term Dissertation: Last day to deposit Dissertation and Thesis for Spring 2023
05/26/2023	Friday	Final Grade Submission Deadline*
05/29/2023	Monday	College Closed
06/01/2023	Thursday	Spring 2023 – Degree Conferral Date

Academic Calendar

## Winter 2022

School of Public Health

<b>Dates</b>	<b>Days</b>	<b>Description</b>
01/02/2022	Sunday	Last day to drop for 100% tuition refund Last day to file ePermit request for Winter session College Closed
01/03/2022	Monday	Start of Winter Session <b>Classes Begin</b> <i>*All registration taking place starting this date will incur additional charges/late fees</i> Last day to drop for 50% tuition refund Last day to add a course
01/05/2022	Wednesday	Last day to drop for 25% tuition refund Last day to drop <u>without</u> a grade of W Census date
01/06/2022	Thursday	Grade of W is assigned to students who officially withdraw from a course
01/17/2022	Monday	College Closed
01/23/2022	Sunday	Last day to drop a course with a grade of W
01/24/2022	Monday	Final Examinations End of Winter Session
01/27/2022	Thursday	Final Grade Submission Deadline*

## Fall 2021

<b>Dates</b>	<b>Days</b>	<b>Description</b>
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School of Public Health

08/24/2021	Tuesday	<b>Last day to drop for 100% tuition refund</b> Last day to file ePermit request
08/25/2021	Wednesday	<b>Start of Fall Term</b> <b>Classes Begin</b> <i>*All registration taking place starting this date will incur additional charges/late fees</i>
08/31/2021	Tuesday	<b>Last day to add or swap a course</b> Last day to drop for 75% tuition refund
09/03/2021 – 09/08/2021	Friday – Wednesday	No classes scheduled
09/06/2021	Monday	College Closed Last day to drop for 50% tuition refund
09/14/2021	Tuesday	Last day to drop for 25% tuition refund Last day to drop <u>without</u> a grade of W All changes that may affect student record/billing must be completed by this date, including changes of level for doctoral students. No petitions for changes will be accepted after this date. Census date
09/15/2021	Wednesday	Grade of W is assigned to students who officially withdraw from a course
09/15/2021 – 09/16/2021	Wednesday - Thursday	No classes scheduled

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10/11/2021	Monday	College Closed - No Classes Scheduled
10/14/2021	Thursday	Last day to <b>'Apply to Graduate'</b> for Fall 2021
11/25/2021 – 11/28/2021	Thursday – Sunday	College Closed - No Classes Scheduled
12/13/2021	Monday	Last day to withdraw from course with a grade of W
12/14/2021	Tuesday	Reading Day/Final Examinations
12/15/2021 – 12/21/2021	Wednesday – Tuesday	Final Examinations
12/21/2021	Tuesday	End of Fall Term Dissertation: Last day to deposit Dissertation and Thesis for Fall 2021
12/24/2021 – 12/25/2021	Friday – Saturday	College Closed
12/30/2021	Thursday	Final Grade Submission Deadline*
01/01/2022	Saturday	Fall 2021 – Degree Conferral Date

## Summer 2021

<b>DATES</b>	<b>DAYS</b>	<b>DESCRIPTION</b>
05/31/2021	Monday	Last day to drop for 100% tuition refund. Last day to file ePermit request

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06/01/2021	Tuesday	Summer Session begins. <b>Classes begin today for all sessions.</b>
06/04/2021	Friday	Last day to add a course
06/08/2021	Tuesday	Last day to drop <u>without</u> a grade of W All changes that may affect student record/billing must be completed by this date, including changes of level for Doctoral students. No petitions for changes will be accepted after this date.
06/09/2021	Wednesday	Grade of W is assigned to students who officially withdraw from a course
06/18/2021	Friday	<b>College Closed</b>
06/29/2021	Tuesday	Last day to ' <b>Apply to Graduate</b> ' for Summer 2021
06/30/2021	Wednesday	Last day to withdraw from a course with a grade of W for <b>5 Weeks</b> session course offering
07/02/2021	Friday	<b>End of Summer Session 5 Weeks</b>
07/05/2021	Monday	<b>College Closed</b>
07/21/2021	Wednesday	Last day to withdraw from a course with a grade of W for <b>8 Weeks</b> session course offering
07/23/2021	Friday	<b>End of Summer Session 8 Weeks</b>
08/11/2021	Tuesday	Last day to withdraw from a course with a grade of W for <b>11 Weeks</b> session course offering
08/13/2021	Thursday	<b>End of Summer Session 11 Weeks</b>
08/24/2021	Monday	Dissertation: Last day to deposit Dissertation and Thesis for Summer 2021

09/01/2021	Tuesday	Summer 2021 – Degree Conferral Date
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## Spring 2021

DATES	DAYS	DESCRIPTION
01/28/2021	Thursday	Last day to drop for 100% tuition refund Last day to file ePermit request
01/29/2021	Friday	Start of Spring Term Classes Begin
02/04/2021	Thursday	Last day to add a course Last day to drop for 75% tuition refund
02/11/2021	Thursday	Last day to drop for 50% tuition refund
02/12/2021	Friday	College Closed
02/15/2021	Monday	College Closed
02/18/2021	Thursday	Last day to drop for 25% tuition refund Last day to drop <u>without</u> a grade of W All changes that may affect student record/billing must be completed by this date, including changes of level for doctoral students. No changes will be accepted after this date. Census date
02/19/2021	Friday	Grade of W is assigned to students who officially withdraw from a course
03/04/2021	Thursday	Last day to <b>'Apply to Graduate'</b> for Spring 2021

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03/27/2021 – 03/31/2021	Saturday - Wednesday	Spring Recess
04/01/2021 – 04/04/2021	Thursday - Sunday	Spring Recess
05/17/2021	Monday	Last day to withdraw from a course with a grade of W
05/18/2021	Tuesday	Reading Day
05/19/2021 05/25/2021	Wednesday - Tuesday	Final Examinations
05/25/2021	Tuesday	End of Spring Term Dissertation: Last day to deposit Dissertation and Thesis for Spring 2021
05/28/2021	Friday	Final Grade Submission Deadline*
05/31/2021	Monday	College Closed
06/01/2021	Tuesday	Spring 2021 – Degree Conferral Date

## Winter 2021

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<b>Dates</b>	<b>Days</b>	<b>Description</b>
01/01/2021	Friday	Last day to file ePermit request for Winter session College Closed
01/03/2021	Sunday	Last day to drop for 100% tuition refund
01/04/2021	Monday	Start of Winter Session Classes Begin Last day to drop for 50% tuition refund Last day to add a course
01/06/2021	Wednesday	Last day to drop for 25% tuition refund Last day to drop <u>without</u> a grade of W Census date
01/07/2021	Thursday	Grade of W is assigned to students who officially withdraw from a course
01/24/2021	Sunday	Last day to withdraw from course with a grade of W College Closed
01/25/2021	Monday	Final Examinations End of Winter Session
01/28/2021	Thursday	Final Grade Submission Deadline*

## Fall 2020

<b>Dates</b>	<b>Days</b>	<b>Description</b>
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School of Public Health

08/25/2020	Tuesday	Last day to drop for 100% tuition refund Last day to file ePermit request
08/26/2020	Wednesday	Start of Fall Term Classes Begin
09/01/2020	Tuesday	Last day to add a course Last day to drop for 75% tuition refund
09/07/2020	Monday	College Closed
09/08/2020	Tuesday	Last day to drop for 50% tuition refund
09/15/2020	Tuesday	Last day to drop for 25% tuition refund Last day to drop <u>without</u> a grade of W All changes that may affect student record/billing must be completed by this date, including changes of level for doctoral students. No petitions for changes will be accepted after this date. Census date
09/16/2020	Wednesday	Grade of W is assigned to students who officially withdraw from a course
09/18/2020 - 09/20/2020	Friday - Sunday	No classes scheduled
09/28/2020	Monday	No classes scheduled
09/29/2020	Tuesday	Classes follow Monday schedule
10/08/2020	Thursday	Last day to ' <b>Apply to Graduate</b> ' for Fall 2020
10/12/2020	Monday	College closed

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10/14/2020	Wednesday	Classes follow Monday schedule
11/25/2020	Wednesday	Classes follow Friday schedule
11/26/2020 – 11/29/2020	Thursday - Sunday	College Closed
12/10/2020 – 12/11/2020	Thursday - Friday	Reading Days
12/13/2020	Sunday	Last day to withdraw from course with a grade of W
12/14/2020 – 12/20/2020	Monday - Sunday	Final Examinations
12/20/2020	Sunday	End of Fall Term Dissertation: Last day to deposit Dissertation and Thesis for Fall 2020
12/24/2020 – 12/25/2020	Thursday - Friday	College Closed
12/30/2020	Wednesday	Final Grade Submission Deadline*
01/01/2021	Friday	Fall 2020 – Degree Conferral Date

## Summer 2020

<b>Dates</b>	<b>Days</b>	<b>Description</b>
05/31/2020	Sunday	Last day to drop for 100% tuition refund Last day to file ePermit request
06/01/2020	Monday	Start of Summer Session (5 weeks & 8 Weeks) Classes Begin
06/04/2020	Thursday	Last day to add a course
06/08/2020	Monday	Last day to drop <u>without</u> a grade of W All changes that may affect student record/billing must be completed by this date, including changes of level for Doctoral students. No petitions for changes will be accepted after this date.
06/09/2020	Tuesday	Grade of W is assigned to students who officially withdraw from a course
06/23/2020	Tuesday	Last day to withdraw from a course with a grade of W
06/29/2020	Monday	Last day to <b>'Apply to Graduate'</b> for Summer 2020
07/03/2020	Friday	End of Summer Session 5 Weeks
07/24/2020	Friday	End of Summer Session 8 Weeks
08/24/2020	Monday	Dissertation: Last day to deposit Dissertation and Thesis for Summer 2020
09/01/2020	Tuesday	Summer 2020 – Degree Conferral Date

## Spring 2020

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<b>Dates</b>	<b>Days</b>	<b>Description</b>
01/26/2020	Sunday	Last day to drop for 100% tuition refund Last day to file ePermit request
01/27/2020	Monday	Start of Spring Term Classes Begin
02/02/2020	Sunday	Last day to add a course Last day to drop for 75% tuition refund
02/09/2020	Sunday	Last day to drop for 50% tuition refund
02/12/2020	Wednesday	College Closed
02/16/2020	Sunday	All changes that may affect student record/billing must be completed by this date, including changes of level for doctoral students. No changes will be accepted after this date. Census date
02/17/2020	Monday	College Closed
02/19/2020	Wednesday	Last day to drop for 25% tuition refund Last day to drop <u>without</u> a grade of W
02/20/2020	Thursday	Grade of W is assigned to students who officially withdraw from a course
03/05/2020	Thursday	Last day to <b>'Apply to Graduate'</b> for Spring 2020

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03/12/2020 – 03/18/2020	Thursday – Wednesday	Instructional recess. For more information visit <a href="https://www.cuny.edu/coronavirus">https://www.cuny.edu/coronavirus</a> Or <a href="https://sph.cuny.edu/covid19/">https://sph.cuny.edu/covid19/</a>
04/07/2020	Tuesday	Classes follow Wednesday schedule
04/08/2020 – 04/16/2020	Wednesday – Thursday	Spring Recess
05/14/2020	Thursday	Last day to withdraw from a course with a grade of W
05/15/2020	Friday	Reading Day/Final Examinations
05/16/2020 – 05/22/2020	Saturday – Friday	Final Examinations
05/16/2020 – 06/25/2020	Saturday – Thursday	File for University Credit/No Credit Policy Option
05/22/2020	Friday	End of Spring Term Dissertation: Last day to deposit Dissertation and Thesis for Spring 2020
05/25/2020	Monday	College Closed
05/28/2020	Thursday	Final Grade Submission Deadline*
06/01/2020	Monday	Spring 2020 – Degree Conferral Date
06/25/2020	Thursday	Last Day to File for University Credit/No Credit Policy Option

## Winter 2020

<b>Dates</b>	<b>Days</b>	<b>Description</b>
01/01/2020	Wednesday	Last day to drop for 100% tuition refund Last day to file ePermit request for Winter session College Closed
01/02/2020	Thursday	Start of Winter Session Classes Begin Last day to drop for 50% tuition refund Last day to add a course
01/04/2020	Saturday	Last day to drop for 25% tuition refund Last day to drop <u>without</u> a grade of W Census date
01/05/2020	Sunday	Grade of W is assigned to students who officially withdraw from a course
01/16/2020	Thursday	Last day to withdraw from course with a grade of W
01/20/2020	Monday	College Closed
01/23/2020	Thursday	Final Examinations End of Winter Session
01/28/2020	Tuesday	Final Grade Submission Deadline*

## Fall 2019

<b>Dates</b>	<b>Days</b>	<b>Description</b>
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School of Public Health

08/26/2019	Monday	<p><b>Last day to drop for 100% tuition refund</b></p> <p>Last day to file ePermit request</p>
08/27/2019	Tuesday	<p><b>Start of Fall Term – First “Official” Day of Classes</b></p> <p><b>PLEASE NOTE:</b> If you register on or after August 27, 2019, you will be charged a \$25 Late Registration Fee. If you make an adjustment to an already existing enrollment on or after August 27, 2019 you will be assessed an \$18 Change of Program Fee.</p>
09/02/2019	Monday	<p><b>Labor Day - College Closed</b></p> <p>Last day to register, add or swap a class</p> <p><b>Last day to drop for 75% tuition refund</b></p>
09/05/2019	Thursday	Classes follow Monday schedule
09/09/2019	Monday	<b>Last day to drop for 50% tuition refund</b>
09/16/2019	Monday	<p><b>Last day to drop for 25% tuition refund</b></p> <p>Last day to drop <b>without</b> a grade of W</p> <p>All changes that may affect student record/billing must be completed by this date, including changes of level for DPH students. No petitions for changes will be accepted after this date.</p> <p>Census date.</p>
09/17/2019	Tuesday	<p><b>100% Liability of Tuition &amp; Fees if Classes Withdrawn on or after this date</b></p> <p>Grade of “W” is assigned to students who officially withdraw from a course</p>
09/30/2019 – 10/01/2019	Monday – Tuesday	No classes scheduled

School of Public Health

10/3/2019	Thursday	Last day to <b>'Apply to Graduate'</b> for Fall 2019
10/08/2019 – 10/09/2019	Tuesday - Wednesday	No classes scheduled
10/14/2019	Monday	<b>Columbus Day - College closed</b>
10/16/2019	Wednesday	Classes follow Monday schedule
11/05/2019	Tuesday	Last day to withdraw from course with a grade of W
11/28/2019 – 12/01/2019	Thursday - Sunday	<b>Thanksgiving Holiday - College Closed</b>
12/13/2019	Friday	Reading Day/Final Examinations
12/14/2019 – 12/20/2019	Saturday - Friday	Final Examinations
12/20/2019	Friday	<b>End of Fall Term</b> Dissertation: Last day to deposit Dissertation and Thesis for Fall 2019
12/24/2019 – 12/25/2019	Tuesday - Wednesday	<b>Christmas Holiday - College Closed</b>
12/27/2019	Friday	Final Grade Submission Deadline*
01/01/2020	Wednesday	Fall 2019 – Degree Conferral Date

## Summer 2019



School of Public Health

<b>Dates</b>	<b>Days</b>	<b>Description</b>
05/30/2019	Thursday	Last day to drop for 100% tuition refund Last day to file ePermit request
05/31/2019	Friday	Start of Summer Session (5 weeks & 8 Weeks) Classes Begin
06/03/2019	Monday	Last day to add a course
06/05/2019	Wednesday	Last day to drop <u>without</u> a grade of W All changes that may affect student record/billing must be completed by this date, including changes of level for DPH students. No petitions for changes will be accepted after this date.
06/06/2019	Thursday	Grade of W is assigned to students who officially withdraw from a course
06/22/2019	Saturday	Last day to withdraw from a course with a grade of W
06/27/2019	Thursday	Last day to <b>'Apply to Graduate'</b> for Summer 2019
07/04/2019	Thursday	College Closed – Independence Day
07/05/2019	Friday	End of Summer Session 5 Weeks
07/26/2019	Friday	End of Summer Session 8 Weeks
08/23/2019	Friday	Dissertation: Last day to deposit Dissertation and Thesis for Summer 2019
09/01/2019	Sunday	Summer 2019 – Degree Conferral Date

## Spring 2019

School of Public Health

<b>Dates</b>	<b>Days</b>	<b>Description</b>
01/24/2019	Thursday	Last day to drop for 100% tuition refund Last day to file ePermit request
01/25/2019	Friday	Start of Spring Term Classes Begin
01/31/2019	Thursday	Last day to add a course Last day to drop for 75% tuition refund
02/07/2019	Thursday	Last day to drop for 50% tuition refund
02/12/2019	Tuesday	College Closed
02/14/2019	Thursday	Last day to drop for 25% tuition refund Last day to drop <u>without</u> a grade of W All changes that may affect student record/billing must be completed by this date, including changes of level for DPH students. No petitions for changes will be accepted after this date. Census date
02/15/2019	Friday	Grade of W is assigned to students who officially withdraw from a course
02/18/2019	Monday	College Closed
03/05/2019	Tuesday	Last day to <b>'Apply to Graduate'</b> for Spring 2019
04/01/2019	Monday	Last day to withdraw from course with a grade of W

04/19/2019 – 04/28/2019	Friday- Sunday	Spring Recess
05/15/2019	Wednesday	Classes follow Monday schedule
05/16/2019 – 05/22/2019	Thursday - Wednesday	Final Examinations
05/22/2019	Wednesday	End of Spring Term
05/24/2019	Friday	Dissertation: Last day to deposit Dissertation and Thesis for Spring 2019
05/27/2019	Monday	College Closed
05/31/2019	Friday	Final Grade Submission Deadline*
06/01/2019	Saturday	Spring 2019 – Degree Conferral Date

## Winter 2019

### JANUARY 1 (TUES)

Last day to drop for 100% tuition refund.

Last day to file ePermit request for Winter Session.

College Closed.

### JANUARY 2 (WED)

Start of Winter Session – Classes Begin.

Last day to drop for 50% tuition refund.

Last day to add a course.

Financial Aid Certification Enrollment Status Date.

### JANUARY 3 (THURS)

Grade of WD is assigned to students who officially drop a course.

Verification of Enrollment Rosters Available to Faculty.

## School of Public Health

### JANUARY 4 (FRI)

Last day to drop for 25% tuition refund.  
Verification of Enrollment Rosters due from Faculty.

### JANUARY 5 (SAT)

WN Grades Assigned.  
Grade of W is assigned to students who officially withdraw from a course.

### JANUARY 15 (TUES)

60% Date for the Session.

### JANUARY 16 (WED)

Last day to withdraw from course with a grade of W.

### JANUARY 21 (MON)

College Closed.

### JANUARY 23 (WED)

Final Examinations.  
End of Winter Session.

### JANUARY 28 (MON)

Final Grade Submission Deadline\*.

## FALL 2018

### APRIL 17 (TUES)

Registration begins for **continuing** MPH, MS and DPH students.

### APRIL 24 (TUES)

Registration begins for **continuing** Advance Certificate students.

### MAY 29 (TUES)

Registration begins for **new** MPH, MS and Advance Certificate students.

### JUNE 12 (TUES)

Registration begins for Non Degree students.

### JULY 30 (MON)

Payment due: for all registration made through July 9th.

Payment Options

## School of Public Health

### AUGUST 13 (MON)

Payment due: for all registration made through July 30th.

Payment Options

### AUGUST 20 (MON)

Payment due: for all registration made through August 20th.

Payment Options

### AUGUST 21 (TUES)

Payment of registration due immediately.

Payment Options

### AUGUST 26 (SUN)

Last day to file ePermit request.

### AUGUST 27 (MON)

Last day to drop for 100% tuition refund.

First day of classes - Start of Fall Term.

Late registration fee will be applied to all registration on or after this date.

Change of Program fee will be applied for schedule changes done per day.

### SEPTEMBER 2 (SUN)

Last day to add a course.

Last day to drop for 75% tuition refund.

### SEPTEMBER 3 (MON)

Grade of WD is assigned to students who officially drop a course.

**Verification of Enrollment Rosters available to Faculty.**

College Closed.

### SEPTEMBER 5 (WED)

Classes follow Monday schedule.

### SEPTEMBER 9 (SUN)

Last day to drop for 50% tuition refund.

### SEPTEMBER 10 – 11 (MON – TUES)

No classes scheduled.

### SEPTEMBER 16 (SUN)

Last day to drop for 25% tuition refund.

**Verification of Enrollment Rosters due from faculty.**

Last day to drop without a grade of W; Course Withdrawal Drop period ends.

## School of Public Health

All changes that may affect student record/billing must be completed by this date, including changes of level for DPH students. No petitions for changes will be accepted after this date.

SEPTEMBER 17 (MON)

Grade of W is assigned to students who officially withdraw from a course.  
WN Grades assigned.

SEPTEMBER 18 - 19 (TUES - WED)

No classes scheduled.

OCTOBER 3 (WED)

Last day to **'Apply to Graduate'** for Fall 2018.

OCTOBER 8 (MON)

College Closed.

NOVEMBER 5 (MON)

60% Date of the term.

NOVEMBER 6 (TUES)

Last day to withdraw from a course with a grade of W.

NOVEMBER 22 – 25 (THURS – SUN)

College is closed.

DECEMBER 13 (THURS)

Reading Day.

DECEMBER 14 (FRI)

Reading Day/Final Examination.

DECEMBER 15 – 21 (SAT – FRI)

Final Examinations.

DECEMBER 21 (FRI)

End of Fall Term

Dissertation: Last day to deposit Dissertation and Thesis for Fall 2018.

DECEMBER 24 – 25 (MON – TUES)

College Closed.

JANUARY 1 (TUES)

Final Grade Submission Deadline\*.

School of Public Health

JANUARY 1 (TUES)

Fall 2018 Degree Conferral Date.

## SUMMER 2018

MARCH 20 (TUES)

Registration begins for Degree students.

MARCH 27 (TUES)

Registration begins for Non-Degree students.

MAY 7 (MON)

Payment due: for all registration made through April 22.

[Payment Options](#)

MAY 18 (FRI)

Payment due: for all registration made through May 11.

[Payment Options](#)

MAY 31 (THURS)

Last day to drop for 100% tuition refund.

Payment of registration due immediately.

[Payment Options](#)

JUNE 1 (FRI)

*First day of classes for summer session.*

Late registration fee will be applied to all registrations on or after this date.

Change of program fee will be applied for schedule changes done per day.

JUNE 4 (MON)

Last day to add a course.

Last day to drop for 50% Tuition Refund.

JUNE 6 (WED)

Last day to drop without a grade of W.

JUNE 7 (THURS)

Course withdrawal period begins; A grade of W is assigned to students who officially withdraw from a course.

Last day to drop for 25% Tuition Refund.

JUNE 23 (SAT)

Last day to drop with a grade of W.

## School of Public Health

JUNE 28 (THURS)

Last day to 'Apply to Graduate' for Summer 2018.

JULY 4 (WED)

College Closed – Independence Day observed.

JULY 6 (FRI)

Last day of classes for 5 weeks.

JULY 27 (FRI)

Last day of classes for 8 weeks.

AUGUST 24 (FRI)

Dissertation: Last day to deposit Dissertation and Thesis for Summer 2018 Graduation.

SEPTEMBER 1 (SAT)

Summer 2018: Degree Conferral Date.

## SPRING 2018

NOVEMBER 2 (THURS)

Registration begins for **continuing** MPH, MS and DPH students.

NOVEMBER 9 (THURS)

Registration begins for **continuing** Advance Certificate students.

NOVEMBER 16 (THURS)

Registration begins for **new** MPH, MS, and Advance Certificate students.

NOVEMBER 30 (THURS)

Registration starts for Non Degree students.

JANUARY 4 (THURS)

Payment due: for all registration made through December 18.

[Payment Options](#)

JANUARY 20 (SAT)

Payment due: for all registration made through January 20.

[Payment Options](#)

JANUARY 20 - 26 (SAT - FRI)

Payment of registration due immediately

[Payment Options](#)



## School of Public Health

### JANUARY 26 (FRI)

Last day for 100% tuition refund.

Last day to file ePermit request.

### JANUARY 27 (SAT)

First day of classes.

### FEBRUARY 2 (FRI)

**Last day to add a course** for Spring 2018.

Last day for 75% tuition refund.

Last day to drop without the grade of WD.

Financial Aid Certification Enrollment Status Date.

### FEBRUARY 3 (SAT)

Course Withdrawal Drop period begins; A grade of WD is assigned to students who officially drop a course.

### FEBRUARY 9 (FRI)

Last day for 50% tuition refund.

### FEBRUARY 12 (MON)

Lincoln's Birthday – College is closed.

### FEBRUARY 16 (FRI)

Last day for 25% tuition refund.

Last day to drop without a grade of W; Course Withdrawal Drop period ends.

All changes that may affect student record/billing must be completed by this date, including changes of level for DPH students. No petitions for changes will be accepted after this date.

### FEBRUARY 17 (SAT)

Course withdrawal period begins; A grade of 'W' is assigned to students who officially withdraw from a course.

### FEBRUARY 19 (MON)

President's Day – College is closed.

### FEBRUARY 20 (TUES)

Classes follow Monday schedule.

Verification of Enrollment Available to Faculty.

### FEBRUARY 26 (MON)

WA Grades assigned - Immunization non-compliance.

## School of Public Health

MARCH 1 (THURS)

Last day to 'Apply to Graduate' for Spring 2018.

MARCH 2 (FRI)

Verification of Enrollment Due from Faculty.

MARCH 3 (SAT)

WN Grades assigned.

MARCH 30 – APRIL 8 (FRI – SUN)

Spring Recess.

APRIL 11 (WED)

Classes follow Friday schedule.

60% Date for the term.

APRIL 18 (WED)

Last day to withdraw from a course with a grade of 'W'. Course withdrawal period ends.

MAY 17 (THURS)

Reading Day/Final Examinations.

MAY 17 – 24 (THURS – THURS)

Final Examinations.

MAY 24 (THURS)

End of Spring Term.

MAY 25 (FRI)

Dissertation: Last day to deposit Dissertation and Thesis for Spring 2018 Graduation.

MAY 28 (MON)

Memorial Day – College is closed.

MAY 30 (WED)

Final Grade Submission Deadline\*

JUNE 1 (FRI)

Spring 2018: Degree Conferral Date.

## **WINTER 2018**

## School of Public Health

### DECEMBER 6 (WED)

Payment due: for all registration made through November 22.

#### Payment Options

### DECEMBER 26 (TUES)

Payment due: for all registration made through December 26.

#### Payment Options

### DECEMBER 26 - JANUARY 2 (TUES - TUES)

Payment of registration due immediately

#### Payment Options

### JANUARY 1 (MON)

Last day to drop for 100% tuition refund.

### JANUARY 2 (TUES)

First day of classes; Last day to add a course; last day for 50% tuition refund.

Last day to drop without a grade of WD.

### JANUARY 3 (WED)

Course Withdrawal Drop period begins; A grade of WD is assigned to students who officially drop a course. COA Rosters Available to faculty.

### JANUARY 4 (THURS)

Last day to drop a course without a grade of W; Course Withdrawal Drop period ends.

COA Rosters Due from faculty.

### JANUARY 5 (FRI)

Course withdrawal period begins. A grade of "W" is assigned to students who officially withdraw from a course; WN Grades Assigned.

### JANUARY 6 (SAT)

Last day for 25% tuition refund.

### JANUARY 15 (MON)

College is closed – no classes.

60% Date for the Session.

### JANUARY 16 (TUES)

Last day to withdraw from a class with a grade of "W". Course withdrawal period ends.

### JANUARY 23 (TUES)

Final Examinations. End of Winter Session.

## FALL 2017

APRIL 18 (TUES)

Registration begins for **continuing** students (MPH, MS, DPH and Advance Certificate).

MAY 30 (TUES)

Registration begins for **new** students (MPH, MS, DPH and Advance Certificate).

JUNE 13 (TUES)

Registration starts for Non Degree students.

JULY 27 (THURS)

Payment due: for all registration made through July 7.

Payment Options

AUGUST 10 (THURS)

Payment due: for all registration made through July 31.

Payment Options

AUGUST 17 (THURS)

Payment due: for all registration made through August 17.

Payment Options

AUGUST 18 - 24 (FRI - THURS)

Payment of registration due immediately

Payment Options

AUGUST 24 (THURS)

Last day to drop for 100% tuition refund.

Last day to file ePermit request.

AUGUST 25 (FRI)

First day of classes.

AUGUST 31 (THURS)

Last day to drop for 75% tuition refund.

Last day to add a class.

Last day to drop without a grade of WD.

Financial Aid Certification Enrollment Status Date.

SEPTEMBER 1 (FRI)

Course Withdrawal Drop period begins; A grade of WD is assigned to student who officially drop a course. COA rosters available to faculty.

## School of Public Health

### SEPTEMBER 3 (SUN)

No classes scheduled.

### SEPTEMBER 4 (MON)

Labor Day – College is closed.

### SEPTEMBER 7 (THURS)

Last day to drop for 50% tuition refund.

### SEPTEMBER 14 (THURS)

Last day to drop for 25% tuition refund; Course Withdrawal Drop period ends.

Last day to drop without a grade of W.

All changes that may affect student record/ billing must be completed by this date, including changes of level for DPH students. No petitions for changes will be accepted after this date.

COA Rosters Due from faculty.

### SEPTEMBER 15 (FRI)

Course withdrawal period begins; A grade of W is assigned to students who officially withdrew from a course; WN grades assigned.

### SEPTEMBER 19 (TUES)

Classes follow Thursday schedule.

### SEPTEMBER 20 – 22 (WED – FRI)

No classes scheduled.

### SEPTEMBER 29 – 30 (FRI – SAT)

No classes scheduled.

### OCTOBER 5 (THURS)

Last day to 'Apply to graduate' for Fall 2017.

### OCTOBER 9 (MON)

College is closed. No classes scheduled.

### NOVEMBER 3 (FRI)

60% Date for the term.

### NOVEMBER 10 (FRI)

Last day to withdraw from a course with a grade of W. Course withdrawal period ends.

### NOVEMBER 21 (TUES)

Classes follow Friday Schedule.

## School of Public Health

NOVEMBER 23 – 26 (THURS – SUN)

College Closed – no classes.

DECEMBER 13 (WED)

Reading Day/Final Examination.

DECEMBER 14 – 20 (THURS – WED)

Final Examinations.

DECEMBER 20 (WED)

End of Term – Last day of the semester.

DECEMBER 21 (THURS)

Dissertation: Last day to deposit Dissertation and Thesis for Fall 2017 Graduation.

DECEMBER 24 – 25 (SUN – MON)

College is closed.

DECEMBER 31 (SUN)

College is closed.

JANUARY 1, 2018 (MON)

College is closed.

Fall 2017: Degree Conferral Date.

## **SUMMER 2017**

MARCH 14 (TUES)

Summer 2017 Registration begins for MPH, MS, DPH and Advance Certificate students.

MARCH 21 (TUES)

Summer 2017 Registration begins for Non-Degree students.

MAY 5 (FRI)

Payment due for registration through April 20.

[Payment Options](#)

MAY 16 (TUES)

Payment due for registration through May 9.

[Payment Options](#)

MAY 29 (MON)

Payment due for registration through May 29.

[Payment Options](#)

## School of Public Health

MAY 30 - JUNE 1 (TUES - THURS)

Payment of registration due immediately.

Payment Options

*FIRST SESSION - 5 WEEK* - MAY 30 (TUES)

First day of classes for summer term.

JUNE 1 (THURS)

Last day to add a course.

JUNE 22 (WED)

Last day to drop without a grade of W.

JUNE 23 (THURS)

Course withdrawal period begins; A grade of W is assigned to students who officially withdraw from a course.

JUNE 29 (THURS)

Last day to 'Apply to Graduate' for Summer 2017.

JULY 3 (MON)

Last day of classes for 5-week first session.

JULY 4 (TUES)

Independence day observed. The School is closed.

*SECOND SESSION - 5 WEEK* - JULY 17 (MON)

First day of classes for second 5-week session.

AUGUST 18 (FRI)

End of summer term.

AUGUST 28 (MON)

Dissertation: Last day to deposit Dissertation and Thesis for Summer 2017 Graduation.

SEPTEMBER 1 (FRI)

Summer 2017: Degree Conferral Date.

## **SPRING 2017**

NOVEMBER 7 (MON)

Spring 2017 Registration begins for MPH, MS and DPH students

School of Public Health

NOVEMBER 21 (MON)

Spring 2017 Registration begins for Advance Certificate students

DECEMBER 5 (MON)

Spring 2017 Registration begins for Non-Degree students

DECEMBER 16 (FRI)

Payment due for registration through December 11. [Payment Options](#)

JANUARY 17 (TUES)

Payment due for registration through January 9. [Payment Options](#)

JANUARY 23 (MON)

Payment due for registration through January 23. [Payment Options](#)

JANUARY 24 - 29 (TUES-SUN)

Payment of registration due immediately. [Payment Options](#)

JANUARY 29 (SUN)

Last day for 100% tuition refund

JANUARY 29 (SUN)

Late registration fee will be applied to all registrations on or after this date.

JANUARY 30 (MON)

First day of classes.

FEBRUARY 5 (SUN)

Last day for 75% tuition refund. Last day to add a course.

FEBRUARY 12 (SUN)

Last day for 50% tuition refund

FEBRUARY 13 (MON)

Lincoln's Birthday observed. The School is closed.

FEBRUARY 15 (WED)

Classes follow Monday schedule.

FEBRUARY 19 (SUN)

Last day for 25% refund. All changes that may affect student billing must be completed by this date, [including changes of level for DPH students](#). No petitions for changes will be accepted after this date.

Last day to drop without a grade of W.



## School of Public Health

FEBRUARY 20 (MON)

Course withdrawal period begins; A grade of W is assigned to students who officially withdraw from a course.

FEBRUARY 20 (MON)

Presidents Day observed. The School is closed.

MARCH 2 (THURS)

Last day to 'Apply to Graduate' for Spring 2017

APRIL 10 -18 (MON-TUES)

Spring recess.

APRIL 19 (WED)

Course withdrawal period ends. Last day to withdraw from a course with a grade of W.

APRIL 20 (THURS)

Classes follow Monday schedule.

MAY 19 (FRI)

Reading day.

MAY 20-26 (SAT-FRI)

Final examinations.

MAY 26 (FRI)

Last day of the semester.

MAY 29 (MON)

Memorial Day observed. The School is closed.

JUNE 1 (THURS)

Spring Commencement Ceremony.

JUNE 12 (MON)

Dissertation: Last day to deposit Dissertation and Thesis for Spring 2017 Graduation.

JUNE 15 (THURS)

Spring 2017: Degree Conferral Date.

## **WINTER 2017**

JANUARY 3 (MON)

First Day of Classes

## School of Public Health

JANUARY 4 (TUES)

End of Drop/Add Period

JANUARY 5 (WED)

Course withdrawal period begins; A grade of W is assigned to students who officially withdraw from a course.

JANUARY 17 (TUES)

Course withdrawal period ends. Last day to withdraw from a course with a grade of W.

JANUARY 24 (TUES)

End of Term - Last day of Classes for the session

## FALL 2016

JUNE 1 (WED)

Fall 2016 registration begins for continuing students.

JUNE 16 (THURS)

New Student Orientation and Advising.

JULY 13 (WED)

Fall 2016 registration begins for new students (MPH, MS and Advance Certificate Students)

JULY 13 (WED)

Payment due for registration through July 1.

JULY 20 (WED)

Fall 2016 registration begins for current Non-Degree students

AUGUST 3 (WED)

Fall 2016 registration begins for new Non-Degree students

AUGUST 3 (WED)

Payment due for registration through July 26.

Payment Options

AUGUST 18 (THURS)

Payment due for registration through August 18.

Payment Options

AUGUST 19 (FRI)

Late registration fee will be applied to all registrations on or after this date.

## School of Public Health

AUGUST 19 - 24 (FRI-WED)

Payment of registration due immediately.

Payment Options

AUGUST 24 (WED)

Last day to drop courses for 100% tuition refund.

AUGUST 25 (THURS)

First day of classes.

AUGUST 31 (WED)

Last day to drop for 75% tuition refund. Last day to add a class.

SEPTEMBER 3 (SAT)

No classes scheduled.

SEPTEMBER 5 (MON)

Labor Day observed. The School is closed.

SEPTEMBER 7 (WED)

Last day to drop for 50% tuition refund.

SEPTEMBER 14 (WED)

Last day to drop for 25% tuition refund. All changes that may affect student billing must be completed by this date, including changes of level. No petitions for changes will be accepted after this date. Last day to deposit a dissertation for a September 30, 2016 degree.

SEPTEMBER 15 (THURS)

Course withdrawal period begins; A grade of W is assigned to students who officially withdraw from a course.

OCTOBER 2-4 (SUN-TUES)

No classes scheduled.

OCTOBER 6 (THURS)

Classes follow a Monday schedule.

OCTOBER 10 (MON)

School is closed. No classes scheduled.

OCTOBER 11-12 (TUES-WED)

No classes scheduled.

School of Public Health

OCTOBER 14 (FRI)

Classes to follow a Tuesday schedule.

Last day to 'Apply to Graduate' for Fall 2016

NOVEMBER 10 (THURS)

Last day to withdraw from a course with a grade of W.

NOVEMBER 24-27 (THURS-SUN)

School is closed. No classes scheduled.

DECEMBER 13 (TUES)

Reading day.

DECEMBER 14 - 21 (WED-WED)

Final examinations.

DECEMBER 21 (WED)

Last day of the semester.

DECEMBER 24 - 25 (SAT-SUN)

School is closed.

DECEMBER 31 - JANUARY 1 (SAT-SUN)

School is closed.

JANUARY 9 (MON)

Dissertation: Last day to deposit Dissertation for Fall 2016 Graduation

JANUARY 13 (FRI)

Fall 2016 Date of Graduation/Conferral Date.

# Academic Policies

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## Registration

Registration instructions are e-mailed to students accepted into or continuing in the graduate programs at CUNY SPH. All registration is subject to space availability. For courses that require permission, students must obtain approval prior to registration. Questions regarding course requirements and pre- or co-requisites should be directed to the academic advisor.

## Maximum Enrollment

The maximum enrollment during the Fall and Spring semesters is 16 credits each, 4 credits during the Winter term, and 10 credits during the Summer term. Exceptions to the maximum term enrollment must be approved by the School. (See [Credit Overload Request](#).)

## Limit on Non Degree Student Credits

Non-Degree students may complete a maximum of 12 credits at the Master's level only. Admission is not guaranteed and registration approval is based on space availability. Those interested in taking more than 12 credits must apply for matriculation. Non-degree students are responsible for informing their academic advisor that they wish to re-register for any subsequent semester.

## Auditing Courses

Courses may be audited with instructor's permission and based on availability. Students must formally register to audit courses in the same manner as for any other course after receiving permission. The grade notation 'AUD,' which carries no earned credit, cannot be changed to any other credit-bearing grade. Audited courses will be included in the calculation of total credits to determine full- or part-time status. Audited courses cannot be used towards financial aid eligibility and therefore will not count toward financial aid load. The costs associated with auditing a course are equivalent to the cost that a matriculated student would be charged.

## Withdrawal from Courses

## School of Public Health

If for any reason a student can no longer attend the course, the student must officially withdraw from the course online before the term deadline date recorded in the Academic Calendar. After the program adjustment period, a grade of W is posted to the academic record for withdrawn courses. There is no refund of tuition. W grades are not calculated in a student's GPA; however, W grades may adversely influence a student's ability to receive financial aid or impede progress toward degree completion. Failure to follow this procedure will result in a grade of 'WU' which is equivalent to a failing grade of 'F.' All official withdrawals after the official withdrawal period (3rd – 10th week of classes) must have the approval of the School. Documentation supporting the reason for withdrawing after the official withdrawal date must be provided. Consult with an academic advisor about the necessary documentation.

### **Maintaining Matriculation**

A matriculated graduate student who is not registered for any courses but is completing other degree requirements for graduation must be registered to maintain matriculation. The fee cannot be waived or refunded. Maintenance of matriculation is not proof of attendance. (See [Maintenance of Matriculation Request](#).)

### **Definition of a Credit Hour**

In compliance with policy set by the [New York State Education Department](#), one semester hour per week during a 15-week semester (fall and spring) is equivalent to one credit. At least 15 hours of instruction (50 minutes = 1 hour) and at least 30 hours of supplementary assignments are required for each credit earned. The semester hour may include traditional in-person contact time, as well as laboratory sessions, tutorials, supervised fieldwork, individual meetings, electronic communication and field trips. The 15 hours of instruction time can be replaced through other activities equivalent in length that meet the learning outcomes, such as is the case in hybrid and online courses. These activities often include reviewing instructional materials, completing worksheets, discussions and group work (with instructor feedback and participation). Summer and winter courses are subject to the same requirements as those offered during the fall and spring semesters, with respect to the total number of classroom hours and expected learning outcomes.

### **Definition of Full Time and Part Time Students**

Masters level students are defined as full time if they are enrolled in 12 credits during a regular semester. Doctoral students are defined as full time if they are enrolled in 7 credits during a regular semester. All students are defined as part time if they are registered for 6 credits during a regular semester.

## Levels for Doctoral Students

### PhD Levels

Please note that the term “doctoral level” is interchangeable with the term “professional level.” PhD students begin the program as Level I. Students will advance to Level II once they have successfully completed 15 credits of their degree. Students will advance to Level III once they have successfully completed all coursework and exams except PUBH 900: Dissertation Supervision.

### DPH Levels

Please note that the term “doctoral level” is interchangeable with the term “professional level.” DPH students begin the program as Level I. Students will advance to Level II once they have successfully defended their second exam. They will remain in Level II generally for one semester, during which they will register for PUBH 816 Advanced Research Seminar II (3 credits). Students that need to maintain full time (7 credit) status for financial aid, student visa, or fellowship reasons are advised to register for a four credit independent study with their dissertation chair. Upon successful completion of Research Seminar II, students will be advanced to Level III.

## Student Leave of Absence

A matriculated graduate student is eligible to apply for a leave of absence (LOA). (See [Leave of Absence Request](#).)

Specific procedures and forms to follow for Leaves of Absence include:

1. LOA may be approved for a maximum of 4 semesters (2 academic years).
2. Student must have completed (or complete before commencing the leave) at least one semester in the CUNY SPH and must complete the semester immediately before requesting such leave.
3. If the student wishes to begin the leave during the course of the semester, the student must drop all classes, in accordance with the Registrar’s schedule.
4. Any changes to the length of the LOA should be submitted for review and approval.

The academic LOA is intended to accommodate students’ plans and needs to ensure easy return to school. Students are guaranteed a place in their current program, without reapplication, provided all deadlines and rules are observed.

If a student plans to take a course while on academic leave at an institution outside the CUNY system, the course must be evaluated for transferability prior to taking the leave.

Any international student with F-1 (student) or J-1 (exchange visitor) status should consult the Office of Student Services before applying for a leave. Any student subject to induction or recall into military service should consult the veteran's certifying officer before applying for an official leave.

## **Unapproved Leaves**

Students failing to register for a regular semester will be dropped automatically from the active student file. If they wish to return, they must apply for readmission. In all cases of nonattendance, students must still observe the time limitations for degree completion. (See [Re-Admission Request](#).)

## **Transfer of Credit and Course Residency**

Transfer credits taken prior to admission to the CUNY graduate public health program may be applied toward the degree, provided the courses were completed with a grade of B or higher within five years preceding the time of application and are equivalent to comparable courses at the CUNY SPH. Students are required to take at least 70% of all credits required for the degree in residence at CUNY SPH, unless otherwise stipulated through an articulation agreement. Graduate courses completed as part of one graduate degree may not be used for credit toward another graduate degree. (See [Transfer Credit Request](#) and [Course Waiver or Substitution Request](#).)

## **Students Matriculated at CUNY SPH Taking Courses at Other Institutions**

CUNY SPH matriculated students in good standing (GPA 3.0) have the option of taking courses at other CUNY colleges on a 'ePermit' basis and receiving credit and the grade earned toward their CUNY SPH degree. (See [ePermit Request](#).) Students who would like to enroll in courses at a non-CUNY college should inquire with their academic advisor. The student registers at a non-CUNY college as a nonmatriculated student and at the end of the semester requests that a transcript be sent to the School Registrar.

## **Students Matriculated Outside CUNY SPH Wanting to Register for CUNY SPH Courses**



## School of Public Health

Students matriculated in a graduate program at any other CUNY branch who want to register for a course at CUNY SPH are required to use the ePermit system. Students must complete the ePermit process for approval in CUNYfirst. Information regarding their ePermit request will be e-mailed to their official university e-mail address. Tuition payment for courses is made at the student's home school. (See [ePermit Request](#).)

## Awarding of Degrees

Degrees are awarded three times per academic year to candidates that are in good academic standing and that have satisfied all academic degree requirements. Students must maintain active status for the semester in which a student will apply to graduate. Students can do this by taking a course at CUNY SPH (or another CUNY college through e-permit) or paying the maintenance of matriculation fee. The academic transcript is permanent upon graduation.

## Courses Considered for GPA at the Time of Graduation

GPA requirements for advanced certificate completion will be calculated only by required coursework. Additional courses taken outside the curriculum will not be included in GPA calculation.

## Time Limits for Degree Completion

Master's Degree: All requirements for the degree must be completed within 5 matriculated years.

Doctoral Degree: All requirements for the degree must be completed within 8 matriculated years.

(See [Time Extension Request](#).)

## Grading System

Grade	Quality Points	Explanation
A+	4	97.5% - 100%
A	4	92.5% - 97.4%

School of Public Health

A-	3.7	90.0% - 92.4%
B+	3.3	87.5% - 89.9%
B	3	82.5% - 87.4%
B-	2.7	80.0% - 82.4%
C+	2.3	77.5% - 79.9%
C	2	70.0% - 77.4%
F	0	<70%
P	-	Pass
S	-	Satisfactory
U	0	Unsatisfactory
CR	-	Credit Earned
W	-	Withdrew (student attended at least one class session)
WA	-	Administrative Withdrawal non-punitive grade assigned to students who had registered for classes at the beginning of the term but did not provide proof of immunization by compliance date (student attended at least one class session)
WD	-	Withdrew Drop (dropped after FA cert date during the program adjustment period. Student attended at least one class session)
WF	0	Withdrew Failing (student attended at least one class session)
WN	-	Never Attended
WU	0	Withdrew Unofficially (student attended at least one class session)

NC	-	No Credit Granted (restricted to regular and compensatory courses. This grade can also be used by colleges for other administrative actions such as disciplinary dismissals.)
INC	-	Incomplete
FIN	0	F from Incomplete (to be used when the INC grade lapses to an F grade)
Y	-	An intermediate grade assigned after the first of a multi-semester course to signify work in progress. The “Y” grade is not included in calculating the grade point average. Each “Y” grade is replaced by the earned letter grade when the sequence has been completed.
PEN	-	Grade Pending
NRP	-	No Record of Progress (exclusive to Dissertation Supervision)
SP	-	Satisfactory Progress – restricted to thesis and research courses requiring more than one semester for completion.
AUD	-	Auditor

*All Spring 2020 grades were earned during a major disruption to instruction as a result of the COVID-19 pandemic.*

## Incomplete Grades

Instructors may assign the grade INC, meaning that course work (examinations, assignments, classwork, lab work) was not completed. For an INC grade to be changed to a letter grade, all required coursework must be completed no later than one calendar year after the INC grade has been assigned. If not changed to a letter grade, the INC grade will automatically become permanent (FIN) and be treated the same as an ‘F’ for GPA calculation. Penalties for late submission of coursework that were previously established for the course will remain in effect. Instructors must submit an Incomplete Agreement Proposal for students receiving this grade.

## Repeat Courses

Graduate and doctoral students shall not be permitted to repeat courses in which they have previously received a grade of B or better. Courses in which a grade of B- or lower is earned may be repeated only with permission by the Registrar. The maximum number of courses that can be repeated is two. Credit will be granted once, but both course grades will be included in the GPA calculation.

## **Special COVID-19 Flexible Grading Policy for the Spring 2020 Semester**

As part of The City University of New York's response to the COVID-19 pandemic, during the Spring 2020 semester, all students shall have the option to convert any or all of the (A-F) letter grades they earn in their classes, to Credit/No Credit (CR/NC) grading.

1. During the Spring 2020 semester, all students shall have the option to convert any or all of the (A-F) letter grades, including plus or minus variations, they earn in their classes, to Credit/No Credit grading.
2. Students shall be able to make this decision up to 20 business days after the University's final grade submission deadline. Once selected, the Credit/No Credit option cannot be reversed.
3. If a student chooses to exercise this option, a passing letter grade (A, B, C, or D including +/-) will convert to 'CR' with credit for the class being awarded, while a failing grade (F) will convert to 'NC', with no credit awarded. Credit/No Credit grades will not impact the student's GPA.
4. Courses taken for a letter grade will continue to be included in the semester and general GPA, while courses taken for a Credit/Non-credit grade will be excluded, just as is the case with such courses taken at a student's home institution.
5. If a student exercises the option of Credit/No Credit, the Credit (CR) grade will not negatively impact the student's satisfactory progress toward degree completion.
6. Students with Credit/No Credit grades will be able to transfer those courses across colleges within CUNY, per current CUNY policy.
7. The Special COVID-19 Flexible Grading Policy shall apply to coursework completed on Permit and will not affect Board of Trustees Policy 1.14 – Policy on Coursework Completed on Permit.
8. Students placed on academic probation by their institution at the start of the Spring 2020 semester shall not be penalized with academic dismissal based upon their grades earned this semester.

## School of Public Health

9. The Special COVID-19 Flexible Grading Policy shall not affect the University standards of student retention and progress in accordance with Board of Trustees Policy 1.26.
10. Before choosing this grading option for one or more of their classes, students shall consult with their academic and financial aid advisors regarding potential impact to their financial aid, licensure requirements, and graduate school admissions.
11. The Special COVID-19 Flexible Grading Policy shall supersede and override all undergraduate and graduate program-level grading policies currently in effect at CUNY colleges and schools, including those related to required and elective courses within the major, minor, general education (Pathways), pre-requisite courses, honors courses, courses taken on permit and maximum number of credits that a student can earn with Credit/No Credit grades.
12. The grade glossary, attached to each transcript, will be updated to include a notation denoting that all Spring 2020 grades, including CR or NC, were earned during a major disruption to instruction as a result of the COVID-19 pandemic.
13. The Special COVID-19 Flexible Grading Policy shall apply to all CUNY colleges and schools, except the School of Law and the School of Medicine, which may develop their own Pass/Fail policies, subject to approval of the Board of Trustees, to conform to norms in legal and medical education.
14. The Special COVID-19 Flexible Grading Policy, which shall be effective April 1, 2020, applies to the Spring 2020 semester only and that the Chancellor, may, in his discretion, to meet public health emergency policies and practices, extend this policy to future semesters, if necessary and report such extension to the Board of Trustees immediately.
15. The Special COVID-19 Flexible Grading Policy shall be codified in the Manual of General Policy as Policy 1.4. and cannot be overwritten by any individual units of the University, including presidents, provosts, or college councils.
16. The policy will remain in effect for the Spring 2020 semester and will be reviewed by the Chancellor and extended as necessary to meet public health emergency policies and practices.

## Academic Standing

Students must remain in good academic standing to continue in the program. Graduate students must maintain a minimum cumulative GPA of 3.0 to remain in good academic standing.

## Academic Probation and Dismissal

Students not in good academic standing will be placed on academic probation for at least one semester. Students are placed on probation at the end of each fall and spring semester. The student will be dismissed from further study and the program upon two consecutive matriculated academic (fall and spring) semesters on academic probation. Non-degree students whose cumulative GPA falls below 3.0 will not be approved for further study.

## Definitions of Instruction Mode

**In-Person:** In an In-Person class, all required class meetings occur on campus, during scheduled class meeting times. Contact includes instruction, learning activities, and interactions (both student-student and student-instructor). An In-Person class where material is provided online, via a learning management system or website, does not displace any of the required contact hours that would normally occur in a scheduled In-Person class. Assignment deadlines and exams days/times are maintained and included on the class syllabus.

**Hybrid:** In a Hybrid class, online contact hours (*synchronous or asynchronous\**) displaces some portion of the required contact hours that would normally take place in a scheduled in-person (face-to-face) class. Contact includes instruction, learning activities, and interactions (both student-student and student-instructor). A hybrid class is designed to integrate face-to-face and online activities so that they reinforce, complement, and elaborate one another, instead of treating the online component as an add-on or duplicate of what is taught in the classroom. Assignment deadlines and exams days/times are maintained and included on the class syllabus.

**Online:** In an Online class (*synchronous or asynchronous\**), all required contact hours are online. Contact includes instruction, learning activities, and interactions (both student-student and/or student-instructor). All the class work, examinations, quizzes, writing assignments, lab work, etc. are fully online.

*\*Synchronous:* Synchronous classes meetings resemble traditional on-campus In-Person classes in that students must be (virtually) present at the same time. Though they are conducted virtually, synchronous classes meet in real-time. Students must commit to scheduled class times and sign onto their virtual learning platform on schedule. During these classes, students will engage with the instruction during online lessons and presentations and even have virtual class discussions. Assignment deadlines and exams days/times are maintained and included on the class syllabus.

*\*\*Asynchronous:* Asynchronous class meetings do not require you to log in to your virtual classroom at a specified time. Students do not have to follow a strict schedule to engage in live classes or discussions, and the only requirement regarding when they turn in their work

is the assignment deadline, not an arbitrary timeline. Assignment deadlines and exams days/times are maintained and included on the class syllabus.

## **Academic Integrity**

Academic dishonesty is prohibited. The CUNY Policy on Academic Integrity defines academic dishonesty to include cheating, plagiarism, obtaining unfair advantage, and falsifying records and documents. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. The CUNY Policy on Academic Integrity requires that all faculty members report incidents of academic dishonesty. The school follows the procedures outlined in the CUNY Academic Integrity Policy. The Academic Integrity Officer for the school shall be defined as the Chief Academic Officer (CAO). See the Office of Academic Affairs for more information.

## **Academic Appeals**

Academic appeals of course grades, academic probation and program dismissal, shall be reviewed by the Academic Appeals Committee. This committee is composed of one faculty member from each department in the School. Some cases, such as those related to academic integrity, may be referred to the Faculty-Student Disciplinary Committee.

In matters of grade appeals, students must first communicate with the instructor of record to attempt to resolve the matter. Appeals of final grades must be filed within five weeks of the grade posting.

Students should contact [academicaffairs@sph.cuny.edu](mailto:academicaffairs@sph.cuny.edu) with any questions about the process, or to file a formal written appeal.

## **Email Communication**

Students should note that the School sends official email only to students' official university email addresses.

Academic Policies

## **Registration and Enrollment**

### **Registration**

## School of Public Health

Registration instructions are e-mailed to students accepted into or continuing in the graduate programs at CUNY SPH. All registration is subject to space availability. For courses that require permission, students must obtain approval prior to registration. Questions regarding course requirements and pre- or co-requisites should be directed to the academic advisor.

### **Maximum Enrollment**

The maximum enrollment during the Fall and Spring semesters is 16 credits each, 4 credits during the Winter term, and 10 credits during the Summer term. Exceptions to the maximum term enrollment must be approved by the School. (See **Credit Overload Request**.)

### **Limit on Non Degree Student Credits**

Non-Degree students may complete a maximum of 12 credits at the Master's level only. Admission is not guaranteed and registration approval is based on space availability. Those interested in taking more than 12 credits must apply for matriculation. Non-degree students are responsible for informing their academic advisor that they wish to re-register for any subsequent semester.

### **Auditing Courses**

Courses may be audited with instructor's permission and based on availability. Students must formally register to audit courses in the same manner as for any other course after receiving permission. The grade notation 'AUD,' which carries no earned credit, cannot be changed to any other credit-bearing grade. Audited courses will be included in the calculation of total credits to determine full- or part-time status. Audited courses cannot be used towards financial aid eligibility and therefore will not count toward financial aid load. The costs associated with auditing a course are equivalent to the cost that a matriculated student would be charged.

### **Withdrawal from Courses**

If for any reason a student can no longer attend the course, the student must officially withdraw from the course online before the term deadline date recorded in the Academic Calendar. After the program adjustment period, a grade of W is posted to the academic record for withdrawn courses. There is no refund of tuition. W grades are not calculated in a student's GPA; however, W grades may adversely influence a student's ability to receive financial aid or impede progress toward degree completion. Failure to follow this procedure



will result in a grade of 'WU' which is equivalent to a failing grade of 'F.' All official withdrawals after the official withdrawal period (3rd – 10th week of classes) must have the approval of the School. Documentation supporting the reason for withdrawing after the official withdrawal date must be provided. Consult with an academic advisor about the necessary documentation.

## Maintaining Matriculation

A matriculated graduate student who is not registered for any courses but is completing other degree requirements for graduation must be registered to maintain matriculation. The fee cannot be waived or refunded. Maintenance of matriculation is not proof of attendance. (See **Maintenance of Matriculation Request**.)

Academic Policies

## Definition of a Credit Hour

### Definition of a Credit Hour

In compliance with policy set by the **New York State Education Department**, one semester hour per week during a 15-week semester (fall and spring) is equivalent to one credit. At least 15 hours of instruction (50 minutes = 1 hour) and at least 30 hours of supplementary assignments are required for each credit earned. The semester hour may include traditional in-person contact time, as well as laboratory sessions, tutorials, supervised fieldwork, individual meetings, electronic communication and field trips. The 15 hours of instruction time can be replaced through other activities equivalent in length that meet the learning outcomes, such as is the case in hybrid and online courses. These activities often include reviewing instructional materials, completing worksheets, discussions and group work (with instructor feedback and participation). Summer and winter courses are subject to the same requirements as those offered during the fall and spring semesters, with respect to the total number of classroom hours and expected learning outcomes.

Academic Policies

## Definition of Full Time and Part Time Students

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Masters level students are defined as full time if they are enrolled in 12 credits during a regular semester. Doctoral students are defined as full time if they are enrolled in 7 credits during a regular semester. All students are defined as part time if they are registered for 6 credits during a regular semester.

Academic Policies

## Levels for Doctoral Students

### Levels for Doctoral Students

#### PhD Levels

Please note that the term “doctoral level” is interchangeable with the term “professional level.” PhD students begin the program as Level I. Students will advance to Level II once they have successfully completed 15 credits of their degree. Students will advance to Level III once they have successfully completed all coursework and exams except PUBH 900: Dissertation Supervision.

#### DPH Levels

Please note that the term “doctoral level” is interchangeable with the term “professional level.” DPH students begin the program as Level I. Students will advance to Level II once they have successfully defended their second exam. They will remain in Level II generally for one semester, during which they will register for PUBH 816 Advanced Research Seminar II (3 credits). Students that need to maintain full time (7 credit) status for financial aid, student visa, or fellowship reasons are advised to register for a four credit independent study with their dissertation chair. Upon successful completion of Research Seminar II, students will be advanced to Level III.

Academic Policies

## Leaves of Absence

### Student Leave of Absence

A matriculated graduate student is eligible to apply for a leave of absence (LOA). (See **Leave of Absence Request**.)

Specific procedures and forms to follow for Leaves of Absence include:

## School of Public Health

1. LOA may be approved for a maximum of 4 semesters (2 academic years).
2. Student must have completed (or complete before commencing the leave) at least one semester in the CUNY SPH and must complete the semester immediately before requesting such leave.
3. If the student wishes to begin the leave during the course of the semester, the student must drop all classes, in accordance with the Registrar's schedule.
4. Any changes to the length of the LOA should be submitted for review and approval.

The academic LOA is intended to accommodate students' plans and needs to ensure easy return to school. Students are guaranteed a place in their current program, without reapplication, provided all deadlines and rules are observed.

If a student plans to take a course while on academic leave at an institution outside the CUNY system, the course must be evaluated for transferability prior to taking the leave.

Any international student with F-1 (student) or J-1 (exchange visitor) status should consult the Office of Student Services before applying for a leave. Any student subject to induction or recall into military service should consult the veteran's certifying officer before applying for an official leave.

## Unapproved Leaves

Students failing to register for a regular semester will be dropped automatically from the active student file. If they wish to return, they must apply for readmission. In all cases of nonattendance, students must still observe the time limitations for degree completion. (See **Re-Admission Request**.)

Academic Policies

## Transfer of Credit

### Transfer of Credit and Course Residency

Transfer credits taken prior to admission to the CUNY graduate public health program may be applied toward the degree, provided the courses were completed with a grade of B or higher within five years preceding the time of application and are equivalent to comparable courses at the CUNY SPH. Students are required to take at least 70% of all credits required for the degree in residence at CUNY SPH, unless otherwise stipulated through an articulation

agreement. Graduate courses completed as part of one graduate degree may not be used for credit toward another graduate degree. (See [Transfer Credit Request](#) and [Course Waiver or Substitution Request](#).)

## **Students Matriculated at CUNY SPH Taking Courses at Other Institutions**

CUNY SPH matriculated students in good standing (GPA 3.0) have the option of taking courses at other CUNY colleges on a 'ePermit' basis and receiving credit and the grade earned toward their CUNY SPH degree. (See [ePermit Request](#).) Students who would like to enroll in courses at a non-CUNY college should inquire with their academic advisor. The student registers at a non-CUNY college as a nonmatriculated student and at the end of the semester requests that a transcript be sent to the School Registrar.

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Academic Policies

## **Awarding of Degrees**

### **Awarding of Degrees**

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### **Courses Considered for GPA at the Time of Graduation**

GPA requirements for advanced certificate completion will be calculated only by required coursework. Additional courses taken outside the curriculum will not be included in GPA calculation.

Academic Policies

## Time Limits for Degree Completion

### Time Limits for Degree Completion

Master's Degree: All requirements for the degree must be completed within 5 matriculated years.

Doctoral Degree: All requirements for the degree must be completed within 8 matriculated years.

(See **Time Extension Request.**)

Academic Policies

## Grading Policies

### Grading System

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School of Public Health

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## School of Public Health

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4. Courses taken for a letter grade will continue to be included in the semester and general GPA, while courses taken for a Credit/Non-credit grade will be excluded, just as is the case with such courses taken at a student's home institution.
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10. Before choosing this grading option for one or more of their classes, students shall consult with their academic and financial aid advisors regarding potential impact to their financial aid, licensure requirements, and graduate school admissions.



11. The Special COVID-19 Flexible Grading Policy shall supersede and override all undergraduate and graduate program-level grading policies currently in effect at CUNY colleges and schools, including those related to required and elective courses within the major, minor, general education (Pathways), pre-requisite courses, honors courses, courses taken on permit and maximum number of credits that a student can earn with Credit/No Credit grades.
12. The grade glossary, attached to each transcript, will be updated to include a notation denoting that all Spring 2020 grades, including CR or NC, were earned during a major disruption to instruction as a result of the COVID-19 pandemic.
13. The Special COVID-19 Flexible Grading Policy shall apply to all CUNY colleges and schools, except the School of Law and the School of Medicine, which may develop their own Pass/Fail policies, subject to approval of the Board of Trustees, to conform to norms in legal and medical education.
14. The Special COVID-19 Flexible Grading Policy, which shall be effective April 1, 2020, applies to the Spring 2020 semester only and that the Chancellor, may, in his discretion, to meet public health emergency policies and practices, extend this policy to future semesters, if necessary and report such extension to the Board of Trustees immediately.
15. The Special COVID-19 Flexible Grading Policy shall be codified in the Manual of General Policy as Policy 1.4. and cannot be overwritten by any individual units of the University, including presidents, provosts, or college councils.
16. The policy will remain in effect for the Spring 2020 semester and will be reviewed by the Chancellor and extended as necessary to meet public health emergency policies and practices.

## Academic Standing

### Academic Standing

Students must remain in good academic standing to continue in the program. Graduate students must maintain a minimum cumulative GPA of 3.0 to remain in good academic standing.

### Academic Probation and Dismissal

Students not in good academic standing will be placed on academic probation for at least one semester. Students are placed on probation at the end of each fall and spring semester. The student will be dismissed from further study and the program upon two consecutive matriculated academic (fall and spring) semesters on academic probation. Non-degree students whose cumulative GPA falls below 3.0 will not be approved for further study.

Academic Policies

## Definitions of Instruction Mode

### Definitions of Instruction Mode

**In-Person:** In an In-Person class, all required class meetings occur on campus, during scheduled class meeting times. Contact includes instruction, learning activities, and interactions (both student-student and student-instructor). An In-Person class where material is provided online, via a learning management system or website, does not displace any of the required contact hours that would normally occur in a scheduled In-Person class. Assignment deadlines and exams days/times are maintained and included on the class syllabus.

**Hybrid:** In a Hybrid class, online contact hours (*synchronous\* or asynchronous\*\**) displaces some portion of the required contact hours that would normally take place in a scheduled in-person (face-to-face) class. Contact includes instruction, learning activities, and interactions (both student-student and student-instructor). A hybrid class is designed to integrate face-to-face and online activities so that they reinforce, complement, and elaborate one another, instead of treating the online component as an add-on or duplicate of what is taught in the classroom. Assignment deadlines and exams days/times are maintained and included on the class syllabus.

**Online:** In an Online class (*synchronous\* or asynchronous\*\**), all required contact hours are online. Contact includes instruction, learning activities, and interactions (both student-student and/or student-instructor). All the class work, examinations, quizzes, writing assignments, lab work, etc. are fully online.

*\*Synchronous:* Synchronous classes meetings resemble traditional on-campus In-Person classes in that students must be (virtually) present at the same time. Though they are conducted virtually, synchronous classes meet in real-time. Students must commit to scheduled class times and sign onto their virtual learning platform on schedule. During these classes, students will engage with the instruction during online lessons and presentations and even have virtual class discussions. Assignment deadlines and exams days/times are maintained and included on the class syllabus.

**\*\*Asynchronous:** Asynchronous class meetings do not require you to log in to your virtual classroom at a specified time. Students do not have to follow a strict schedule to engage in live classes or discussions, and the only requirement regarding when they turn in their work is the assignment deadline, not an arbitrary timeline. Assignment deadlines and exams days/times are maintained and included on the class syllabus.

Academic Policies

## Academic Integrity

### Academic Integrity

Academic dishonesty is prohibited. The **CUNY Policy on Academic Integrity** defines academic dishonesty to include cheating, plagiarism, obtaining unfair advantage, and falsifying records and documents. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. The **CUNY Policy on Academic Integrity** requires that all faculty members report incidents of academic dishonesty. The school follows the procedures outlined in the **CUNY Academic Integrity Policy**. The Academic Integrity Officer for the school shall be defined as the Chief Academic Officer (CAO). See the Office of Academic Affairs for more information.

Academic Policies

## Academic Appeals

### Academic Appeals

Academic appeals of course grades, academic probation and program dismissal, shall be reviewed by the Academic Appeals Committee. This committee is composed of one faculty member from each department in the School. Some cases, such as those related to academic integrity, may be referred to the Faculty-Student Disciplinary Committee.

In matters of grade appeals, students must first communicate with the instructor of record to attempt to resolve the matter. Appeals of final grades must be filed within five weeks of the grade posting.

Students should contact [academicaffairs@sph.cuny.edu](mailto:academicaffairs@sph.cuny.edu) with any questions about the process, or to file a formal written appeal.

Academic Policies

## Email Communication

### Email Communication

Students should note that the School sends official email only to students' official university email addresses.

## Academic Advising

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Students have access to academic advising through staff and their assigned faculty advisor. New students will be assigned their faculty advisor during the first two weeks of their first semester. Staff advisors assist students with degree requirements, registration, forms, policies, and procedures. Faculty members from the student's department offer professional guidance, assistance with selecting electives, as well as fieldwork and capstone preparation.

# Admissions

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The Office of Admissions helps prospective students as they navigate the CUNY SPH application and admissions processes. Admissions staff can be contacted at: [admissions@sph.cuny.edu](mailto:admissions@sph.cuny.edu).

The admissions policies of the CUNY SPH are based on the CUNY mission of access and excellence. The School seeks students that reflect the diversity of New York City and can meet the needs of the local, national, and international public health workforce. All prospective students are encouraged to attend an information session or book an appointment with an admissions counselor. Appointments can be in person, Skype, email, phone call.

For specific admission requirements, please see the [CUNY SPH website](#).

## Career Services

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Students seeking assistance in job searches, resume and cover letter writing, professional networking, and interview preparation can schedule an appointment with a career services specialist. More information about career services can be found on the CUNY SPH website.

## Office of Accessibility Services

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Support services and accommodations are available to provide students with disabilities greater accessibility to the academic environment. For more information (with confidentiality) contact [the disability coordinator](#). More information about student accessibility services can be found on the [CUNY SPH website](#).



# Financial Aid

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The goal for The Office of Financial Aid at CUNY SPH is to provide students with the financial resources and information they need to successfully complete their study. Students receiving Financial Aid will be able to view all of their information in their CUNYfirst account. CUNYfirst announcements are sent via @SPH email addresses. The Financial Aid office can be contacted at: [FinancialAid@sph.cuny.edu](mailto:FinancialAid@sph.cuny.edu).

## Student Eligibility

To be eligible for federal and state aid, a student must be a United States citizen or an eligible non-citizen who is making satisfactory academic progress toward a degree. Students who have defaulted on a loan or owe a repayment of a federal grant at any post-secondary school must make satisfactory repayment arrangements with that institution before they will be eligible to receive Financial Aid.

## Application Procedure

The best way to apply for financial aid is by completing the application online. FAFSA on the Web is available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). When the FAFSA is processed, CUNY will receive an electronic record of the student's application information. The student may be required to provide additional documentation to the Office of Financial Aid to verify the application information or to clarify any discrepancies in the application. For more details on the application process, visit the [CUNY SPH website](#).

## Student Loans

Graduate and professional degree students may be eligible to receive Federal Direct loans. Federal Direct Loan program allows students to borrow funds from the federal government to help cover the cost of attendance. Like all other loans, these loans must be repaid with interest. For more details about student loans, visit the [CUNY SPH website](#). Students can view loan information online by visiting [www.nslds.ed.gov](http://www.nslds.ed.gov) and [www.studentloans.gov](http://www.studentloans.gov)

## Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress (SAP) is a standard used to measure a student's successful completion of coursework toward a degree. CUNY Graduate School of Public Health and Policy is required via Financial Aid federal regulation to establish a satisfactory academic

progress policy to determine whether an eligible student is making SAP in his or her educational program. Students who are found to be in violation of the parameters set forth by the SAP policy are ineligible to receive most forms of federal financial aid.

All students (whether aid recipients or not) will be measured against the Title IV Satisfactory Academic Progress (SAP) standards at the end of each academic year (spring semester), in order to determine eligibility for the upcoming year.

Those who fail to meet the academic standards will have their federal aid automatically suspended until they meet the minimum standards that are listed below.

**NOTE: Private scholarships, tuition waivers, and departmental scholarships are not subject to SAP standards. Merit scholarships have their own set of academic standards.**

## **Federal Satisfactory Academic Progress Standard**

Your total academic record will be measured against each of the three progress components at the end of every spring term to determine whether or not you meet the standard of progress. All courses that appear on your permanent academic record count towards the pace of progression and maximum time-frame requirement even if you received no federal financial aid for those courses.

**A) Minimum GPA:** Students who fail to earn the minimum requirements will be considered as not making satisfactory academic progress and all financial assistance will be terminated or suspended until the student regains minimum satisfactory academic progress standards.

You must successfully meet the minimum cumulative GPA as shown below:

### Minimum Cumulative GPA

Masters            3.0

DPH                3.0

PHD                3.0

**B) Maximum Time-Frame:** All students are expected to complete their respective educational programs within a specified timeframe. Once this timeframe has elapsed, students are no longer eligible to receive most forms of financial aid.

**Master's Degree:** All requirements for the degree must be completed within 5 matriculated years

## School of Public Health

DPH Degree: All requirements for the degree must be completed within 8 matriculated years

PHD Degree: All requirements for the degree must be completed within 7 matriculated years

**C) Pace of Progression** – Student must meet pace and progress toward graduation by successfully completing 2/3 of the cumulative units attempted.

Pace = Cumulative number of hours (credit hours) that you have successfully completed

Cumulative number of hours (credit hours) that you have attempted

This means that courses the student drops after the drop/add period has ended will be considered as attempted credit hours. For all students, attempted hours is defined as all courses in which they are enrolled after the drop/add period has ended for the term and for which academic credit will be earned. This means that courses from which students withdraw after the drop/add period has ended will be considered attempted hours. All attempted hours will be counted regardless of whether financial aid was received.

Credit-hours that are transferred into SPH and successfully articulated towards the completion of their degree will be counted as both earned and attempted hours for the purpose of this standard. Courses that are listed as Incomplete (I) or Withdrawal (W) will be counted as attempted but not earned. Repeated courses will always be treated as attempted hours.

Academic Programs, Total Credits Required to Graduate

## School of Public Health

MS in Environmental & Occupational Health Sciences	39
MS in Population Health Informatics	39
MS in Health Communication for Social Change	36
MS in Global & Migrant Health Policy	33
MPH in Community Health	42
MPH in Environmental & Occupational Health Science	42
MPH in Epidemiology and Biostatistics	42
MPH in Health Policy & Management	42
MPH in Public Health Nutrition	42
PhD in Community Health and Health Policy	42
PhD in Environmental and Planetary Health Sciences	42
PhD in Epidemiology	42
DPH in Community, Society, and Health	48
DPH in Environmental and Occupational Health	48
DPH in Epidemiology	48
DPH in Health Policy and Management	48

## Readmitted Students

Upon readmission after any period of non-enrollment, your satisfactory progress standing remains as it was at the end of your last semester of attendance. If you were making satisfactory academic progress in your last semester of attendance, your eligibility to receive federal financial aid will not be affected when you return. If you return after an academic

probation or dismissal, your financial aid will be in suspended status and you will have to file an appeal to have your eligibility for federal aid restored. Any action you took during your period of absence that would have brought you back into compliance with the progress standard (such as successfully completing transferable courses at another institution) is factored into the evaluation.

## **Frequency of SAP Evaluation**

SPH will evaluate SAP on an annual basis following the completion of the spring semester. In general, students who are in violation of the parameters set forth by the SAP policy upon an evaluation are not eligible to receive most forms of financial aid during subsequent payment periods. Students who are deemed ineligible upon an evaluation are designated with a status of “Not Meet” and are notified immediately by email upon the status being assigned.

## **Delay of Disbursements Due to Satisfactory Academic Progress**

Financial aid may not be disbursed to a student's account until SAP has been evaluated. The Financial Aid Office cannot complete the SAP evaluation until prior semester grades have been officially posted by the Office of the Registrar. An otherwise eligible student may experience a delayed financial aid disbursement if grades are not made official before the beginning of the subsequent semester.

## **Notification of Satisfactory Academic Progress Status**

Students who have met Satisfactory Academic Progress requirements will not receive a SAP communication. The Financial Aid Office will notify any student who does not meet SAP requirements via email at the SPH student's email address. Students who are notified that they are SAP ineligible for financial aid should consult their academic advisers and the financial aid office.

**There are no Financial Aid SAP Warning Periods for graduate/professional students who are evaluated annually.**

## **SAP Appeal**

If you have been placed on financial aid suspension, you may appeal to the Committee on Academic Standing to be allowed to receive federal student aid for future semesters.

## School of Public Health

Your appeal must be based on excusable circumstances resulting from events in your life such as personal illness or injury, illness or death of a family member, loss of employment, or changes in your academic program. Your appeal must include an explanation of how these circumstances caused you to fail to make satisfactory progress and what changes have you made that would allow you to meet the appropriate progress standard in a future evaluation.

If your appeal is denied, the SAP Appeal Committee may permit you to re-submit the appeal with additional documentation. You may continue to submit appeals each time you are found not to be making satisfactory progress, but approval of your appeal is at the discretion of the SAP Appeal Committee.

## International Students (Designated School Officials)

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The Designated School Official provides advice and assistance to students from outside the United States, particularly with regard to immigration issues relating to F - 1 Student Status and J - 1 Exchange Visitor Student category. For more information regarding International Students at CUNY SPH, contact [ISO@sph.cuny.edu](mailto:ISO@sph.cuny.edu).

## Office of the Bursar

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The Bursar's Office mission is to provide professional, courteous, timely, and accurate services to students and the CUNY SPH community while adhering to all policies, procedures, and regulatory requirements set forth by CUNY, NY State, and the Federal Government. The Office's core responsibilities include collecting and processing tuition and fee payments, maintaining student financial records, managing student refunds, overseeing student payment plans, and implementing collection. The Bursar's Office can be contacted at: [bursar@sph.cuny.edu](mailto:bursar@sph.cuny.edu). Please note that inquiries must be sent from official @SPH email addresses to ensure security verification.

### Tuition and Fees

All tuition and fees are determined by the CUNY Board of Trustees and are subject to change without notice. In the event of an increase in the tuition and fee prices, payments already made will be treated as partial payments. Notification will be given to students concerning the amount owed and the deadline date to pay.

Tuition is charged based upon the following criteria:

- Residency Status: NY State Resident or Non-NY State Resident
- Student Status: Doctoral or Graduate Student
- Degree Status: Degree Student (Matriculated) or Non-Degree Student (Non-Matriculated)
- Full-Time or Part-Time Status: some groups pay per credit; please review the table of charges
- Number of Credits: as applicable (some students pay flat rates; please review the table of charges)
- Doctoral Level: each level I, II, and III pay different rates

Mandatory Term Fees are charged based upon the following criteria:

- Full-Time/Part-Time Status
- Student Status (Doctoral or Graduate Student)
- Semester



## School of Public Health

If a student is enrolled full-time and drops to part-time status on or after the first official day of classes, the full-time fee rate is charged. Mandatory fees are non-refundable except for students who drop all their classes prior to the first official day of classes.

The School also charges general fees for services or special documents. These fees include application fees, re-admission fees, transcript fees, etc. For a complete listing of all tuition rates and fees, please see the [Tuition and Fees page](#) on the CUNY SPH website.

### **Commitment Deposit**

New students are required to pay a commitment deposit. The deposit will be applied to tuition charges for the applicable term.

### **Payment and Refunds**

Payment due dates can be found on the [CUNY SPH Academic Calendar](#). Information about payment options can be found on the [CUNY SPH website](#). If a student has registered for courses and chooses not to attend, they must drop classes prior to the first official day of the semester (this may not be the first day that their class meets) to avoid tuition and fee charges. Any student that does not officially drop their classes prior to the start of the term will be charged tuition and fees based upon the University's academic calendar and policy.

Students can be issued refunds for a number of reasons including dropped classes, fee changes and excess financial aid. For more details about the [refund policy](#) and other payment issues, see the [CUNY SPH website](#).

Administrative appeals for charges should be sent to the School's [Student Life representative](#).

# Office of the Registrar

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The Office of the Registrar is responsible for and provides the following essential services:

- Registration and Administrative Advising
- Academic Records and Transcripts
- FERPA Compliance
- Change of Name/Address
- Posting of Grades and Awarding Degrees/Diplomas

The Registrar's Office can be contacted at: [Registrar@sph.cuny.edu](mailto:Registrar@sph.cuny.edu).

Students should enroll in classes in CUNYfirst after receiving orientation and advisement. Consult the [CUNYfirst training website](#) to learn how to enroll using CUNYfirst. Students are not permitted to register before their assigned date and time. After enrolling in courses, view class schedule to verify that the enrollment is correct.

## Academic Records and Transcripts

Academic enrollment records are maintained by the Office of the Registrar. Students can review their records at any time by logging into CUNYfirst. For help with technical issues with using CUNYfirst, visit the [training website](#).

To request an official transcript during the course of study, the student may submit a [Transcript Request Form](#). There is a \$7 charge for a transcript to be sent to an institution outside of the CUNY system. There is no charge for sending a transcript to any CUNY institution.

Students who have financial holds on their record are not permitted to complete registration or obtain a copy of their transcript, academic record, and/or degree.

The academic transcript is permanent upon graduation.

## FERPA Compliance

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. It is also known as the Buckley

## Amendment.

CUNY SPH is in full compliance with FERPA and the implementation of its regulations. More information can be found under [University Policies](#) and on the [U.S. Department of Education website](#).

Per FERPA regulations, CUNY SPH does not release student information (name, attendance dates, address, telephone, e-mail address, fields of study, and degrees received), except to those documenting a legitimate interest. By filing a request with the Office of the Registrar, a student may ask that such information not be released without the individual student's written consent. (See [Directory Information Non-Disclosure Form and FERPA Consent to Release Educational Records Form](#).)

## Change of Name, Address, or ID

[A request to change your name, address, or ID](#) on file with the School can be submitted to the Registrar's Office.

## Degree Audit - Apply to Graduate

Students should refer to the catalog for specific Degree or Certificate Requirements, and consult with their Academic Advisor if additional information is required. Filing procedures are as follows:

- Obtain the applicable Program of Study Worksheet from the links below and in consultation with an Academic Advisor print and fill out the form.
- An Academic Advisor must submit this form by the set deadline to the Office of the Registrar in order for a student to 'officially apply to graduate.'

### [Applications for Graduation](#)

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

Graduation applications will be processed and audited after the filing date. Students will be contacted via email to their institutional email account if there are any problems. Letters verifying the degree/certificate award can be picked up after the conferral date. Instructions for diploma pick up will be emailed to students. Note that a diploma will not be released to anyone with outstanding financial obligations to the institution.

## School of Public Health

Only one commencement ceremony is held each year in June. All students who have applied for or earned a degree or certificate for that academic year will receive commencement information via email.

# Veterans

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

Service members wishing to enroll through the Department of Defense Voluntary Education Program must consult their Educational Services Officers (ESO) or counselor within their military service prior to enrolling. More information can be found at [this link](#).

[CUNY/Veterans](#) is a virtual one-stop source of information regarding services for veterans, reservists and their dependents and survivors. It is a guide to educational benefits, entitlements, counseling and advocacy resources, which will assist veterans in pursuing their academic and civilian careers. [Download CUNY's comprehensive brochure for veterans](#). For more information regarding Veterans services at CUNY SPH, contact [Lea.Dias@sph.cuny.edu](mailto:Lea.Dias@sph.cuny.edu).

In accordance with Title 38 US Code 3679 subsection (e), the following additional provisions have been adopted for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

## CUNY Policies

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All general CUNY policies apply to the CUNY Graduate School of Public Health and Health Policy.

- The City University of New York Policy on Drugs and Alcohol
- The City University of New York Drug and Alcohol Use Amnesty Policy
- The City University of New York Policy on Equal Opportunity and Non-Discrimination
- The City University of New York Policy on Freedom of Information Law Requests
- The City University of New York Policy on Sexual Misconduct
- The City University of New York Procedures for Student Grievances of Faculty Conduct
- The City University of New York Religious Accommodations Policy

All of these policies and many more are available on the University website.

# The City University of New York Policy on Drugs and Alcohol

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The City University of New York ("CUNY") is an institution committed to promoting the physical, intellectual, and social development of all individuals. As such, CUNY seeks to prevent the abuse of drugs and alcohol, which can adversely impact performance and threaten the health and safety of students, employees, their families, and the general public. CUNY complies with all federal, state, and local laws concerning the unlawful possession, use, and distribution of drugs and alcohol.

Federal law requires that CUNY adopt and implement a program to prevent the use of illicit drugs and abuse of alcohol by students and employees. As part of its program, CUNY has adopted this policy, which sets forth (1) the standards of conduct that students and employees are expected to follow; (2) CUNY sanctions for the violation of this policy; and (3) responsibilities of the CUNY colleges/units in enforcing this policy. CUNY's policy also (1) sets forth the procedures for disseminating the policy, as well as information about the health risks of illegal drug and alcohol use, criminal sanctions for such use, and available counseling, treatment, or rehabilitation programs, to students and employees; and (2) requires each college to conduct a biennial review of drug and alcohol use and prevention on its campus.

This policy applies to all CUNY students, employees and visitors when they are on CUNY property, including CUNY residence halls, as well as when they are engaged in any CUNY-sponsored activities off campus.

## **CUNY Standards of Conduct**

The unlawful manufacture, distribution, dispensation, possession, or use of drugs or alcohol by anyone, on CUNY property (including CUNY residence halls), in CUNY buses or vans, or at CUNY-sponsored activities, is prohibited. In addition, CUNY employees are prohibited from illegally providing drugs or alcohol to CUNY students. Finally, no student may possess or consume alcoholic beverages in any CUNY residence hall, regardless of whether the student is of lawful age, except for students living in the Graduate School and University Center's graduate housing facilities who may lawfully possess and consume alcoholic beverages. For purposes of this policy, a CUNY residence hall means a residence hall owned and/or operated by CUNY, or operated by a private management company on CUNY's behalf.

In order to make informed choices about the use of drugs and alcohol, CUNY students and employees are expected to familiarize themselves with the information provided by CUNY about the physiological, psychological, and social consequences of substance abuse.

## **CUNY Sanctions**

Employees and students who violate this policy are subject to sanctions under University policies, procedures and collective bargaining agreements, as described below. Employees and students should be aware that, in addition to these CUNY sanctions, the University will contact appropriate law enforcement agencies if they believe that a violation of the policy should also be treated as a criminal matter.

### **Students**

Students are expected to comply with the CUNY and college policies with respect to drugs and alcohol. Any student found in violation may be subject to disciplinary action under Article 15 of the Bylaws of the Board of Trustees, which may result in sanctions up to and including expulsion from the University.

In addition, any student who resides in a CUNY residence hall and who is found to have violated any CUNY or college policy with respect to drugs and alcohol may be subject to sanctions under the CUNY Residence Hall Disciplinary Procedures, up to and including expulsion from the residence hall.

In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the student must see a counselor or successfully participate in a drug and alcohol treatment program.

In accordance with the Federal Educational Rights and Privacy Act ("FERPA"), CUNY may also choose - when appropriate - to contact parents or legal guardians of students who have violated the CUNY policy on drugs and alcohol.

### **Employees**

Any employee found to have violated this CUNY policy may be subject to disciplinary action, in accordance with the procedures set forth in applicable CUNY policies, rules, regulations, and collective bargaining agreements. Sanctions may include a reprimand, suspension without pay, or termination of employment. In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the employee must successfully participate in a drug or alcohol treatment program.

## **Responsibilities of Colleges/Units**

Each college or unit of the University should make its best efforts to educate employees and students about this policy and the risks associated with the unlawful possession, use, or distribution of illegal drugs and alcohol. The President of each college or unit may choose to ban alcohol at on-campus functions or at any particular function. This policy, together with



information about the health risks of illegal drug and alcohol use, criminal sanctions for such use, and counseling, treatment, or rehabilitation programs available to employees or students, must be distributed annually to all employees and students. The Chief Student Affairs Officer shall be responsible for the distribution of this material to students, and the Director of Human Resources shall be responsible for the distribution of the material to employees.

The Vice President for Administration, or person performing the equivalent function at each college or unit of CUNY, shall be responsible for conducting a biennial review to determine the effectiveness of CUNY's drug and alcohol program at its college or unit, and to ensure that sanctions for drug and alcohol violations are consistently enforced. Upon completion, the biennial review must be sent to the University's Executive Vice Chancellor and Chief Operating Officer. This biennial review must include the number of drug and alcohol-related violations and fatalities that occur on the college's campus or as part of the college's activities, as well as the number and type of sanctions imposed as a result of drug and alcohol-related violations and fatalities that occur at the college as part of its activities.

*Adopted by CUNY Board of Trustees: June 22, 2009 and amended on May 2, 2011. (Bot May 2, 2011, Calendar Item#5A).*

# The City University of New York Drug and Alcohol Use Amnesty Policy

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The City University of New York's ("CUNY's") Drug/Alcohol Use Amnesty Policy has two principal purposes. First, it is intended to encourage students to seek medical assistance related to drug and/or alcohol use without fear of being disciplined for such use. Because the use of drugs or alcohol may be life-threatening, CUNY wishes to reduce barriers to seeking and receiving medical help in those situations. Second, CUNY wishes to encourage students under the influence of drugs and/or alcohol who may be the victims of, witnesses to, or otherwise become aware of violence (including but not limited to domestic violence, dating violence, stalking, or sexual assault) or sexual harassment or gender-based harassment to report that violence or harassment. Toward that end, CUNY's Policy is that students who seek medical assistance either for themselves or others and/or are reporting violence or harassment will not be subject to discipline under the circumstances described below.

**I.** Students who in good faith call for medical assistance for themselves or others and/or who receive medical assistance as a result of a call will not be disciplined for the consumption of alcohol (either if underage or if consumed in a CUNY-owned or operated residence hall or facility where alcohol consumption is prohibited) or drugs as long as there are no other violations that ordinarily would subject the student to disciplinary action. Similarly, students who may be the victims of, witnesses to, or otherwise become aware of violence or sexual harassment or gender-based harassment and who report such violence or harassment will not be disciplined for the consumption of alcohol or drugs in the absence of other violations that ordinarily would subject the student to disciplinary action. Other violations that would invoke discipline include but are not limited to (i) unlawful distribution of alcohol or drugs; (ii) sexual misconduct, as defined in CUNY's Policy on Sexual Misconduct; (iii) causing or threatening physical harm; (iv) causing damage to property; (v) hazing.

**II.** The students involved will be encouraged to complete alcohol and/or drug education activities, assessment, and/or treatment, to be determined by the individual campuses or units of CUNY with which the students are affiliated. If repeated incidents of alcohol or drug use are involved, there may be issues of medical concern, which may result in parental notification, medical withdrawal, and/or other non-disciplinary responses.

**III.** CUNY's Policy is intended both to implement Article 129-B of the Education Law (which mandates drug and alcohol amnesty for reporters of violence) and to complement New York State's Good Samaritan Law, which is designed to encourage individuals to call 911 in the event of an alcohol or drug-related emergency. Generally, the Good Samaritan Law protects

## School of Public Health

persons who witness or suffer from a medical emergency involving drugs or alcohol from being arrested or prosecuted for drug or underage alcohol possession after they call 911. It does not protect against arrest or prosecution for other offenses, such as the sale of drugs.

*Approved by the Board of Trustees on 6/30/2014, Cal. No. 7D and effective date of 7/1/2014 as 'Medical Amnesty-Good Samaritan Policy'. Amended and changed to 'Drug and Alcohol Use Amnesty Policy' on 10/1/2015. Cal. No. 6D.*

# The City University of New York Policy on Equal Opportunity and Non-Discrimination

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## I. Policy on Equal Opportunity and Non-Discrimination

The City University of New York (“University” or “CUNY”), located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University.

It is the policy of the University—applicable to all colleges and units— to recruit, employ, retain, promote, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws.<sup>1</sup>

It is also the University’s policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, employees who have pregnancy or childbirth-related medical conditions, or employees who are victims of domestic violence/stalking/sex offenses. This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

### **Prohibited Conduct Defined**

**Discrimination** is treating an individual differently or less favorably because of his or her protected characteristics—such as race, color, religion, sex, gender, national origin, or any of the other bases prohibited by this Policy.

**Harassment** is a form of discrimination that consists of unwelcome conduct based on a protected characteristic that has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile or abusive work or academic environment. Such conduct can be spoken, written, visual, and/or physical. This policy covers prohibited harassment based on all protected characteristics other than sex. Sex-based harassment and sexual violence are covered by CUNY’s Policy on Sexual Misconduct.

*1 As a public university system, CUNY adheres to federal, state and city laws and regulations regarding nondiscrimination and affirmative action. Should any federal, state or city law or regulation be adopted that prohibits discrimination based on grounds or characteristics not included in this Policy, discrimination on those additional bases will also be prohibited by this Policy.*

**Retaliation** is adverse treatment of an individual because he or she made a discrimination complaint, opposed discrimination, or cooperated with an investigation of a discrimination complaint.

## **II. Discrimination and Retaliation Complaints**

The City University of New York is committed to addressing discrimination and retaliation complaints promptly, consistently and fairly. There shall be a Chief Diversity Officer at every college or unit of the University, who shall be responsible for, among other things, addressing discrimination and retaliation complaints under this Policy. There shall be procedures for making and investigating such complaints, which shall be applicable at each unit of the University.

## **III. Academic Freedom**

This policy shall not be interpreted so as to constitute interference with academic freedom.

## **IV. Responsibility for Compliance**

The President of each college of the University, the CUNY Executive Vice Chancellor and Chief Operating Officer, and the Deans of the Law School, Graduate School of Journalism, School of Public Health and School of Professional Studies and Macaulay Honors College, have ultimate responsibility for overseeing compliance with these policies at their respective units of the University. In addition, each vice president, dean, director, or other person with managerial responsibility, including department chairpersons and executive officers, must promptly consult with the Chief Diversity Officer at his or her college or unit if he or she becomes aware of conduct or allegations of conduct that may violate this policy. All members of the University community are required to cooperate in any investigation of a discrimination or retaliation complaint.

*Part of Policies and Procedures adopted and approved effective November 27, 2012, Cal.No.4; and revised policy amended and adopted December 1, 2014, Cal. No. C., with effective date of January 1, 2015; Cal. Item C.*

# Complaint Procedures Under The City University of New York's Policy on Equal Opportunity and Nondiscrimination

## 1. Reporting Discrimination and/or Retaliation

The University is committed to addressing discrimination and/or retaliation complaints promptly, consistently and fairly.

Members of the University community, as well as visitors, may promptly report any allegations of discrimination or retaliation to the individuals set forth below:

A. Applicants, employees, visitors and students with discrimination complaints should raise their concerns with the Chief Diversity Officer at their location.

B. Applicants, employees, visitors and students with complaints of sexual harassment or sexual violence, including sexual assault, stalking, domestic and intimate violence, should follow the process outlined in CUNY's Policy on Sexual Misconduct.

C. There are separate procedures under which applicants, employees, visitors and students may request and seek review of a decision concerning reasonable accommodations for a disability, which are set forth in CUNY's Procedures on Reasonable Accommodation.

## 2. Preliminary Review of Employee, Student, or Visitor Concerns

Individuals who believe they have experienced discrimination and/or retaliation should promptly contact the Chief Diversity Officer at their location to discuss their concerns, with or without filing a complaint. Following the discussion, the Chief Diversity Officer will inform the complainant of the options available. These include seeking informal resolution of the issues the complainant has encountered or the college conducting a full investigation. Based on the facts of the complaint, the Chief Diversity Officer may also advise the complainant that his or her situation is more suitable for resolution by another entity within the University.

*1 These Procedures govern any complaint of discrimination and/or retaliation, except complaints of sexual harassment and sexual violence, which are covered by CUNY's Sexual Misconduct Policy. These procedures are applicable to all of the units and colleges of the University. The Hunter College Campus Schools may make modifications to these procedures, subject to approval by the University, as appropriate to address the special needs of their elementary and high school students.*

*These Procedures are intended to provide guidance for implementing the University Policy on Equal Opportunity and Non-Discrimination. These Procedures do not create any rights or privileges on the part of any others.*

*The University reserves the right to alter, change, add to, or delete any of these procedures at any time without notice.*

### **3. Filing a Complaint**

Following the discussion with the Chief Diversity Officer, individuals who wish to pursue a complaint of discrimination and/or retaliation should be provided with a copy of the University's complaint form. Complaints should be made in writing whenever possible, including in cases where the complainant is seeking an informal resolution.

### **4. Informal Resolution**

Individuals who believe they have been discriminated or retaliated against may choose to resolve their complaints informally. Informal resolution is a process whereby parties can participate in a search for fair and workable solutions. The parties may agree upon a variety of resolutions, including but not limited to modification of work assignment, training for a department, or an apology. The Chief Diversity Officer will determine if informal resolution is appropriate in light of the nature of the complaint. Informal resolution requires the consent of both the complainant and the respondent and suspends the complaint process for up to thirty (30) calendar days, which can be extended upon consent of both parties, at the discretion of the Chief Diversity Officer.

Resolutions should be agreed upon, signed by, and provided to both parties. Once both parties reach an informal agreement, it is final. Because informal resolution is voluntary, sanctions may be imposed against the parties only for a breach of the executed voluntary agreement.

The Chief Diversity Officer or either party may at any time, prior to the expiration of thirty (30) calendar days, declare that attempts at informal resolution have failed. Upon such notice, the Chief Diversity Officer may commence a full investigation.

If no informal resolution of a complaint is reached, the complainant may request that the Chief Diversity Officer conduct a full investigation of the complaint.

### **5. Investigation**

A full investigation of a complaint may commence when it is warranted after a review of the complaint, or after informal resolution has failed.

It is recommended that the intake and investigation include the following, to the extent feasible:

a. Interviewing the complainant. In addition to obtaining information from the complainant (including the names of any possible witnesses), the complainant should be informed that an investigation is being commenced, that interviews of the respondent and possibly other people will be conducted, and that the President<sup>2</sup> will determine what action, if any, to take after the investigation is completed.

b. Interviewing the respondent. In addition to obtaining information from the respondent (including the names of any possible witnesses), the respondent should be informed that a complaint of discrimination has been received and should be provided with a written summary of the complaint unless circumstances warrant otherwise. Additionally, the respondent should be informed that an investigation has begun, which may include interviews with third parties, and that the President will determine what action, if any, to take after the investigation is completed. A respondent employee who is covered by a collective bargaining agreement may consult with, and have, a union representative present during the interview.

The respondent must be informed that retaliation against any person who files a complaint of discrimination, participates in an investigation, or opposes a discriminatory employment or educational practice or policy is prohibited under this policy and federal, state, and city laws. The respondent should be informed that if retaliatory behavior is engaged in by either the respondent or anyone acting on his/her behalf, the respondent may be subject to disciplinary charges, which, if sustained, may result in penalties up to and including termination of employment, or permanent dismissal from the University if the respondent is a student.

c. Reviewing other evidence. The Chief Diversity Officer should determine if, in addition to the complainant, the respondent, and those persons named by them, there are others who may have relevant information regarding the events in question, and speak with them. The Chief Diversity Officer should also review documentary evidence that may be relevant to the complaint.

## **6. Withdrawing a Complaint**

A complaint of discrimination may be withdrawn at any time during the informal resolution or investigation process. Only the complainant may withdraw a complaint. Requests for withdrawals must be submitted in writing to the Chief Diversity Officer. The University



reserves the right to continue with an investigation if it is warranted. In a case where the University decides to continue with an investigation, it will inform the complainant.

In either event, the respondent must be notified in writing that the complainant has withdrawn the complaint and whether University officials have determined that continuation of the investigation is warranted for corrective purposes.

*2 References to the President in these Procedures refer to the Executive Vice Chancellor and Chief Operating Officer and the Deans of the Law School, Graduate School of Journalism, CUNY School of Public Health, School of Professional Studies and Macaulay Honors College, wherever those units are involved, rather than a college.*

## **7. Timeframe**

While some complaints may require extensive investigation, whenever possible, the investigation of a complaint should be completed within sixty (60) calendar days of the receipt of the complaint.

## **8. Action Following Investigation of a Complaint**

a. Promptly following the completion of the investigation, the Chief Diversity Officer will report his or her findings to the President. In the event that the respondent or complainant is a student, the Chief Diversity Officer will also report his or her findings to the Chief Student Affairs Officer.

b. Following such report, the President will review the complaint investigation report and, when warranted by the facts, authorize such action as he or she deems necessary to properly correct the effects of or to prevent further harm to an affected party or others similarly situated. This can include commencing action to discipline the respondent under applicable University Bylaws or collective bargaining agreements.

c. The complainant and the respondent should be apprised in writing of the outcome and action, if any, taken as a result of the complaint.

d. The President will sign a form that will go into each investigation file, stating what, if any, action will be taken pursuant to the investigation.

e. If the President is the respondent, the Vice Chancellor of Human Resources Management will appoint an investigator who will report his/her findings to the Chancellor. The Chancellor will determine what action will be taken. The Chancellor's decision will be final.

## **9. Immediate Preventive Action**

The President may take whatever action is appropriate to protect the college community in accordance with applicable Bylaws and collective bargaining agreements.

## **10. False and Malicious Accusations**

Members of the University community who make false and malicious complaints of discrimination, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

## **11. Anonymous Complaints**

All complaints will be taken seriously, including anonymous complaints. In the event that a complaint is anonymous, the complaint should be investigated as thoroughly as possible under the circumstances.

## **12. Responsibilities**

### a. Responsibilities of the President:

- Appoint a Chief Diversity Officer responsible for addressing complaints under this Policy
- Ensure that the Chief Diversity Officer is fully trained and equipped to carry out his/her responsibilities.
- Ensure that managers receive training on the Policy.
- Annually disseminate the Policy and these Procedures to the entire college community and include the names, titles and contact information of all appropriate resources at the college. Such information should be widely disseminated, including placement on the college website.

### b. Responsibilities of Managers:

Managers must take steps to create a workplace free of discrimination, harassment and retaliation, and must take each and every complaint seriously. Managers must promptly consult with the Chief Diversity Officer if they become aware of conduct that may violate the Policy.

For purposes of this policy, managers are employees who either (a) have the authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities;

or (b) have the authority to make recommendations on tangible employment decisions that are given particular weight. Managers include vice presidents, deans, directors, or other persons with managerial responsibility, including, for purposes of this policy, department chairpersons and executive officers.

c. Responsibilities of the University Community-at-Large:

- Members of the University community who become aware of allegations of discrimination or retaliation should encourage the aggrieved individual to report the alleged behavior.
- All employees and students are required to cooperate in any investigation.

## **Some Relevant Laws Concerning Non-discrimination and Equal Opportunity**

*Section 1324b of the Immigration and Nationality Act* prohibits employers from intentional employment discrimination based upon citizenship or immigration status, national origin, and unfair documentary practices or “document abuse” relating to the employment eligibility verification or Form I-9 process. Document abuse prohibited by the statute includes improperly requesting that an employee produce more documents than required by the I-9 form, or a particular document, such as a “green card”, to establish the employee’s identity and employment authorization; improperly rejecting documents that reasonably appear to be genuine during the I-9 process; and improperly treating groups of applicants differently when completing the I-9 form.

*Executive Order 11246*, as amended, prohibits discrimination in employment by all institutions with federal contracts and requires affirmative action to ensure equal employment opportunities.

*Title VII of the Civil Rights Act of 1964*, as amended, prohibits discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other terms, conditions, and privileges of employment) on the basis of race, color, religion, national origin, or sex.

*Title VI of the Civil Rights Act of 1964* prohibits discrimination or the denial of benefits because of race, color, or national origin in any program or activity receiving federal financial assistance.

*Equal Pay Act of 1963*, as amended, requires that men and women performing substantially equal jobs in the same workplace receive equal pay.

*Title IX of the Education Amendments of 1972* prohibits discrimination or the denial of benefits based on sex in any educational program or activity receiving federal financial assistance.

*Age Discrimination in Employment Act*, as amended, prohibits discrimination against individuals who are age 40 or older.

*Section 504 of the Rehabilitation Act of 1973* defines and forbids acts of discrimination against qualified individuals with disabilities in employment and in the operation of programs and activities receiving federal financial assistance.

*Section 503 of the Rehabilitation Act of 1973* requires federal contractors and subcontractors to take affirmative action to employ and advance in employment qualified individuals with disabilities.

*Vietnam Era Veterans' Readjustment Act of 1974*, as amended, requires government contractors and subcontractors to take affirmative action to employ and advance in employment disabled and other protected veterans. *Uniformed Services Employment and Reemployment Rights Act of 1994*, as amended, prohibits employment discrimination based on military status and requires reemployment following military service in some circumstances.

*Americans with Disabilities Act of 1990*, as amended, prohibits discrimination on the basis of disability.

*Genetic Information Nondiscrimination Act of 2008* prohibits employment discrimination based on genetic information.

*New York City Human Rights Law* prohibits discrimination based on age (18 and older), race, creed, color, national origin, gender (including gender identity and expression), disability, marital status, partnership status, sexual orientation, alienage or citizenship status, arrest or conviction record, unemployment status, or status of an individual as a victim of domestic violence, sex offenses or stalking.

*New York City Workplace Religious Freedom Act* requires an employer to make accommodation for an employee's religious needs.

*New York State Education Law Section 224-a* requires institutions of higher education to make accommodations for students who are unable to attend classes or take examinations due to their religious beliefs.

*New York State Human Rights Law* prohibits discrimination based on race, creed, color, national origin, sexual orientation, military status, sex, age (18 and older), marital status, domestic violence victim status, disability, predisposing genetic characteristics or prior

arrest or conviction record.

*New York City Pregnant Workers Fairness Act* provides that employers provide pregnant employees with reasonable accommodations for the employee's pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

# Freedom of Information Law Requests

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The City University of New York is committed to transparency and public access to information, including agency reports. The public's right to many government records is enshrined in the state's Freedom of Information Law. Further details of the Freedom of Information Law are available at the New York State Committee on Open Government website.

For records maintained at the various CUNY colleges, please direct requests to:

## Senior College

### Baruch College

**Olga Dais, Esq.**

Records Access Officer

Legal Coordinator

Office of Legal Counsel and Labor Designee

[olga.dais@baruch.cuny.edu](mailto:olga.dais@baruch.cuny.edu)

One Bernard Baruch Way,

Box 5-205

New York, NY 10010-5585

### Brooklyn College

**Tony Thomas, Esq.**

Records Access Officer

Chief Legal & Labor Relations Officer

[tony.thomas@brooklyn.cuny.edu](mailto:tony.thomas@brooklyn.cuny.edu)

2900 Bedford Avenue

1405 Boylan Hall

Brooklyn, NY 11210

### The City College of New York

School of Public Health

**Paul F. Occhiogrosso, Esq.**

Records Access Officer

Executive Counsel to the President

pocchiogrosso@ccny.cuny.edu

Wille Administration Building, Rm. 200

160 Convent Avenue

New York, NY 10031

## **College of Staten Island**

**Robert Wallace, Esq.**

Record Access Officer

Legal Counsel to the President and General Counsel

robert.wallace@csi.cuny.edu

2800 Victory Blvd. 1A-210

Staten Island, NY 10314

## **Hunter College**

**Carol Robles-Roman, Esq.**

Records Access Officer

General Counsel and Dean of Faculty

legal@hunter.cuny.edu

695 Park Avenue

New York, NY 10065

## **John Jay College of Criminal Justice**

**Eric Doering**

Record Access Officer

Associate Counsel

edoering@jjay.cuny.edu

212-887-6202

524 West 59th Street, Rm 622T

New York, NY 10019

## **Lehman College**

School of Public Health

**Bridget Barbera**

Record Access Officer  
Special Counsel to the President  
Bridget.Barbera@lehman.cuny.edu  
Tel: 718-960-8559

250 Bedford Park Blvd. W., SH 376  
Bronx, NY 10468

**Medgar Evers College**

**Johnathon P. Hardaway III, Esq., MBA**

Records Access Officer  
Chief Legal Officer  
jhardaway@mec.cuny.edu

1650 Bedford Avenue, Suite B3009  
Brooklyn, NY 11225

**New York City College of Technology**

**Gilen Chan, Esq.**

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Special Counsel to the President & Labor Designee  
gchan@citytech.cuny.edu

300 Jay Street, Namm Hall 325  
Brooklyn, NY 11201

**Queens College**

**Sandy A. Curko**

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Interim General Counsel  
sandy.curko@qc.cuny.edu  
Tel: 718-997-5725

65-30 Kissena Blvd.  
Flushing, New York 11367

**York College**



School of Public Health

**Russel Platzek, Esq.**

Records Access Officer

Executive Director of Legal Affairs & Labor Relations

rplatzek@york.cuny.edu

94-20 Guy Brewer Blvd., AC-2H05

Jamaica, NY 11451

## COMMUNITY COLLEGES

### Borough of Manhattan Community College

**Meryl R. Kaynard**

Legal Counsel and Labor Designee

mkaynard@bmcc.cuny.edu

199 Chambers Street – South, Rm S-701G

New York, NY 10007

### Bronx Community College

**Karla Renee Williams, Esq.**

Records Access Officer

Executive Counsel to the President

karla.williams@bcc.cuny.edu

2155 University Avenue

Language Hall, Suite 37

Bronx, New York 10453

### Stella and Charles Guttman Community College

**Lori E. Fox, Esq.**

Records Access Officer

Acting Legal Counsel & Labor Designee

lori.fox@cuny.edu

50 West 40th Street

New York, NY 10018

### Hostos Community College

School of Public Health

**Eugene Sohn, Esq.**

Records Access Officer  
Executive Counsel & Labor Designee  
esohn@hostos.cuny.edu

500 Grand Concourse, A-336  
Bronx, NY 10451

## **Kingsborough Community College**

**Julie Block-Rosen, Esq.**

Records Access Officer  
Legal Counsel & Labor Relations Manager  
julie.block@kbcc.cuny.edu

2001 Oriental Blvd., A-226B  
Brooklyn, NY 11235

## **LaGuardia Community College**

**Maria Cook-Lowman, Esq.**

Records Access Officer  
Interim Executive Counsel to the President & Labor Designee  
mcook@lagcc.cuny.edu

31-10 Thomson Avenue, Room E-512  
Long Island City, New York 11101

## **Queensborough Community College**

**Lois Florman, Esq.**

Records Access Officer  
Executive Counsel & Labor Designee  
lflorman@qcc.cuny.edu

222-05 56th Avenue, Room A-410  
Bayside, New York 11364

# **GRADUATE, HONORS AND PROFESSIONAL SCHOOLS**

## **CUNY Graduate Center**

School of Public Health

**Lynette M. Phillips, Esq.**

Records Access Officer

Legal Counsel

Lphillips2@gc.cuny.edu

365 Fifth Avenue

New York, NY 10016-4309

## **CUNY Graduate School of Public Health and Health Policy**

**Patricia Stein, Esq.**

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Interim Executive Counsel & Labor Designee

patricia.stein@cuny.edu

55 West 125th St., Room 527

New York, NY 10027

## **Craig Newmark Graduate School of Journalism At CUNY**

**Amy Dunkin**

Records Access Officer

Director of Academic Operations & Title IX Coordinator

amy.dunkin@journalism.cuny.edu

219 W. 40th Street, Room 415

New York, NY 10018

## **CUNY School of Law**

**Lori E. Fox, Esq.**

Records Access Officer

Special Legal Counsel & Labor Designee

lori.fox@law.cuny.edu

2 Court Square

Long Island City, NY 11101

## **CUNY School of Professional Studies**

School of Public Health

**Patricia Stein, Esq.**

Records Access Officer

Interim Executive Counsel & Labor Designee

patricia.stein@cuny.edu

119 West 31st St., Room 106B

New York, NY 10001

## **Macaulay Honors College**

**Diane Phillips**

Records Access Officer

Director of Institutional Effectiveness

diane.phillips@mhc.cuny.edu

35 West 67th Street

New York, NY 10023

## **Other Record Requests**

For records maintained at University Central Office and CUCF, please direct requests to:

### **University Central Office**

Records Access Officer

205 East 42nd Street

New York, NY 10017

CUNY.RecordsOfficer@cuny.edu

# The City University of New York Policy on Sexual Misconduct

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## **I. Policy Statement**

Every member of The City University of New York (“CUNY”) community, including students, employees and visitors, deserves the opportunity to live, learn and work free from Sexual Misconduct (sexual harassment, gender-based harassment and sexual violence). Accordingly, CUNY is committed to:

1. Defining conduct that constitutes prohibited Sexual Misconduct;
2. Providing clear guidelines for students, employees and visitors on how to report incidents of Sexual Misconduct and a commitment that any complaints will be handled respectfully;
3. Promptly responding to and investigating allegations of Sexual Misconduct, pursuing disciplinary action when appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;
4. Providing ongoing assistance and support to students and employees who make allegations of Sexual Misconduct;
5. Providing awareness and prevention information on Sexual Misconduct, including widely disseminating this policy, as well as a “students’ bill of rights” and implementing training and educational programs on Sexual Misconduct to college constituencies; and
6. Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of incidents.

This is the sole policy at CUNY addressing Sexual Misconduct and is applicable at all college and units at the University. It will be interpreted in accordance with the principles of academic freedom adopted by CUNY’s Board of Trustees.

The CUNY community should also be aware of the following CUNY policies:

- The CUNY Policy on Equal Opportunity and Nondiscrimination prohibits discrimination on the basis of numerous protected characteristics in accordance with federal, state and local law. That policy addresses sex discrimination other than Sexual Misconduct

covered by this policy.

- The CUNY Campus and Workplace Violence Prevention Policy addresses workplace violence.
- The CUNY Domestic Violence and the Workplace Policy addresses domestic violence in or affecting employees in the workplace.
- The CUNY Procedures for Implementing Reasonable Accommodations and Academic Adjustments addresses the procedures CUNY will follow when there is a request for a reasonable accommodation and or academic adjustment.

In addition, campus crime statistics, including statistics relating to sexual violence, which CUNY is required to report under the Jeanne Clery Act, are available from the Office of Public Safety at each college and/or on its Public Safety website.

## **II. Scope of This Policy**

This policy governs the conduct of (i) all the members of CUNY's community, including employees and students, and (ii) non-members of CUNY's community who interact with members of the CUNY community (hereinafter "visitors"). Visitors are both protected by and subject to this policy. A non-member may make a complaint of or report a violation of this policy committed by a member of CUNY's community. A non-member may also be subject to restrictions for failing to comply with this policy. This policy applies to conduct that occurs on and off CUNY property.

## **III. Definitions**

**a. Affirmative Consent** is a knowing, voluntary and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression.

Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.

In order to give consent, one must be of legal age (17 years or older).

Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.

Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by lack of consciousness or being asleep, being involuntarily restrained, or if the individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

Consent may be initially given but withdrawn at any time. When consent is withdrawn or no longer can be given, sexual activity must stop.

**b. Complainant** refers to the individual who alleges that she/he has been the subject of Sexual Misconduct, and can be a CUNY student, employee (including all full-time and part-time faculty and staff), or visitor. Under this policy, the alleged incident(s) may have been brought to the college's attention by someone other than the complainant.

**c. Complaint** is an allegation of Sexual Misconduct made under this policy.

**d. Confidentiality** is the commitment not to share any identifying information with others, except as required by law in emergency circumstances (such as risk of death or serious bodily harm). Confidentiality may only be offered by individuals who are not legally required to report known incidents of Sexual Misconduct to college officials. Licensed mental health counselors, medical providers & pastoral counselors may offer confidentiality.

**e. Dating Violence** is violence or sexual assault committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on the reporting party's statement and with consideration of the length of the relationship and the frequency of the interaction between the persons involved in the relationship. Dating violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct. A relationship may be romantic or intimate regardless of whether the relationship was sexual in nature. Dating violence includes the threat of sexual or physical abuse.

**f. Domestic Violence** is any violence or sexual assault committed by (i) a current or former spouse or intimate partner of the victim; (ii) a person with whom the victim shares a child; (iii) a person who cohabits or cohabited with the victim as a spouse or intimate partner; or (iv) anyone else covered by applicable domestic violence laws. Domestic violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct.

**g. Forcible Touching/Fondling** is intentionally touching the sexual or other intimate parts of another person without the latter's consent for the purpose of degrading or abusing such person, or for the purpose of gratifying the actor's sexual desire.

**h. Gender-Based Harassment** is unwelcome conduct of a nonsexual nature based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities. The effect will be evaluated based on the perspective of a reasonable person in the position of the complainant. An example of gender-based harassment would be persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.

**i. Intimate Partner Violence ("IPV")** includes both Domestic Violence and Dating Violence.

**j. Managers** are employees who have authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities.

**k. Pastoral counselor**. A person who is associated with a religious order or denomination, recognized by that order or denomination as someone who provides confidential counseling, and functioning within the scope of that recognition.

**l. Privacy** is the assurance that the college will only reveal information about a report of Sexual Misconduct to those who need to know the information in order to carry out their duties or responsibilities or as otherwise required by law. Individuals who are unable to offer the higher standard of confidentiality under law, but who are still committed to not disclose information more than necessary, may offer privacy.

**m. Rape and Attempted Rape** is the penetration or attempted penetration, no matter how slight, of any body part by a sex organ of another person, without the consent of that person.

**n. Respondent** refers to the individual who is alleged to have committed Sexual Misconduct against a CUNY student, employee, or visitor.

**o. Retaliation** is adverse treatment of an individual as a result of that individual's reporting Sexual Misconduct, assisting someone with a report of Sexual Misconduct, opposing in a reasonable manner an act or policy believed to constitute Sexual Misconduct, or participating in any manner in an investigation or resolution of a Sexual Misconduct report. Adverse treatment includes threats, intimidation and reprisals by either a complainant or respondent or by others such as friends or relatives of either a complainant or respondent.

**p. Sexual Activity** is:



- contact between the penis and the vulva or the penis and the anus;
- contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus;
- penetration, however slight, of the anal or genital opening of another by a hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; or intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.

**q. Sexual Assault** is any form of sexual activity that occurs without consent.

**r. Sex Discrimination** is treating an individual differently or less favorably because of sex, including sexual orientation, gender or gender identity (including transgender status), as well as pregnancy, childbirth and related medical conditions. Examples of sex discrimination include giving a student a lower grade, or failing to hire or promote an employee, based on their sex.

**s. Sexual Harassment** is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct of a sexual nature when:

submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo); or

i. submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo); or

ii. such conduct is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with, an individual's educational or work experience by creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of a complainant.

Conduct is considered "unwelcome" if the individual did not request or invite it and considered the conduct to be undesirable or offensive.

While it is not possible to list all circumstances that might constitute sexual harassment, the following are some examples of conduct that might constitute sexual harassment depending on the totality of the circumstances:

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- i. Inappropriate or unwelcome physical contact or suggestive body language, such as touching, groping, patting, pinching, hugging, kissing, or brushing against an individual's body;
- ii. Verbal abuse or offensive comments of a sexual nature, including sexual slurs, persistent or pervasive sexually explicit statements, questions, jokes or anecdotes, degrading words regarding sexuality or gender, suggestive or obscene letters, notes, or invitations;
- iii. Visual displays or distribution of sexually explicit drawings, pictures, or written materials; or
- iv. Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures.

**t. Sexual Misconduct** is sexual harassment, gender-based harassment or sexual violence, as defined in this policy.

**u. Sexual Violence** includes: (1) sexual activity without affirmative consent, such as sexual assault rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking as defined below; and (4) voyeurism, as defined below.

**v. Stalking** is intentionally engaging in a course of conduct directed at a specific person that:

1. is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person's immediate family or a third party with whom such person is acquainted; or causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person's immediate family or a third party with whom such person is acquainted; or
2. is likely to cause such person to reasonably fear that her/his employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person's place of employment or business, and the actor was previously clearly informed to cease that conduct.

Where stalking is directed at an individual with whom the perpetrator has, had, or sought some form of sexual or romantic relationship, it will be addressed under this Policy. Stalking that lacks a sexual or gender-based nexus may be addressed under the Code of Conduct.

**w. Supervisors** are employees who are not managers, but have a sufficient degree of control over the working conditions of one or more employees, which might include evaluating their performance and making recommendations for changes in employment status that are given particular weight.

**x. Visitor** is an individual who is present at a CUNY campus or unit but is not a student or an employee.

**y. Voyeurism** is unlawful surveillance and includes acts that violate an individual's right to privacy in connection with her/his body and/or sexual activity such as:

i. Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent.

ii. Recording images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness without that person's consent;

iii. Disseminating images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure;

iv. Using or installing, or permitting the use or installation of a device for the purpose of recording another person's sexual activity, intimate body parts or nakedness in a place where the person would have a reasonable expectation of privacy without that person's consent.

**z. Writing**. Whenever this policy requires in "writing," electronic mail satisfies the writing requirement.

## **IV. Prohibited Conduct**

### **A. Sexual Harassment, Gender-Based Harassment and Sexual Violence**

This policy prohibits sexual harassment, gender-based harassment and sexual violence (together "Sexual Misconduct") against any CUNY student, employee or visitor.

Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities.

Sexual harassment is considered a form of employee misconduct and an employee who engages in such conduct, or, managerial and supervisory personnel who knowingly allow such behavior to continue, shall be subject to discipline in accordance with applicable rules, policies and collective bargaining agreements.

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Gender-based harassment is unwelcome conduct of a nonsexual nature based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities.

Sexual violence is an umbrella term that includes: (1) sexual activity without affirmative consent, sexual assault, rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking/cyberstalking ("stalking"), and (4) voyeurism.

The complete definitions of these terms, as well as other key terms used in this policy, are in Section III above.

### B. Retaliation

This policy prohibits retaliation against any person who reports Sexual Misconduct, assists someone making such a report, participates in any manner in an investigation or resolution of a Sexual Misconduct complaint, including testifying or assisting in a legal proceeding, or opposes in a reasonable manner an act or policy believed to constitute Sexual Misconduct. Federal, state, and local laws also prohibit retaliation.

### C. Certain Intimate Relationships

This policy also prohibits certain intimate relationships when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility as set forth in Section XIII below.

## **V. Title IX Coordinator**

Each college or unit of CUNY has an employee who has been designated as the Title IX Coordinator. This employee is responsible for compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination, including Sexual Misconduct, in education programs, and with New York State Law Article 129B, commonly referred to as Enough is Enough, Combating Sexual Assault and Domestic Violence on College Campuses (hereafter "Enough is Enough"). The Title IX Coordinator has overall responsibility for implementing this policy, including overseeing the investigation of complaints at her/his college or unit and carrying out the other functions of that position set forth in this policy. All Title IX Coordinators shall receive annual training on Sexual Misconduct as required by Title IX, the Clery Act, Enough is Enough, and other civil rights law. The name and contact information for all Title IX Coordinators at CUNY can be found on the university's dedicated Title IX website.

## **VI. Assistance in Cases of Sexual Violence**

### **A. Reporting to Law Enforcement**

Students, employees and other community members who experience any form of sexual violence on or off-campus (including CUNY-sponsored trips and events) and visitors who experience sexual violence on a CUNY campus may, but are not required to, report to local law enforcement, and/or state police. CUNY does not require a complainant to report sexual misconduct to law enforcement; however, if a student, employee, or other community member does wish to report to law enforcement, CUNY will provide assistance. Each college public safety office shall have an appropriately trained employee available at all times to provide the complainant with information regarding options to proceed, including information regarding the criminal justice process and the preservation of evidence. Campus public safety officers can also assist the complainant with filing a complaint both on and off-campus, and in obtaining immediate medical attention and other services.

Additional information is available on the university's [Title IX website](#).

### **B. Relationship of CUNY's Investigation to the Action of Outside Law Enforcement**

In cases where the complainant files a complaint with outside law enforcement authorities as well as with the college, the college shall determine what actions to take based on its own investigation. The college may coordinate with outside law enforcement authorities in order to avoid interfering with their activities and, where possible, to obtain information regarding their investigation. Neither a law enforcement determination whether to prosecute a respondent, nor the outcome of any criminal prosecution, is dispositive of whether the respondent has committed a violation of this policy.

Students, employees and other community members should be aware that CUNY procedures and standards differ from those of criminal procedures. When CUNY investigates allegations of sexual misconduct or brings disciplinary proceedings for violations of this policy, the issue is whether the respondent violated CUNY policy. The standard applied in making this determination is whether the preponderance of the evidence substantiates the complaint, or, stated another way, whether it is more likely than not that the alleged conduct occurred. An individual found to have violated this policy may be sanctioned by the college and CUNY. In the criminal justice system, on the other hand, the issue is whether the accused violated state criminal law. The standard applied is proof beyond a reasonable doubt and an individual found guilty of a crime is subject to criminal penalties, such as incarceration, probation and fines. More information about relevant criminal laws is available in 'A Plain Language Explanation of Distinction Between the New York Penal Law and the College Disciplinary Processes'.

### **C. Obtaining Immediate Medical Attention and Emotional Support**

CUNY encourages anyone who has experienced sexual assault or domestic, dating or intimate partner violence to seek medical attention as soon as possible. Medical resources can provide treatment for injuries, preventative treatment for sexually transmitted diseases, emergency contraception, and other health services. They can also assist in preserving evidence or documenting any injuries. Taking these steps promptly after an incident can be very helpful if an individual later decides to seek criminal proceedings or a protective order.

Individuals who have experienced or witnessed sexual violence are also encouraged to seek emotional support, either on or off-campus.

#### D. On-Campus Resources

On campus resources include nurses and/or nurse practitioners at campus health offices and counselors at campus counseling centers. Counselors are trained to provide crisis intervention and provide referrals for longer-term care as necessary.

CUNY also maintains a list of off-campus emergency contacts and resources, including rape crisis centers, available throughout New York City on its dedicated web page. This includes a list of local hospitals designated as SAFE (Sexual Assault Forensic Examiner) hospitals, which are specially equipped to handle sexual assaults and trained to gather evidence from such assaults.

## **VII. Important Information About Confidentiality, Privacy and Required Referrals**

CUNY values the privacy of its students, employees, and visitors. They should be able to seek the assistance they need without fear that the information they provide will be shared more broadly. Some individuals who serve as resources on campus are **confidential** resources and will not share any identifying information with others, except as required by law in emergency circumstances. Other individuals are not permitted to maintain confidentiality but will protect **privacy** to the greatest extent possible and share information with other staff only on a need-to-know basis.

**Confidential resources.** Individuals considered confidential resources include counselors and health care providers at the college counseling centers and health offices, pastoral counselors, and designated staff members at women's or men's centers, if they exist on campus. *Students may use these resources even if they decide not to make a report or participate in University disciplinary proceedings or the criminal justice process.*

**Private but non-confidential resources.** Many college employees are required by federal and state law to provide information about possible sexual misconduct to the Title IX Coordinator. Individuals designated as non-confidential but private resources will protect

**privacy** to the greatest extent possible, but must share relevant information about sexual misconduct with the Title IX Coordinator.

More information about confidential and private but non-confidential resources is provided in Section IX, below.

Under the Clery Act, the College is required to maintain records, advise the government about reports of certain crimes, and issue timely warnings when there is a serious, continuing threat to the community. Such reports and warnings do not disclose the names of reporting individuals.

## **VIII. Reporting Sexual Misconduct to the College**

In order for the University to address allegations of sexual misconduct, it has to learn about them. Accordingly, CUNY strongly encourages individuals who have experienced sexual misconduct to file a complaint with a designated campus official, as outlined below. The designated officials are trained to accept complaints, to ensure they are investigated in accordance with this policy, and to help complainants get necessary assistance.

Students, faculty, staff and visitors are encouraged to report incidents of sexual misconduct to campus officials, even if they have reported the incident to outside law enforcement authorities, and regardless of whether the incident took place on or off-campus (including “study abroad” programs). Such reporting will enable complainants to get the support they need and provide the college with the information it needs to take appropriate action.

### **A. Complainant’s Rights**

Individuals who have experienced sexual misconduct have the right to file a complaint with the college or to decide not to do so. (The decision on whether to bring disciplinary charges, however, rests with the campus.) Students who report sexual misconduct have all of the rights contained in the Students Bill of Rights (copy attached).

Complainants also have these rights:

- To notify campus public safety, local law enforcement, and/or the state police; or to choose not to report.
- To have emergency access to a college official trained to interview victims of sexual assault and able to provide certain information, including reporting options and information about confidentiality and privacy. The official will, where appropriate, advise the reporting individual about the importance of preserving evidence and obtaining a sexual assault forensic examination (“SAFE”) as soon as possible. The official

will also explain that the criminal process uses different standards of proof, evidence, and that any questions about whether an incident violated criminal law should be addressed to a law enforcement official or a district attorney's office.

- To disclose the incident to a college representative who can offer confidentiality or privacy and assist in obtaining services for reporting individuals. See Section IX, below.
- To describe the incident only to those campus officials who need the information in order to properly respond and to repeat the description as few times as practicable.
- To have complaints investigated in accordance with CUNY policy.
- To have privacy preserved to the extent possible.
- To receive assistance and resources on campus, including confidential and free on-campus counseling, and to be notified of other services available on- and off-campus, including the New York State Office of Victim Services.
- To disclose the incident to the college's Human Resources Director or designee (if the accused is a college employee) or request that a confidential or private resource assist in doing so.
- To disclose the incident confidentially and obtain services from state and local governments.
- To receive assistance from the campus or others in filing a criminal complaint, initiating legal proceedings in family court or civil court, and /or seeking an Order of Protection or the equivalent. In New York City, this assistance is provided by Family Justice Centers located in each borough:  
<http://www1.nyc.gov/site/ocdv/programs/family-justicecenters.page>
- To receive assistance with effecting an arrest when an individual violates an Order of Protection, which may be provided by assisting local law enforcement in effecting such an arrest.
- To withdraw a complaint or involvement from the process at any time.

Students can speak with confidential resources on a strictly confidential basis before determining whether to make a report to college authorities. See Section IX, below. Students also have the right to consult confidentially with state, local and private resources who can provide other assistance.

#### B. Where to File a Complaint on Campus



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Students, employees and visitors who experience sexual misconduct should bring their complaints to one of these campus officials/offices:

- Title IX Coordinator;
- Office of Public Safety;
- Office of Vice President for Student Affairs or Dean of Students (students only);
- Residence Life staff in CUNY owned or operated housing (students and residence visitors only); and
- Human Resources Director (employees only).

Contact information for these officials can be found at <https://www1.cuny.edu/sites/titleix/campus-websites/>.

There is no prescribed method for filing a complaint of sexual misconduct and the college will respond to complaints whether they are oral or written. Complainants may, but are not required to, fill out the CUNY Sexual Misconduct Complaint form. After the form is filled out, it should be brought to one of the offices listed above.

Once any of the officials or offices above is notified of an incident of sexual misconduct, she/he will provide a copy of this Policy to the Complainant and coordinate with appropriate college offices to address the matter in accordance with this policy, including taking appropriate interim and supportive measures. These officials and offices will maintain a complainant's privacy to the greatest extent possible, and all information in connection with the complaint, including the identities of the complainant and the respondent, will be shared only with those who have a legitimate need for the information.

Visitors: CUNY strongly encourages visitors to report all incidents of sexual misconduct that they observe or experience while on a CUNY campus or at a CUNY sponsored event to the Office of Public Safety, Residence Life staff, or other appropriate college officials listed above. In certain instances, CUNY may be able to offer those visitors who have experienced sexual misconduct with resources and assistance. For more information on such assistance, please visit <http://www1.cuny.edu/sites/title-ix/>.

### C. Request that the College Maintain a Complainant's Confidentiality or Not Conduct an Investigation

After a report of an alleged incident of sexual misconduct is made to the Title IX Coordinator, a complainant may request (a) that the matter be investigated only to the extent possible without further revealing her/his identity or any details regarding the incident being divulged further (b) that no investigation into a particular incident be conducted, or (c) that an incident not be reported to outside law enforcement.

In all such cases, the Title IX Coordinator will weigh the complainant's request against the college's obligation to provide a safe, non-discriminatory environment for all students, employees and visitors, including the complainant. Factors used to determine whether to honor such a request include, but are not limited to: (a) whether the respondent has a history of violent behavior or is a repeat offender; (b) whether the incident represents escalation of unlawful conduct by the accused from previously noted behavior; (c) any increased risk that the accused will commit additional acts of violence, (d) whether the accused used a weapon or force; (e) whether the complainant is a minor; (f) whether the college possesses other means to obtain evidence such as security footage; and (g) whether available information reveals pattern of misconduct at a given location or by particular group.

A decision to maintain confidentiality does not mean that confidentiality can be absolutely guaranteed in all circumstances, but that reasonable efforts will be made to keep information confidential consistent with law. Notwithstanding the decision of the Title IX Coordinator regarding the scope of any investigation, the college will provide the complainant with ongoing assistance and support, including, where appropriate, the interim and supportive measures set forth in Section X of this policy.

If the Title IX Coordinator determines that the college may maintain confidentiality as requested by the complainant, the college will, if possible, take reasonable steps to investigate the incident consistent with the request for confidentiality. However, a college's ability to meaningfully investigate the incident and pursue disciplinary action may be limited by such a request for confidentiality.

#### D. Filing External Complaints

Complainants who feel that they have been subjected to unlawful sexual harassment and/or violence have the right to avail themselves of any and all of their rights under law, including but not limited to filing complaints with one or more of the outside agencies listed below.

- U.S. Department of Education, Office for Civil Rights  
<http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>

- U.S. Equal Employment Opportunity Commission  
[https://www.eeoc.gov/federal/fed\\_employees/filing\\_complaint.cfm](https://www.eeoc.gov/federal/fed_employees/filing_complaint.cfm)

- New York State Division of Human Rights

- <https://dhr.ny.gov/complaint>

- New York City Commission on Human Rights  
<http://www1.nyc.gov/site/cchr/about/resources.page>

#### E. Action by Bystanders and Other Community Members

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While only employees designated as “responsible” employees are required reporters as set forth in Section IX below, CUNY encourages all other community members, including faculty, students and visitors, to take reasonable and prudent actions to prevent or stop an act of sexual misconduct that they may witness. Although these actions will depend on the circumstances, they may include direct intervention, calling law enforcement, or seeking assistance from a person in authority.

In addition, CUNY encourages all community members to report any incident of sexual misconduct that they observe or become aware of to the Title IX Coordinator, or the offices of Public Safety, Vice President of Students Affairs (students), Dean of Students (students) or Human Resources (employees) at their college. Community members who take action in accordance with this paragraph will be supported by the college, and anyone who retaliates against them will be subject to disciplinary charges.

### F. Amnesty for Drug and Alcohol Use

The health and safety of every student at CUNY is of the utmost importance. CUNY recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at a time that violence (including but not limited to sexual violence) occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. CUNY strongly encourages students to report sexual violence to college officials. A bystander or complainant acting in good faith who discloses any incident of sexual violence to college officials or law enforcement will not be subject to discipline under CUNY’s Policy Against Drugs and Alcohol for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the sexual violence.

### G. Reporting Suspected Child Abuse

Certain members of the CUNY community who interact with, supervise, chaperone, or otherwise oversee minors in programs or activities at CUNY or sponsored by CUNY are required to report immediately to the New York State Maltreatment Hotline if they have reasonable cause to suspect abuse or maltreatment of individuals under the age of 18. Information regarding mandated child abuse reporting is available on the Office of the General Counsel web page. If anyone other than New York State mandated reporters has reasonable cause to believe that a minor is being or has been abused or maltreated on campus, she/he should notify either the Title IX Coordinator or Director of Public Safety. If any CUNY community member witnesses child abuse while it is happening, she/he should immediately call 911.

### H. Reporting Retaliation

An individual may file a complaint with the Title IX Coordinator if the individual has been retaliated against for reporting sexual misconduct, opposing in a reasonable manner an act or policy believed to constitute sexual misconduct, assisting someone making such a report, or participating in any manner in an investigation or resolution of a sexual misconduct complaint. All retaliation complaints will be investigated in accordance with the investigation procedures set forth in Section XI of this policy, and individuals who are found to have engaged in retaliation will be subject to disciplinary action.

## **IX. Reporting/Confidentiality Obligations of College and University Employees**

An individual who speaks to a college or CUNY employee about sexual misconduct should be aware that employees fall into three categories:

- “confidential” employees, who have an obligation to maintain a complainant’s confidentiality regarding the incident(s);
- “responsible” employees, who are required to report the incident(s) to the Title IX Coordinator
- all other employees, who are strongly encouraged but not required to report the incident(s).

### **A. Confidential Employees**

**i. For Students.** Students at CUNY who wish to speak to someone who will keep all of the communications confidential should speak to one of the following:

- Counselor or other staff member at their college counseling center;
- Nurse, nurse practitioner or other college health office staff member;
- Pastoral counselor, if available at the college; or
- Designated staff member in a women’s or men’s center, if one exists at their college.

These individuals will not report information about an incident to the college’s Title IX Coordinator or other college employees without the student’s permission. The only exception is in the case where there is an imminent threat of serious harm to the complainant or any other person.

If a student speaks solely to a “confidential” employee, the college will rarely be able to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. Confidential employees will assist students in obtaining other necessary support. A student who first requests confidentiality may later decide to file a complaint with the college or with local law enforcement.

**ii. For Employees.** Although CUNY does not directly employ individuals to whom CUNY employees can speak on a confidential basis regarding sexual misconduct, free confidential support services are available through CUNY’s Work/Life Program, which is administered by an outside company. Confidential community counseling resources are also available throughout New York City.

**B. “Responsible” Employees – Private, but not confidential.**

“Responsible” employees have a duty to report incidents of sexual misconduct, including all relevant details, to the Title IX Coordinator. Such employees are not permitted to maintain a complainant’s confidentiality, except that the Title IX Coordinator may honor a request for confidentiality under the circumstances described in Section VII above. However, these employees will maintain a complainant’s privacy to the greatest extent possible, and information reported to them will be shared only with the Title IX Coordinator and other people responsible for handling the college’s response to the report.

To the extent possible, before a complainant reveals any information to a responsible employee, the employee shall advise the complainant of the employee’s reporting obligations—and if the complainant wants to maintain confidentiality, direct the complainant to confidential resources identified above.

CUNY has designated the following individuals as “responsible” employees. Complainants who wish to report sexual violence are encouraged to speak with one of the responsible employees marked: \*

i. Title IX Coordinator and her/his staff

ii. \* Office of Public Safety employees (all)

iii. \* Vice President for Student Affairs or Dean of Students and all staff housed in those offices

iv. \* Residence Life staff in CUNY owned or operated housing, including Resident Assistants (all) (for students and housing visitors)

v. \* Human Resources staff (all) (for employees)

vi. College President, Vice Presidents and Deans vii. Athletics Staff (all)

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- viii. Faculty Athletics Representatives
- ix. Department Chairpersons/Executive Officers
- x. University Office of the General Counsel employees (all)
- xi. College/unit attorney and her/his staff
- xii. College/unit labor designee and her/his staff
- xiii. International Education Liaisons/Study Abroad Campus Directors and Field Directors
- xiv. Faculty and staff members at times when they are leading or supervising student on off-campus trips
- xv. Faculty or staff advisors to student groups
- xvi. Employees who are Managers or Supervisors (all)
- xvii. SEEK/College Discovery staff (all) xviii. College Childcare Center staff (all)
- xix. Directors of “Educational Opportunity Centers” affiliated with CUNY colleges
- xx. Faculty or staff academic advisors

### C. All Other Employees

Employees other than those identified in subsections “A” and “B” above are strongly encouraged but not required to report any possible sexual misconduct to the Title IX Coordinator. They are also strongly encouraged to maintain individual privacy to the greatest extent possible by sharing information, including the identities of the complainant and the respondent, only with the Title IX coordinator.

It is important to emphasize that faculty members other than those specifically identified in sub-Section “B” above have not been designated as “responsible” employees and do not have an obligation to report the matter to the Title IX Coordinator, although they are strongly encouraged to do so. An individual who wishes to ensure that the Title IX Coordinator is notified of an incident is strongly encouraged to speak with the Title IX Coordinator or one of the other individuals identified above.

### D. Special Rules Concerning Public Awareness and Advocacy Events

CUNY supports public awareness events that help provide its community with information about sexual misconduct and how it can be addressed and prevented. In order to preserve the ability to participate freely in public awareness and advocacy events, if an individual discloses information about sexual misconduct at such event (for example, Take Back the

Night gatherings, candlelight vigils, or protests) the college will not treat the disclosure as triggering an obligation to commence an investigation based on that information. Such individuals are encouraged to report sexual misconduct to college officials so that the college can provide resources and assistance.

## **X. No Contact Orders and Other Interim and Supportive Measures**

When a college becomes aware of an allegation of sexual misconduct and the complainant or other affected parties request interim or supportive measures, the college will take appropriate interim and supportive measures to protect the complainant and other affected parties, to assist the parties, and to protect against retaliation. Appropriate interim and supportive measures may also be available to respondents. The college may also take interim measures to protect the college community at large.

The college's Title IX Coordinator is responsible for coordinating interim and supportive measures, which are available even if the complainant chooses not to file or continue to pursue a complaint. Requests for interim and supportive measures should be made to the Title IX Coordinator.

The Title IX Coordinator will work with the Chief Student Affairs Officer to identify a trained staff member to assist students to obtain interim and supporting measures. The Title IX Coordinator will work with the Human Resources Director to assist employee complainants to obtain interim and supporting measures.

### **A. No Contact Orders**

When respondent is a student, the complainant has the right to a college-issued "no contact order" under which continued intentional contact with the complainant would violate this policy. No contact orders may be issued for both the complainant and the respondent, as well as other individuals as appropriate.

### **B. Types of Interim and Supportive Measures**

Possible interim and supportive measures include:

- i. Making appropriate changes to academic programs, including changes in class schedule, accommodations to permit the complainant to take an incomplete or drop a course or courses without penalty, permitting complainant or respondent to attend a class via skype or other alternative means, providing an academic tutor, or extending deadlines for assignments;
- ii. Making appropriate changes to residential housing situations or providing assistance in finding alternate housing;

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- iii. Changing an employee's work assignment or schedule;
- iv. Providing the complainant with an escort to and from class or campus work location;
- v. Arranging appropriate transportation services to ensure safety;
- vi. Offering counseling services through the college Counseling Center or other appropriate office, or referral to an off-campus agency;
- vii. Assisting the complainant in obtaining medical and other services, including access to rape crisis centers;
- viii. Assisting the complainant with filing a criminal complaint and/or seeking an order of protection;
- ix. Enforcing an order of protection;
- x. Obtaining a copy and/or explaining the terms of an order of protection and the consequences of violating it;
- xi. Addressing situations in which it appears that a complainant's academic progress is affected by the alleged incident;
- xii. In exceptional circumstances, where a respondent is determined to present a continuing threat to the health and safety of the community, the college may seek an emergency interim suspension of a student or take similar emergency measures against an employee, consistent with applicable CUNY Bylaws, rules, policies and collective bargaining agreements. The Office of Public Safety will, in cooperation with the Title IX Coordinator and appropriate other campus officials, determine whether a respondent presents a continuing threat to the health and safety of the campus, including (a) whether the respondent has a history of violent behavior or is a repeat offender; (b) whether the incident represents escalation in unlawful conduct by the accused; and (c) any increased risk that the accused will commit additional acts of violence.

### C. Interim Emergency Student Suspensions

The president or her/his designee may in emergency or extraordinary circumstances, temporarily suspend a student pending an early hearing for not more than twelve (12) calendar days, unless the student requests an adjournment. See Section B above.

Prior to the commencement of a temporary suspension of a student, the college shall give the student respondent oral notice (which shall be confirmed via email to the address appearing on the records of the college) or written notice of the charges. If the respondent



denies them, the college shall forthwith give the respondent an informal oral explanation of the evidence supporting the charges and the student may present informally her/his explanation or theory of the matter.

Both complainant and the respondent will be notified of the suspension and if or when it the suspension is lifted at the same time and in the same manner.

D. Process for Review of Interim Measures, including “No Contact” Orders and Interim Suspensions.

Upon request, the complainant and the respondent shall each be afforded a prompt review of the need for and terms of restrictive interim measures, including “no contact” orders and interim suspensions. Issues that may be raised include possible modification or discontinuance of a “no contact” order. Complainants and respondents shall be allowed to submit evidence to support their request. The request shall be made to the college’s Chief Student Affairs Officer, if either the complainant or the respondent is a student, or to the college’s Human Resources Director, if neither the complainant nor the respondent are students. If a request is made in a case involving both a student and an employee, the Chief Student Affairs Officer shall consult with the Human Resources Director. The Chief Student Affairs Officer or Human Resources Director may consult with the Title IX Coordinator and other relevant officials regarding the request. If appropriate and possible, the college may establish an appropriate schedule for the complainant and the respondent to access college facilities when they are not being used by the other party to enable both parties to use college facilities to the maximum extent feasible, without violation of the “no contact” order.

Requests for accommodations that were made under CUNY’s Procedures for Implementing Reasonable Accommodations and Academic Adjustments and do not directly affect the other party are governed by the appeals provisions set forth in those Procedures.

## **XI. Investigating Complaints of Sexual Misconduct**

The college will conduct an investigation when it becomes aware, from any source (including third-parties not connected to the college or university), that sexual misconduct may have been committed against a student, employee or visitor, unless the information provided is insufficient to permit an investigation or the complainant has requested that the college refrain from such an investigation and the college has determined that refraining from an investigation will not result in a continuing threat to the college community. See Section VIII, above.

A. Rights of the Complainant and Respondent.

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- Whenever an investigation takes place, the complainant and respondent shall have these rights:
- to an investigation and process that is fair, impartial, timely and thorough and provides a meaningful opportunity to be heard;
- to have the complaint investigated and/or adjudicated by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, impartiality, and the rights of the respondent, including the right to a presumption that the respondent is "not responsible" until any finding of responsibility;
- to have the college's judicial or conduct process run concurrently with any criminal justice investigation and proceeding, except for temporary delays requested by external municipal entities while law enforcement gathers evidence;
- to receive reasonable advance written or electronic notice of any meeting they are required to or eligible to attend, of the specific rule or law alleged to have been violated and in what manner;
- to receive reasonable advance written or electronic notice of any meeting they are required to or eligible to attend, of the specific rule or law alleged to have been violated and in what manner;
- to offer evidence during the investigation;
- to review documents and tangible evidence, consistent with FERPA and other law;
- to be accompanied by an attorney or other advisor of their choice, who may assist and advise the complainant or respondent throughout the process including during all related meetings and hearings. Such attorneys or advisors must comply with the CUNY policies and procedures; and
- to simultaneous notice of the outcome of proceedings.

### B. The Investigation

The college Title IX Coordinator is responsible for conducting any investigation in a prompt, thorough, and impartial manner and may designate another appropriately trained administrator to conduct all or part of the investigation. Whenever an investigation is conducted, the Title IX Coordinator shall:

- coordinate investigative efforts with other appropriate offices;
- inform the complainant that an investigation is being commenced and that the respondent will receive a written summary of the allegations;

- inform the respondent that an investigation is being commenced and provide the respondent with a written summary of the allegations of the complaint. A respondent employee who is covered by a collective bargaining agreement may consult with and have a union representative present at any interview of that employee conducted as part of such investigation;
- interview witnesses who might reasonably be expected to provide information relevant to the allegations, and review relevant documents and evidence. Both the complainant and respondent shall be informed that they have the right to provide relevant documents and to propose for interview witnesses whom they reasonably believe can provide relevant information.

Neither the complainant nor the respondent is restricted from discussing and sharing information related to the complaint with others who may support or assist them. This does not, however, permit unreasonable sharing of private information in a manner intended to harm or embarrass another, or in a manner that would recklessly do so regardless of intention. Such unreasonable sharing may constitute retaliation under this Policy.

The college Title IX Coordinator shall maintain all documents of the investigation in accordance with the CUNY Records Retention and Disposition Policy.

The college shall make reasonable efforts to ensure that the investigation and resolution of a complaint are carried out as timely and efficiently as possible. However, the college may need to temporarily delay the fact-finding portion of its investigation during the evidence-gathering phase of a law enforcement investigation. Temporary delays will generally not last more than ten days except when law enforcement specifically requests and justifies a longer delay. While some complaints may require more extensive investigation, when possible, the investigation of complaints should be completed within sixty (60) calendar days of the receipt of the complaint. If there is a delay in completing the investigation, the Title IX Coordinator shall notify the complainant and the respondent in writing.

#### 1. Role of the Advisor

In cases involving this Policy, both the complainant and respondent may be accompanied by an advisor of their choice (including an attorney) who may advise throughout the entire process, including all meetings and hearings. While advisors may represent a party and fully participate at a hearing, they may not speak during the meetings that proceed the hearing nor give testimony as a witness at the hearing.

#### C. Conflicts

If a complainant or respondent believes that any individual involved in the investigatory or adjudication process has a conflict of interest, he or she may make a request to the Chief Student Affairs Officer (or, if no students are involved, to the Legal or Labor Designee) to have that conflicted individual removed from the process. The request for removal must be in writing within five days of the complaint or respondent's notification that the individual is to be involved and include a detailed description of the conflict. If the Chief Student Affairs Officer (or Legal or Labor Designee) determines that a conflict does exist, he or she will take immediate steps to address the conflict in order to ensure an impartial and fair process.

If any administrator designated by this policy to participate in the investigation or resolution of a complaint (including but not limited to the Title IX Coordinator) is the respondent, the College President will appoint another college administrator to perform such person's duties under this policy. If the President is the respondent, the investigation will be handled by the University Title IX Coordinator or her/his designee.

#### D. Informal Resolution

Except in instances involving sexual assault, the Title IX Coordinator, in his or her discretion, may offer the respondent and the complainant the opportunity to participate in the informal resolution process. Informal resolution may take place after the Title IX Coordinator has completed the investigation, but before the Title IX report has been completed, in an effort to resolve the matter by mutual agreement. The informal resolution process shall be conducted by the Title IX Coordinator, or by a qualified staff or faculty member designated by Title IX Coordinator, in coordination with the Chief Student Affairs Officer.

Both the complainant and the respondent have the right to end the informal resolution process at any time. Any informal resolution must be acceptable to the complainant, the respondent, and the Title IX Coordinator. Even if both the respondent and complainant agree to a resolution, the Title IX Coordinator must also agree with the resolution for it to be final.

If a resolution is reached, the complainant and the respondent shall be notified in writing, and the Title IX Coordinator will confer with the Chief Student Affairs Officer when creating a written memorandum memorializing the agreed upon resolution and consequences for non-compliance. This memorandum will be included in the respondent's student record.

If no agreement is reached within a reasonable time, the Title IX Coordinator shall complete the Title IX report and take action in accordance with subsection E below. Information learned during and directly from the informal resolution process will not be documented in the Title IX report.

E. Action Following the Investigation or Closure of a Complaint.

1. Within 30 days following the completion of an investigation, the Title IX Coordinator shall report her/his findings to the College President in writing (“Report of Findings”). In the event the complainant or the respondent is a student, the report shall also be sent to the Chief Student Affairs Officer. A copy of the report shall be maintained in the files of the Title IX Coordinator.
2. In making findings regarding the allegations, the Title IX Coordinator shall use the “preponderance of the evidence” standard.
3. Following receipt of the Report of Findings, the College President shall, when warranted by the facts, authorize such action as she/he deems necessary to address the issues raised in the Report of Findings, including action to correct the effects of the conduct investigated or prevent further harm to an affected party or others similarly situated. This may include a recommendation that disciplinary action be commenced against a respondent, as set forth in Section XII below.
4. Within 30 calendar days following the termination of an investigation that has not been completed (for example, because it was resolved by informal resolution or the complainant withdrew cooperation); the Title IX Coordinator will summarize for the file the actions taken in response to the complaint and the basis on which the investigation was closed.

F. Malicious Allegations

Members of the CUNY community who make false and malicious complaints of violations of this policy of as opposed to complaints which, even if erroneous, are made in good faith, may be subject to disciplinary action.

## **XII. Disciplinary Process and Procedures**

A. Disciplinary Action

If the College President recommends that disciplinary action be commenced against a respondent student or employee for violations of this Policy, the following procedures shall apply:

Discipline Against Students:

- a. In cases where a College President recommends discipline against a student for violations of this Policy, the matter shall be referred to the college’s Office of Student Affairs and action shall be taken in accordance with Section 11.A-C of this Policy, below. This Section

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provides for, among other things, a Faculty-Student Disciplinary Committee consisting of faculty members, students and in some cases staff members specially trained to hear and decide charges of violation of this Policy.

b. As described in Sections XI above, complainants have the same rights as respondents:

- to receive notice of the charges, including the date, time, location and factual allegations, concerning alleged violation of this Policy;
- to receive notice of the specific provisions alleged to have been violated and possible sanctions;
- to present evidence and testimony at any hearing, where appropriate;
- to be represented by an attorney or advisor of their choice;
- to receive access to a full and fair record of any hearing;
- to receive written notice of the decision of the faculty-student disciplinary committee, specifically whether the allegations were substantiated and what, if any, penalty was imposed;
- to make an impact statement at the point when the decision maker is deliberating on appropriate sanctions;
- to written notice of findings of fact, decisions and sanctions if any, as well as the rationale for the decision and any sanction;
- to choose whether to or discuss the outcome of a conduct or judicial process;
- to appeal to a decision maker that is fair and impartial and does not include individuals with conflicts of interest;
- to have all information obtained during the conduct process protected from public release until a decision maker on appeal makes a final determination, unless otherwise required by law.

c. Penalties for students instituted after a hearing before the faculty-student disciplinary committee range from a warning to suspension or expulsion from the University. Students accused of crimes of violence are also subject to the university's policy on transcript notations which is discussed in this Section below.

### Discipline Against Employees

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In cases where the college President recommends discipline against an employee, the matter shall be referred for disciplinary action in accordance with the applicable CUNY policies, rules and collective bargaining agreements. Penalties for employees include, depending on the employee's title, reprimand, suspension, demotion, fine, or termination of employment following applicable disciplinary procedures. For many respondent employees, these procedures may include a hearing before a non-CUNY fact-finder, as required by the particular collective bargaining agreement.

For additional information on the disciplinary process in specific cases, complainants should consult their campus Title IX Coordinator, who will work with campus Human Resources Director to provide information. Respondents should consult their union representative, if any, or campus Human Resources Director.

### Action Against Visitors

In cases where the person accused of sexual misconduct is not a CUNY student or employee, the college's ability to take action against the accused is usually extremely limited. However, the college shall take all appropriate actions within its control, such as restricting the visitor's access to campus. In addition, subject to Section VI, above, the matter may be referred to local law enforcement for legal action, including seeking Orders of Protection and/or reporting to local law enforcement, where appropriate. College Public Safety will assist both students and employees in enforcing Orders of Protection on the campus.

### No Disciplinary Action

In cases where a determination is made not to bring disciplinary action, the Title IX Coordinator shall inform the complainant and respondent of that decision at the same time, in writing, and shall offer any appropriate support services, including counseling, to both.

## B. Student Disciplinary Procedures

### Referral of Violation for Disciplinary Action

If the President decides that discipline is warranted, the President will refer the matter to the Chief Student Affairs Officer for further action. The chief student affairs officer may rely on the investigation and determination of the Title IX Coordinator and prefer disciplinary charges.

In instances where a respondent is alleged to have violated this Policy as well as other CUNY policies, rules or bylaws, the entire matter will be heard before the Faculty Student Disciplinary Committee and will follow the rules and procedures outlined in this Policy.

### Respondent Withdrawal Before Completion of the Process

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In the event that a respondent withdraws from the college before a decision is rendered on the charges, the respondent is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and shall be barred from attending any other unit of the university until a decision on the charges is made, or the charges are otherwise resolved.

Immediately following such withdrawal, the college shall place a notation on the respondent's transcript that the respondent "withdrew with conduct charges pending." If the respondent fails to appear, the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding, and the transcript notation, if any, resulting from that decision and penalty shall replace the notation.

### Issuance of Charges & Notice of Hearing

Notice of the charge(s) and of the time and place of the hearing shall be sent to the respondent by both first-class mail and email to the address appearing on the records of the college. Notice shall also be sent in a similar manner to the complainant to the extent that charges relate to the complainant. The Chief Student Affairs Officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the respondent and the complainant.

The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least seven (7) calendar days shall be given to the respondent in advance of the hearing unless the respondent consents to an earlier hearing. The respondent is permitted one (1) adjournment, for a reasonable amount of time under the circumstances, without specifying a reason. Additional requests for an adjournment must be made at least five (5) calendar days prior to the hearing date, and shall be granted or denied at the discretion of the chairperson of the Faculty Student Disciplinary Committee. If the respondent fails to respond to the notice, appear on the adjourned date, or request an extension, the college may proceed without the respondent present, and any decision and sanction shall be binding.

### Content of Notice of Charges and Hearing

The notice shall contain the following:

- A. A complete and itemized statement of the charge(s) being brought against the respondent including the policy, rule and/or bylaw the respondent is charged with violating, and the possible penalties for such violation.
- B. A statement that the respondent and the complainant have the right to attend and participate fully in the hearing including the right:
  1. to present their side of the story;



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2. to present witnesses and evidence on their behalf;
3. to cross-examine witnesses presenting evidence, the exception being that the complainant and respondent may not cross-examine each other as discussed below;
4. for the respondent to remain silent without assumption of guilt; and
5. to be represented by an advisor or legal counsel at their expense; if the respondent or the complainant requests it, the college shall assist in finding a legal counsel or advisor.
6. A warning that anything the respondent says may be used against the respondent at a non-college hearing.

### Review of Evidence before Hearing:

At least five (5) calendar days prior to the commencement of a student disciplinary hearing, the college shall provide the respondent and the complainant and/or their designated representative, with similar and timely access to review documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by the Family Educational Rights and Privacy Act ("FERPA"). Should the college seek to introduce additional documents or other tangible evidence during the disciplinary hearing, the respondent and the complainant shall be afforded the opportunity to review the additional documents or tangible evidence. If during the hearing the complainant or the respondent submits documentary evidence, the chairperson may, at the request of any other party grant, adjournment of the hearing as necessary in the interest of fairness, to permit the requesting party time to review the newly produced evidence.

### Admission & Acceptance of Penalty

After the charges have been preferred by the chief student affairs officer, but prior to the commencement of a disciplinary hearing, the respondent may admit to the charges and accept the penalty that the chief student affairs officer or designee determines to be appropriate to address the misconduct. If required by this Policy, the agreed-upon penalty shall be placed on the respondent's transcript consistent with CUNY's policy on Transcript Notations (see below). Before resolving a complaint in this manner, the chief student affairs officer, or designee, shall first consult with the complainant and provide the complainant with an opportunity to object to the proposed resolution, orally and/or in writing. If a resolution is reached over the complainant's objection, the chief student affairs officer or designee shall provide the complainant with a statement of the reasons supporting such resolution, and the complainant may appeal the resolution to the college President.

### C. Faculty Student Disciplinary Committee Structure:

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Each faculty-student disciplinary committee shall consist of two (2) faculty members or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), and two (2) student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chairperson and any two (2) members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.

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 faculty of that college to receive training upon appointment and to serve in rotation as chairperson of the disciplinary committee. The following schools shall be required to select two (2) chairpersons: CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism. If none of the chairpersons appointed from the campus can serve, the president, at her/his 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 committee and decide and make all rulings for the committee. She/he shall not be a voting member of the committee but shall vote in the event of a tie.

The faculty members shall be selected by lot from a panel of six (6) elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. Members of the panel shall be trained on an annual basis in compliance with the law and this Policy. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) faculty members. The HEO members shall be selected by lot from a panel of six (6) HEO appointed biennially by the president. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) HEO's. The student members shall be selected by lot from a panel of six (6) elected annually in an election in which all students registered at the college shall be eligible to vote. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) students. 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.

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

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Each academic year, the chief student affairs officer, and her or his designee, shall appoint/identify one or more college employees to serve as presenters for the hearings. This list shall be forwarded to the Office of the Vice Chancellor for Student Affairs, and the Office of the General Counsel and Sr. Vice Chancellor for Legal Affairs prior to the first day of the academic year.

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.

### Roles and Responsibilities of Individuals during the Hearing

#### a. Role and Responsibilities of Panel Chairperson:

The chairperson shall preside at the hearing. The parties to the hearing are the college, the respondent, and if the complainant chooses to participate, the complainant. At the commencement of the hearing, the chairperson shall inform the respondent of the charges, the hearing procedures, and her or his rights. After informing the respondent of the charges, the hearing procedures, and respondent's rights, the chairperson shall ask the respondent to state whether he or she is responsible or not responsible for the conduct. 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 shall rule on any motions regarding the admissibility of evidence and may exclude irrelevant, unreliable or unduly repetitive evidence. The chairperson shall exclude from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.

#### b. Presenters:

Each academic year, the chief student affairs officer at each College or designee shall identify one or more college employees to serve as presenters for the hearings. This list will be forwarded to the Offices of the Vice Chancellor for Student Affairs and General Counsel and Vice Chancellor for Legal Affairs prior to the first day of the academic year. The employee who serves as presenter during the hearing shall be from the same institution as the respondent.

#### c. Recording of Proceeding

The college shall make a recording of each fact-finding hearing by some means such as a stenographic transcript, an audio recording or the equivalent. No other recording of the proceedings shall be permitted. A respondent who has been found to have committed the conduct charged after a hearing is entitled upon request to a copy of such a record without cost upon the condition that it is not to be disseminated except to the respondent's advisor.

In the event of an appeal, both the respondent and the complainant are entitled upon request to a copy of such a record without cost, upon the condition that it is not to be disseminated except to their advisors.

i. Basic Hearing Rules:

If, at the commencement of the hearing, the respondent admits the conduct charged, the respondent shall be given an opportunity to explain her/his actions before the hearing panel and the college shall be given an opportunity to respond and present evidence regarding the appropriate penalty. If the respondent denies the conduct charged, the college shall present its evidence. At the conclusion of the college's presentation, the respondent may move to dismiss the charges. If the motion is denied by the committee, the complainant, if the complainant chooses to participate, shall be given an opportunity to make a presentation. After the college's, and, if complainant chooses to participate, complainant's presentation, the Respondent shall be given an opportunity to make a presentation

The college bears the burden of proving the charge(s) by a preponderance of the evidence. The role of the hearing panel 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 make a decision as to responsibility. In the event the respondent is found responsible for the conduct, the committee shall then determine the penalty to be imposed.

The college, the respondent and the complainant are permitted to have advisors act on their behalf during the pendency of a hearing, which shall include the calling and examining of witnesses, and presenting evidence. Any party intending to appear with an attorney shall give the other party five (5) calendar days' notice of such representation.

Neither the respondent nor the complainant shall be permitted to cross-examine the other directly. Rather, if they choose to, the respondent and the complainant shall cross-examine each other only through an advisor. If either or both of them do not have an advisor, the college shall assist them to find an advisor to conduct such cross-examination. In the alternative, the complainant and respondent may provide written questions to the chairperson to be posed to the witness, in the chairperson's discretion.

Responsibility Phase

The following rules apply to the introduction of evidence at the hearing: Evidence of the mental health diagnosis and/or treatment of a complainant, respondent, or witness may not be introduced; and b) evidence of either party's prior sexual history may not be introduced except that (i) evidence of prior sexual history between complainant and respondent is admissible at any stage of the hearing, and (ii) past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage of that hearing related to penalty.

Penalty Phase

If the panel has found the Respondent responsible for the conduct, then the complainant, respondent, and college, will have the opportunity to introduce evidence and make arguments related what the appropriate penalty should be. The complainant, respondent and college will also have the opportunity to introduce evidence of and comment on the respondent's character, including any past findings of a respondent's responsibility for domestic violence, stalking, or sexual assault or any other sexual misconduct, and submit a statement regarding the impact of the conduct.

The College may also introduce a copy of the respondent's previous disciplinary records, if any, from any CUNY institution the respondent has attended, provided the respondent was shown a copy of the records prior to the commencement of the hearing. The previous disciplinary record shall be submitted to the panel in a sealed envelope, bearing the respondent's signature across the seal, and shall only be opened if the respondent has been found responsible for the conduct charged. The hearing panel, to determine an appropriate penalty, shall use the disciplinary records, as well as any documents or character evidence introduced by the respondent, the complainant, or the college.

If either the complainant or the respondent chose not to participate in the hearing, they still have the opportunity to introduce evidence and make arguments related what the appropriate penalty should be and to provide or make an impact statement.

ii. Decision

The panel shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing, including the penalty phase. The college shall send to the respondent a copy of the panel's decision within seven (7) calendar days of the conclusion of the hearing, by regular mail and e-mail to the address appearing on the records of the college. In cases involving two or more complainants or respondents, the college has fourteen (14) calendar days of the conclusion of the hearing to send the panel's decision. The college is also encouraged to send the decision to any other e-mail address that it may have for the respondent. The decision shall be final subject to any appeal.

In cases involving a crime of violence or a non-forcible sex offense, the complainant shall simultaneously receive notice of the outcome of the faculty-student disciplinary committee's decision as it relates to the offense(s) committed against the complainant, in the same manner as notice is given to the respondent.

When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a faculty-student disciplinary committee penalty and the respondent shall be barred from admission to, or attendance at, any other unit of the university while the penalty is being served.

iii. Appeals/Review

A respondent or a complainant may appeal a decision of the faculty-student disciplinary committee to the president on the following grounds: (i) procedural error, (ii) newly discovered evidence that was not reasonably available at the time of the hearing, or (iii) the disproportionate nature of the penalty. The president may remand for a new hearing or may modify the penalty either by decreasing it (on an appeal by the respondent) or increasing it (on an appeal by the complainant). If the president is a party to the dispute, her/his functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor or her or his designee.

If the penalty after appeal to the president is one of dismissal or suspension for one term or more, a respondent or a complainant may appeal to the board committee on student affairs and special programs. The board may dispose of the appeal in the same manner as the president

An appeal under this section shall be made in writing within fifteen (15) calendar 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 the board committee as the case may be. Within three (3) calendar days of the receipt of any appeal, either to the president or the board committee on student affairs and special programs, the non-appealing party shall be sent a written notice of the other party's appeal. In addition, the respondent and/or the complainant shall have the opportunity to submit a written opposition to the other party's appeal within fifteen (15) calendar days of the delivery of the notice of receipt of such appeal.

The president shall decide and issue a decision within fifteen (15) calendar days of receiving the appeal or within fifteen (15) calendar days of receiving papers in opposition to the appeal, whichever is longer. The board committee shall decide and issue a decision within five (5) calendar days of the meeting at which it hears the appeal.

iv. Transcript Notation(s)

In cases in which the panel finds the respondent responsible and the penalty is either suspension or expulsion, the college shall place a notation on the respondent's transcript stating that respondent was suspended or expelled after a finding of responsibility for a code of conduct violation. In cases where a student has been expelled as a result of a Clery Act crime of violence, the notation will not be removed.

For all other cases, after four years from the date of the conclusion of the disciplinary proceeding, or one year after the conclusion of any suspension, whichever is later, the Respondent has the right to request that a transcript notation from a finding of responsibility be removed. If a finding of responsibility for any violation is vacated for any reason, the notation shall be removed.

### **XIII. College Obligations Under This Policy**

In addition to addressing possible violations of this policy, colleges/units of CUNY have the following obligations:

a. Dissemination of Policies, Procedures and Notices

The college Title IX Coordinator, in coordination with the Office of Student Affairs, Office of Public Safety, Human Resources Department and other appropriate offices, is responsible for the wide dissemination of the following on her/his campus: (i) this Policy; (ii) CUNY's Notice of Non-Discrimination; (iii) the Title IX Coordinator's name, phone number, office location, and email address; and (iv) contact information for the campus Public Safety Office. Such dissemination shall include posting the documents and information on the college website, and including it in residence life materials and training and educational materials. In addition, the Students' Bill of Rights, which is appended to and made a part of this policy, must be distributed to any individual reporting an incident of sexual misconduct at the time the report is made. It must also be distributed annually to all students, made available on the college's website and posted in college campus centers and in CUNY owned and operated housing.

b. Training and Educational Programming

CUNY is responsible for providing training to college Title IX Coordinators and others who may serve as investigators. The college Title IX Coordinator, in coordination with other applicable offices, including Public Safety, Human Resources and Student Affairs, is responsible for ensuring that the college provides training to college employees on their obligations under this policy; provides education on this policy and on sexual misconduct (including domestic violence, dating violence, stalking and sexual assault) to new and continuing students; and promotes awareness and prevention of sexual misconduct among all students and employees. Specific required trainings include the following:

1. Training For Responsible and Confidential Employees

The college shall provide training to all employees who are required to report incidents of sexual misconduct under this policy, as well as those employees who have been designated as confidential employees.

2. Training For Title IX Coordinator and other investigators

CUNY shall provide at least annual training to Title IX Coordinators and other investigators in conducting investigations of sexual misconduct, including

- the effects of trauma;

- impartiality;
- the rights of the respondent, include the right to a presumption that the respondent is "not responsible" until any finding of responsibility is made;
- relevant CUNY policies and procedures; and
- other issues including what constitutes crimes of sexual misconduct.

### 3. Student Onboarding and Ongoing Education

Each college shall adopt a comprehensive student onboarding and ongoing education campaign to educate students about sexual misconduct, including domestic violence, dating violence, stalking, and sexual assault. During the student onboarding process, all new first-year and transfer students shall receive training on this policy and on a variety of topics relating to sexual misconduct. In addition, each college shall offer and administer appropriate educational programming to residence hall students, athletes, and student leaders. Each college shall also provide such educational programming to any other student groups which the college determines could benefit from education in the area of sexual misconduct. The college shall also share information on domestic violence, dating violence, stalking and sexual assault prevention with parents of enrolling students. This may be done by linking to <http://www1.cuny.edu/sites/title-ix/information-for-parents-andfamilies/campus/university/>.

#### c. Campus Climate Assessments

Each college of the University shall conduct, no less than every other year, a climate assessment using an assessment instrument provided by the University central office, to ascertain its students' general awareness and knowledge of the University's policy and procedures regarding sexual misconduct, including but not limited to student experiences with and knowledge of reporting, investigation and disciplinary processes. The assessment instrument shall include all topics required to be included under applicable law, including Section 129-B of the New York State Education Law. The University shall publish the results of the surveys on its Title IX web page. The published results shall not contain any information which would enable a reader to identify any individual who responded to the climate assessment.

## **XIV. Rules Regarding Intimate Relationships**

#### d. Relationships between Faculty or Employees and Students



Amorous, dating or sexual activity or relationships (“intimate relationships”), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between students and faculty members and between students and employees who advise or evaluate them, such as athletic coaches or workplace supervisors. Such relationships necessarily involve issues of student vulnerability and have the potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty member or employee is required to evaluate the work or make personnel or academic decisions with respect to a student with whom he or she is having an intimate relationship. Finally, if the relationship ends in a way that is not amicable, the relationship may lead to charges of and possible liability for sexual misconduct.

Therefore, faculty members and other employees are prohibited from engaging in intimate relationships with students for whom they have a professional responsibility, including undergraduates, graduate and professional students and postdoctoral fellows.

For purposes of this Section, professional responsibility for a student means responsibility over any academic matters, including teaching, counseling, grading, advising for a formal project such as a thesis or research, evaluating, hiring, supervising, coaching, making decisions or recommendations that confer benefits such as admissions, registration, financial aid, other awards, remuneration, or fellowships, or performing any other function that might affect teaching, research, or other academic opportunities.

e. Relationships between Supervisors and Employees

Many of the concerns about intimate relationships between faculty members or employees and students also apply to relationships between supervisors and employees they supervise. Those relationships therefore are strongly discouraged. Supervisors shall disclose any such relationships to their supervisors in order to avoid or mitigate conflicts of interest in connection with the supervision and evaluation of the employees with whom they have an intimate relationship. Mitigation may involve the transfer of either the supervisor or employee, reassigning the responsibility to evaluate the employee to a different supervisor, or other appropriate action.

For purposes of this Section, supervising an employee means supervising in an employment setting, including hiring, evaluating, assigning work, or making decisions or recommendations that confer benefits such as promotions, raises or other remuneration, or performing any other function that might affect employment opportunities.

The City University of New York Students’ Bill of Rights

## School of Public Health

For CUNY students who experience Sexual Violence, including sexual assault; domestic, dating or, intimate partner violence, stalking or voyeurism.

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institutional representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Have access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

This *Student Bill of Rights* was established by the “Enough is Enough” Law, New York State Education Law Article 129-B, effective October 7, 2015.

For more information about preventing and addressing Sexual Violence at CUNY see <http://www1.cuny.edu/sites/title-ix/campus-websites>.

## School of Public Health

Information about filing a report, seeking a response, and options for confidential disclosure is available also available [CUNY's Title IX web page](#).

Questions about CUNY's Sexual Misconduct policy and procedures may be directed to [your campus Title IX Coordinator](#).

*Policy adopted by the Board of Trustees on 12/1/2014 Cal. 4.C., with effective date of 1/1/2015. Amended by the Board of Trustees on 10/1/2015. Cal. 6.B. Adopted as revised by BOT on 6/25/2018. Cal.9.A*

# The City University of New York Procedures for Student Grievances of Faculty Conduct

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## Procedures For Handling Student Complaints About Faculty Conduct In Academic Settings

**I. Introduction.** The University and its Colleges have a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area not generally covered by other procedures concerns student complaints about faculty conduct in the classroom or other formal academic settings. The University respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the University recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff.

**II. Determination of Appropriate Procedure.** If students have any question about the applicable procedure to follow for a particular complaint, they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.

**III. Informal Resolution.** Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.

**IV. Formal Complaint.** If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the college president. (This person will be referred to below as the Fact Finder.). 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.

## School of Public Health

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 complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member and other persons with relevant knowledge and information and shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty

member shall have the right to have a representative (including a union representative, student government representative or attorney) present during the initial meeting, the interview and any post-investigation meeting.

E. 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 academic officer and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.

**V. Appeals Procedure.** If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report, 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 written decision within 20 calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.

**VI. Subsequent Action.** Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of

disciplinary charges shall automatically suspend that process. Any action taken by a college, 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.

# The City University of New York Religious Accommodations Policy

## Religious Accommodations

The CUNY Graduate School of Public Health and Health Policy follows the [CUNY Religious Accommodations policy](#).



# Comm Health and Social Sci Department

The Department of Community Health and Social Sciences (CHASS) applies a social justice framework to conducting research and taking action to improve community health.

The CHASS curriculum provides students with the tools to identify the deep-rooted structural determinants of community health and to develop and assess strategies to address these issues. Students are trained in applied research skills in community engagement and organizing, program planning, communications, and evaluation that will enable them to become more effective public health professionals and community health leaders.

CHASS students graduate with skills to engage with communities, identify and prioritize health issues within a social justice framework, and to develop health intervention and promotion strategies in various community settings.

CHASS also offers the additional option to pursue a Maternal, Child, Reproductive and Sexual Health (MCRSH) specialization, which provides focused training from specific members of our core faculty. Students interested in working with mothers, children, adolescents and/or families should consider a specialization in this critical area of public health research and practice.

## Programs

### HLTHCOM-MS - Health Communication for Social Change

Degree Designation: MS - Master of Science

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## Courses

### CHSS610 - Fund Soc Behav Health

Credits: 3

This course provides a topical and theoretical survey of social and behavioral issues in public health

### CHSS620 - Community Health Assessment

Credits: 3

This course prepares students to collect and analyze data on community health from a variety of sources, to identify problems and assets, and to develop objectives for community health interventions.

## School of Public Health

### **CHSS621 - Community Health Interventions**

Credits: 3

An introduction to community-level interventions as explained by theories of individual, organizational and community change from the disciplines of psychology, sociology and health education.

### **CHSS622 - Comm Organizing Develop Health**

Credits: 3

This course will prepare students to work with communities by presenting the theory and practice of organizing for social justice, skills for supporting leadership development within communities, and the tools to create and sustain healthy partnerships with organizations utilizing a social justice framework.

### **CHSS623 - Applied Mixed Methods in Com H**

Credits: 3

In this course students will apply qualitative and quantitative research methods to examine the distribution, causes and approaches needed to address community health. Students will propose a research question, and analyze and interpret community health data.

### **CHSS624 - Community Health Program Plan**

Credits: 3

This course will engage students in process of designing, implementing and evaluating a community health program. It will cover the basic concepts, methods and approaches in program planning and evaluation for community health and health-related programs, and developing proposals for program funding. Students will apply these techniques to develop and evaluate a community health program.

### **CHSS625 - Advanced Seminar on Intersecto**

Credits: 3

This course will enable students to critically analyze and assess intersection of policy, race and class that determine the health and well-being of communities. Included will be a review and examination of multiple community-driven strategies (e.g., collaborative action research, public policy advocacy, multi-sectoral partnerships) for advancement of social justice and health equity. Case-study methodologies, including presentations by leading public health advocates, will be used to critically analyze specific health topics of relevance to NYC and other large urban centers.

### **CHSS626 - Health & Media Literacy for PH**

Credits: 3

This course takes a critical health literacy approach in examining communication in public health, healthcare and media, and developing clear communication for complex health topics and concepts. Students will gain insight into the emerging field of health literacy study and practice, analyze health literacy interventions, and review case examples that will challenge and develop in them critical health literacy skills for social and political change.

**CHSS627 - Social Marketing & Hlth Comm**

Credits: 3

Social marketing applies marketing and communications strategies to generate behavior and attitude changes around issues of public concern. This course introduces the concepts and theories of social marketing for public health and explores marketing techniques that can be used to achieve health-related behavior changes, often with a goal of more long-term and longstanding cultural and social changes. Students analyze examples of social marketing campaigns and design a campaign around a real local or global public health issue.

**CHSS628 - Multisectoral Engagement SH**

Credits: 3

This course will focus on evidence-based practices for advancing public health at the local, national and global levels. As many different entities deliver "health" interactions with different levels of engagement through full-fledged partnerships, quality health communication with multisector engagement is integral for successful social impact. The course will present basic conceptual framework and approaches for developing lifelong skills that public health professionals will need to work effectively amongst the context of current theoretical debates, innovation, and issues in advancing health and well-being. This includes Multisectoral Engagement across the following content areas: health literacy; risk communication; disease prevention, vaccinations, maternal and child health, injury prevention, science, technology & innovation; infectious & non-communicable diseases; and global health diplomacy. Health communication can influence the public agenda, advocate for policies and programs, promote positive changes in the social, economic and physical environment, catalyze and shape behavior, stimulate debate and dialogue for health as a priority, and encourage social norms that benefit health and quality of life.

**CHSS629 - Strategic Multimedia Prod/Inno**

Credits: 3

Health communications professionals now have access to technologies and tools to promote healthy behaviors in ways that were impracticable only a few years ago. This course exposes students to many of these tools, within the context of a more comprehensive behavior change and/or policy change strategy.

**CHSS630 - Case Studies in Social Market**

Credits: 3

The case method is a profound educational process that presents challenges confronting leading professionals and organizations and places students in the role of the decision maker. This course presents scenarios in health communications, social marketing, and health diplomacy that are all based on real situations and requires students to reach their own conclusions and recommendations. As in the "real world," there are no simple solutions. Through the dynamic process of exchanging perspectives and building on each other's ideas, students will develop leadership and analysis skills intended to serve them as they progress through their own careers.

**CHSS640 - Communicating Public Health**

Credits: 3

This course will frame public health communication in terms of history and theory, and engage students in understanding how these are applied in various contexts. Theories and practice will come from the fields of communication, linguistics, sociology & psychology, as well as human factors. The course covers the basics of design, implementation and evaluation of public health communications in the wide range of modalities written, spoken, graphic and digital. Throughout the course we will focus on developing skills to analyze and critique public health messaging and campaigns. The goal is for students to enhance their ability to communicate effectively to promote public health goals.

**CHSS641 - LGBTQ Health**

Credits: 3

In this course, students will develop an understanding of historical and contemporary health issues facing sexual and gender minorities (Lesbian, Gay, Bisexual, Transgender, Queer, etc.). Topics include factors that contribute to adverse health outcomes and promote positive health outcomes in LGBTQ populations, related to mental health, HIV/STIs, substance use, certain types of cancer, and victimization.

## School of Public Health

### **CHSS660 - Health Equity Social Justice**

Credits: 3

Analysis of health disparities and exploration of social, economic, political, and historical determinants of health, including unequal access and treatment by race and ethnicity, patterns of immigration, cultural bases of health, strategies for communicating with diverse populations, and interventions for reducing and eliminating ethnic and racial health disparities from an ethics and public policy perspective.

### **CHSS662 - Plan Eval Com-base Health Prog**

Credits: 3

Fundamental approaches and methods for planning and evaluating public health programs. Application of theory and the empirical literature as a means of developing skills in evidence-based public health practice.

### **CHSS661 - Hist Phil Public Health**

Credits: 3

Examination of historical development and philosophical concepts underlying the practice of public health; social, political, and institutional forces shaping public health policy and the commitment to monitor, protect, and promote the public's health; emphasis on the relationship between public health knowledge, values, and actions.

### **CHSS695 - Topics Community Health Educ**

Credits: 0.5 - 6

Courses on current topics in community health education.

## School of Public Health

### CHSS696 - Comm Hlth Pract Collab I

Credits: 3

This is the first of a two-part series that together comprise the Applied Practice Experience (APE) and Integrative Learning Experience (ILE) requirements for a CEPH-accredited MPH degree in Community Health. In this course, students work in groups with community organizations to gain real-world experience in the design of a public health project. In this course, students will be presented with several possible collaborative community health projects to work on as part of a group. Groups will comprise approximately five students, in partnership with members from the outside organization (e.g., CBO, health department, health center), and with guidance from the instructor. Depending on the nature of the topic, student groups will complete at least two project deliverables in satisfaction of the APE requirement (e.g., narrative review, data collection instrument, grant proposal, curriculum development, data collection, data analysis).

### CHSS697 - Indep Study Community Health

Credits: 0.5 - 6

Independent study in community health education.

## School of Public Health

### **CHSS698 - Community Health Practice Coll**

Credits: 3

This is the second of a two-part series that together comprise the Applied Practice Experience (APE) and Integrative Learning Experience (ILE) requirements for a CEPH-accredited MPH degree in Community Health. In this course, students work in groups with a community organization to present a final written deliverable and oral presentation of a public health project. In this course, students will continue their group work with other students and members from an outside organization. The nature of the specific group projects will determine the final written deliverable (e.g., project final report, reflection, grant proposal, program curriculum, etc.) and oral presentation to satisfy the ILE requirement.

### **CHSS820 - Soc Behav Dimensions Health**

Credits: 3

This course prepares students to understand the impact of social structures and social environments on health and health behavior. Using an interdisciplinary approach, the course examines the contributions of sociology, anthropology, economics, psychology, history and political science to the study of health and health behavior.

### **CHSS822 - Eval Pub Health Prog Policies**

Credits: 3

Prepares students to design evaluations of public health programs and policies; uses a systems approach to identify key constituencies and tasks in evaluation; students design an evaluation of an existing program or policy.

### **CHSS810 - Cities and Health**

Credits: 3

This course analyzes recent changes in major US and global cities that influence population health and health inequities. Using a case study approach, students examine how public health is addressing social and environmental influences on health in cities such as New York, Chicago, Los Angeles, London, Cape Town, Sao Paulo and Shanghai. Students use theories and conceptual frameworks from a variety of public health and social science disciplines to examine the causes and consequences of these changes and their implications for public health practice and social justice.

### **CHSS821 - Adv Com Health Interventions**

Credits: 3

"This course prepares students to lead research/intervention teams that plan, implement and evaluate community health interventions in community settings."

### **CHSS895 - Topics in Comm, Soc & Health**

Credits: 0.5 - 6

Courses on current topics in community, society and health

**CHSS897 - Indep Study Com Soc Health**

Credits: 0.5 - 6

Independent study in community, society and health

## Env Occ Geosp Health Sci Department

The goal of the EOGHS department is to identify, explain, and mitigate the impact of natural, social, built, food, and occupational environments on the health and well-being of populations.

Our mission is to facilitate the development of equitable interventions that promote population health. Key to the work of our faculty and students is the translation of theory into effective action, both locally in New York and globally. A fundamental part of our identity is the education and training of the next generation of scientists and public health practitioners imbued with the same ideals, as well as the knowledge and skills to implement them.

### Courses

**EOHS610 - Fund Environmental Health**

Credits: 3

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation; hazardous substances; solid wastes; food protection; and natural and human-made disasters

**EOHS620 - Intro Occupat Safety Health**

Credits: 3

Introduction to basic concepts and issues of occupational safety and health, including recognition and control of chemical and physical hazards, and the regulations governing these hazards.

**EOHS621 - Environmental Chemistry**

Credits: 3

Survey of chemical and physical concepts essential for understanding environmental and occupational health sciences, including study of the atmosphere, air and water pollution, and energy resources. Physical principles of heat and energy, and radioactivity will be discussed.

**EOHS622 - Environmental Occupational Tox**

Credits: 3

Introduction to principles of toxicology with emphasis on environment and occupational aspects. Systematic review of the toxicology of major organ systems; health effects of categories of toxins, such as solvents and metals; and review of toxicological testing and evaluation



**EOHS623 - Prin Industrial Hygiene**

Credits: 3

Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

**EOHS625 - Hazard Eval Instrumentation**

Credits: 3

An introduction to instrumental methods used to assess environmental and occupational health hazards. Principles and operation of commonly used direct reading instruments and demonstration of their application.

**EOHS627 - Noise Radiation Haz Control**

Credits: 3

Introduction to basic concepts of sound, noise measurement, and noise control in community and occupational environments. Health and safety problems involved with the use of ionizing and non-ionizing radiation, with an emphasis on identification and control.

**EOHS629 - Environmental Health GISc Lab**

Credits: 1

Application of GISc to examine and analyze environmental health, population, and natural and built environmental data for planning and research.

**EOHS624 - Environmental Audits**

Credits: 3

Introduction to environmental investigation and remediation technologies commonly used in professional practice. Presents proper practices for assessing and re-mediating asbestos, lead-based paint, indoor air quality, and underground storage tanks situations and Phase I site audits.

**EOHS626 - Indust Vent Indoor Air Quality**

Credits: 3

This course covers the fundamentals of design, operation and evaluation of air moving systems for local and dilution exhaust ventilation systems. Engineering controls are the preferred method for the control of airborne hazards in the workplace.

**EOHS628 - Environment Measure Lab**

Credits: 4

Physical, chemical, and instrumental methods for measuring environmental and occupational contaminants

**EOHS630 - Prin GISc for Public Health**

Credits: 3

The use of Geographic Information Systems relating to public health in the teaching of social, earth, and life sciences. Demographic studies and graphic presentation of demographic analysis. The use of modern mapping techniques in studies of the Earth Environment with emphasis on environmental health and environmental justice.

**EOHS631 - Spatial Analy Envir Model Pub**

Credits: 3

Use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences with emphasis on public health. The advanced use of computer mapping and spatial analysis technologies for studying the physical and human components of the earth's environment.

**EOHS633 - Introduction to Environmental**

Credits: 3

Introduction to basic concepts and issues in environmental and occupational health, including chemical, biological, and physical hazards and the health risk associated with exposure to them. Mechanisms for reducing exposure to these hazards are discussed.

**EOHS632 - The Geography of Urban Health**

Credits: 3

A geographical examination of urban health including the historical perspective of health geography; mapping and spatial analysis of health and health impacts; the social and spatial patterning of health; the geography of health inequalities and disparities; health and social/spatial mobility; and the effects of urban segregation, overcrowding, and poverty on disease illustrated through GISc laboratory exercises.

**EOHS634 - Exposure and Risk Assessment**

Credits: 3

The purpose of this course is to provide students with an overview of environmental policy, with a focus on demonstrating how toxicology and exposure measurements are used in environmental risk assessment and management. Students are presented with the basic elements of a quantitative risk assessment including hazard identification, exposure assessment, dose-response assessment, and risk characterization. Students are taught how municipal, state, federal and international agencies implement and assess the success of environmental policies, while taking into consideration the social and economic considerations in environmental management frameworks. Several examples from local, federal and international policies will be used to explore the assessment and management process.

**EOHS640 - Biohazards and Emergency Resp**

Credits: 3

This class covers the biology of microorganisms and toxins most frequently considered in perpetrated attacks. It also considers technology for detection and control for first responders, lab practitioners and other healthcare professionals, emergency communication, and prevention. In addition to classroom activities, students participate in group projects to simulate bioterrorism events and responses; government regulation, chain of evidence, and related topics are covered.

**EOHS642 - Hazardous Waste Management**

Credits: 3

A review of the sources, transportation and control of hazardous chemical wastes. Regulatory requirements, disposal methods and health effects will also be presented.

**EOHS644 - Intro Quant Methods Geography**

Credits: 3

Emerging fields of geospatial statistics, applying quantitative techniques to real-world geographic problems. Concepts and application of exploratory spatial data analysis (ESDA), traditional statistics and geospatial statistics within various software packages, including GeoDa, ArcGIS, [R], and Excel.

**EOHS641 - Environ Occupational Epid**

Credits: 3

Using a case study approach, this course will explore epidemiologic methods for studying environmentally and occupationally related diseases. Key methodologic issues, such as exposure and outcome assessment, cumulative and multiple exposures, exposure pathways, research ethics, and policy implications of epidemiological findings will also be discussed. The focus will be on the environmental and occupational health of urban populations.

**EOHS643 - Industrial Safety Management**

Credits: 3

Fundamental concepts and principles of industrial accident prevention and loss control; safety program organization; hazard recognition and evaluation; accident investigation; machine guarding; tire protection; personal protective equipment.

**EOHS645 - Demo Pop Geography GISc**

Credits: 3

The world's population in the context of geography and demography. The theoretical framework, defined by the fields of population geography and demography, will be studied and explored qualitatively and quantitatively. Data sources and acquisition, population metrics (growth, change distribution, and composition), population and food supply, mortality, fertility, and migration. Lab work will provide students with hands-on experience using GISc to explore demographic concepts.

## School of Public Health

### **EOHS646 - Occupational Site Assessment**

Credits: 3

A review of major industrial processes and the health hazards associated with each. Includes site visits to metropolitan New York and New Jersey industrial facilities during working hours. Trainees will learn key concepts of industrial hygiene and safety, including hazard recognition and control methods.

### **EOHS695 - Topics Environ Occup Health**

Credits: 0.5 - 6

Courses on current topics in environmental and occupational health sciences

## School of Public Health

### EOHS697 - Indep Stdy Envir Occu Hlth Sci

Credits: 0.5 - 6

Independent study in environmental and occupational health sciences

### EOHS820 - Emerg Issues Environ Occ Healt

Credits: 3

This course examines the impact of macro-level trends such as corporate globalization, immigration patterns, and technological development on the urban physical environment. It focuses on the relationship between the urban infrastructure (e.g., housing, transportation, sewage and waste disposal) and environmental media (e.g., air quality, water quality and land use). This course also examines the impact of macro-level trends on occupational health and safety conditions, focusing on such issues as outsourcing of manufacturing jobs to developing nations, the rise in the service and informal economies, immigrant labor, de-unionization, the new working class and the loss of the safety net. It examines the effectiveness of current policies in addressing these problems. Through focused readings and in-depth examination of case studies, students develop the tools for analyzing how macro-social trends affect the urban physical environment, workplaces and health. Teams of students then analyze an environmental and occupational issue, illustrate how it affects urban communities, and develop solutions to reduce environmental and occupational health burdens.

## School of Public Health

### **EOHS821 - Environ Risk & Hazard Assess**

Credits: 3

This course will cover the development, principals and use of environmental and occupational health risk assessment, risk communication and the policy implications. Risk assessment and risk management procedures will be evaluated in context of public participation, sustainable development, occupational and environmental justice, and natural vs. human vs. technological hazards. Strengths and weaknesses of alternative approaches to quantitative risk assessment will also be covered.

### **EOHS823 - Systems Science in Planetary H**

Credits: 3

This course teaches the application of systems science techniques to identifying, explaining and mitigating health risks to humans and the planet. This course will enable students to analyze dynamic interactions between complex environmental, economic, and social systems. Students will be required to model systems and analyze the effects of potential interventions.

### **EOHS895 - Topics Environ Occup Health**

Credits: 0.5 - 6

Course on current topics in environmental and occupational health

### **FNPH620 - Community Nutrition Education**

Credits: 3

Nutrition programs and materials for health promotion in the community.

### **EOHS822 - Biology and Pathophysiological**

Credits: 3

This course provides the fundamentals of biological causes and the pathophysiology of diseases in the context of public health practice. Students will apply biochemical and mechanistic models to explain their impact on significant public health problems. Students will integrate physiological and pathophysiological concepts in the development of strategies for public health disease prevention and control. Students will learn to develop models to test health effects of potential interventions.

### **EOHS824 - Advanced Exposure Assessment**

Credits: 3

This course presents an overview of exposure assessment methods for different media (e.g., air, water, food, soil) in the context of the major exposure pathways (e.g., ingestion, inhalation, absorption, injection). It explains optimal study design for exposure assessment and relates findings to policy.

### **EOHS897 - Indep Stud Environ Occu Health**

Credits: 0.5 - 6

Independent study in environmental and occupational health

### **FNPH621 - Prin Public Health Nutrition**

Credits: 3

Fundamentals of nutrition in public health as they apply to health promotion and disease prevention for individuals and society, with emphasis on urban populations.

**FNP622 - Food & Nutrition Lifecycle**

Credits: 3

Relation of nutrition to growth and development. Food and nutrition requirements throughout the life cycle.

**FNP623 - Nutrient Metabolism and Applic**

Credits: 3

This class is designed to prepare graduate students to apply basic biochemical and metabolic concepts to public health problems. The course focuses on the biochemical reactions and regulation of the energy-yielding nutrients metabolism. This approach includes the structure and function of biological molecules and their surrounding environment and how alterations in the biochemical pathways leading to the disease state. The course will serve as the foundation to integrate basic nutrition knowledge with an understanding of the biochemical reactions involved in the processing of carbohydrates, fat, and protein. Students will be able to describe and discuss the biochemical processes that affect the utilization and storage of the energy yielding nutrients, carbohydrates, fats, and proteins, and illustrate how alteration in the biochemical pathways can lead to diseases of public health relevance.

**FNP624 - Nutritional Epidemiology**

Credits: 3

This course is designed to help students interpret and evaluate current research in nutritional epidemiology and design and conduct epidemiologic studies in nutrition, including use of secondary analyses of large-scale studies, such as NHANES, NYCHANES, BRFSS, PRAMS, etc.

**FNP690 - Sem Food and Nutr Pract**

Credits: 3

Group supervision for students enrolled in food and nutrition practice courses. Includes discussion of current issues in a context of students' experiential learning.

**FNP691 - Sup Pract Med Nutr Therapy**

Credits: 3

Supervised practice and experiential learning in application of medical nutrition therapy.

**FNP692 - Sup Pract Food Service**

Credits: 3

Supervised practice and experiential learning in professional food service settings.

## School of Public Health

### **FNPH693 - Sup Pract Comm and PH Nutr**

Credits: 3

Supervised practice and experiential learning in professional food service settings.

### **FNPH697 - Indep Study Pub Health Nutr**

Credits: 0.5 - 6

Independent Study in Food and Nutrition in Public Health

### **FNPH695 - Topics in Public Health Nutr**

Credits: 0.5 - 6

Courses on current topics in nutrition

### **FNPH820 - Food Policy**

Credits: 3

This policy course examines the influence of the food industry and of government on the U.S. food system and the way we eat, and on efforts to prevent and treat chronic diet-related conditions, such as obesity.

### **FNPH821 - Nutrient Metabolism and Applic**

Credits: 3

This course builds on basic concepts of biochemistry to explore the structure, function, and metabolism of nutrients in the human body. Topics include energy metabolism, function and regulation of enzymes and coenzymes, and the cellular environment as it relates to systems science, metabolism of the energy-yielding nutrients and the regulation of these pathways by enzymes, coenzymes, and cofactors.

## Epidemiology and Biostatistics Department

The Department of Epidemiology and Biostatistics aims to understand and improve the health of populations, promote social justice, and enable evidence-based public health policy through methodologically rigorous quantitative research.

Faculty members are engaged in cutting edge research to address current public health issues in New York City and around the world. The department offers an MPH in epidemiology and biostatistics as well as PhD and DPH degree in epidemiology. Our mission is to train the next cadre of public health practitioners, epidemiologists, and biostatisticians in rigorous epidemiologic and statistical methods and their applications to pressing public health problems.

## Programs



**PHLTHIN-MS - Population Health Informatics**

**MS**

Degree Designation: MS - Master of Science

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## Courses

**BIOS610 - Fundamentals of Biostatistics**

Credits: 3

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

**BIOS611 - Principles of Biostatistics**

Credits: 3

This is a first-level requirement for students specializing in EPI-BIOS, who will take subsequent intermediate and advanced level biostatistics courses. It will introduce students to the theoretical basis for and practical application of common statistical methods and principles used in public health.

**BIOS620 - Applied Biostatistics I**

Credits: 3

Topics include: simple and multiple linear regression, logistic regression, model building techniques, including assessing for multi-collinearity, effect measure modification, non-linearity and model fit statistics, and their use to answer questions of risk stratification and causal inference. Focus on practical applications, utilizing statistical software.

**BIOS621 - Applied Biostatistics II**

Credits: 3

Topics include: generalized linear models for binary and count outcomes, random and mixed effects models, and survival analysis. Project-based assessments focus on practical applications utilizing statistical software.

**BIOS622 - Analysis of Categorical Data**

Credits: 3

An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count data, logistic regression and log-linear models.

**BIOS623 - Analysis of Longitudinal Data**

Credits: 3

"An introduction to statistical models and methods for analyzing longitudinal data in public health. Topics include: longitudinal designs and cohort sampling, general linear models for longitudinal data, marginal & random effects models, time-dependent covariates, missing values.

**BIOS624 - Design Analysis Complex Surv**

Credits: 3

This course provides an introduction to statistical issues in the design and analysis of complex surveys, with a particular emphasis on public health research. Topics include: basic sampling techniques, stratified and cluster sampling, non-sampling errors, and case studies.

**BIOS626 - Data Analysis**

Credits: 3

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics include: data summaries; transformations; the jackknife and resampling schemes; robust estimation; and robust regression methods.

**BIOS640 - Intro to Bayesian Statistics**

Credits: 3

The course introduces the fundamentals of Bayesian inference. It covers simple Bayesian models and complicated models, including linear regression and hierarchical models. Bayesian computational methods, especially Markov Chain Monte Carlo methods will be discussed. Emphasis will also be placed on model checking and evaluation for public health research applications.

**BIOS625 - Survival Analysis**

Credits: 3

An introduction to regression modeling used in the analysis of time-to-event data in epidemiological, biostatistical, and other health-related research. Topics include: survival functions, proportional-hazards, parametric and competing-risks models, missing data, using case studies.

**BIOS627 - Analysis of Variance**

Credits: 3

Intermediate topics in analysis of variance (ANOVA), with an emphasis on exploratory aspects. Topics including: one, two and many way layouts; decomposition and partitioning of variance; fixed, random, and mixed effects models; repeated measures; contrasts; multiple comparisons; and robust analogs.

**BIOS641 - Introduction to SAS**

Credits: 1.5

This 1.5 credit course is a brief, hands-on introduction to data management, manipulation and basic data analyses using SAS. Topics covered will include importing data from other formats (e.g. Excel) into SAS, creating new variables and manipulating existing ones, converting character and numeric information, sorting and summarizing data, merging data sets, displaying data, and documenting programs. The course will emphasize practical applications rather than teaching statistical concepts.

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### **BIOS642 - Introduction to R**

Credits: 1.5

This 1.5 credit course is a brief, hands-on introduction to the R statistical programming language. Topics covered will include basic operations such as importing data, data manipulation, class coercion, graphing, data analysis, and reproducible research. This course will emphasize practical applications of the R program rather than teaching statistical concepts.

### **BIOS696 - Supervised Fieldwork in Biosta**

Credits: 1

Students carry out 180 hours of supervised field work that is intended to bridge academic preparation and public health practice. Knowledge and skills from the core MPH and concentration courses are applied in a public health agency, community organization or other setting relevant to the student's academic background, specialization and career expectations. This is accomplished under the supervision and guidance of an experienced preceptor. Field-based hours are implemented with classroom the student develops a reflection paper, a self-evaluation and a capstone proposal.

### **BIOS695 - Topics in Biostatistics**

Credits: 0.5 - 6

Courses on current topics in biostatistics.

### **BIOS697 - Indep Study in Biostatistics**

Credits: 0.5 - 6

Independent Study in Biostatistics

**BIOS698 - Capstone Project in Biostatist**

Credits: 2

This course consists of a structured seminar aimed at allowing students to apply experiences gained during their graduate program and synthesize that knowledge and experience in the form of a major writing project. It is expected that students use a combination of synthesized evidence, theoretical models, and empirical research to answer a public health research question or practice problem using interdisciplinary perspectives.

**BIOS822 - Applied Biostatistics III**

Credits: 3

Topics include extensions of generalized linear models to correlated data (Generalized Estimating Equations and Generalized Linear Mixed Models) and application of instrumental variables and other techniques, such as propensity scores, to causal inference. Missing data imputation methods are also discussed. Focus on practical applications, utilizing statistical software.

**EPID610 - Fundamentals of Epidemiology**

Credits: 3

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

**BIOS821 - Applied Biostatistics II**

Credits: 3

Topics include: generalized linear models for binary and count outcomes, random and mixed effects models, and survival analysis. Project-based assessments focus on practical applications utilizing statistical software.

**BIOS823 - Applied Biostatistics IV**

Credits: 3

Topics include missing data imputation methods and advanced methods such as structural nested model and marginal structural models. Focus on practical applications in public health research setting, utilizing statistical software.

**EPID611 - Principles of Epidemiology**

Credits: 3

A first-level requirement for student specializing in EPI-BIOS, who will take subsequent intermediate and advanced level epidemiology courses. It will introduce students to epidemiologic theory, principles, methods and measures commonly used in public health.

**EPID620 - Epidemiological Methods I**

Credits: 3

A rigorous introduction to the design and conduct of epidemiologic studies, including causal inference, measurement, major study designs, threats to validity, such as confounding and selection bias, and their application to public health issues. The class includes lectures on research methods, hands-on data analysis exercises and discussions about determining causation through epidemiological research.

**EPID622 - Appl Res Data Manag Analysis**

Credits: 3

An opportunity to apply epidemiological and statistical concepts to create a database, enter, format and clean data and work with publicly available data to answer research questions, test the hypotheses associated with it, and report results in manuscript format.

**EPID625 - Epidemiology of Chronic Diseases**

Credits: 3

Description and quantification of the role chronic diseases in population health with an overview of the etiology, risk prediction, prevention and control of major chronic diseases. Prevailing theories and controversies regarding the etiology of chronic diseases will be addressed in a national and global context.

**EPID621 - Epidemiological Methods II**

Credits: 3

Modern approaches to the design and conduct of epidemiologic studies, including use of directed acyclic graphs to inform study design and the use of instrumental variables to avoid confounding. Emphasis is placed on identifying threats to validity. This course will also cover survey methods used in epidemiologic research.

**EPID624 - Social Epidemiology**

Credits: 3

Theory and methods of social epidemiology to gain an understanding of how an individual's interactions with factors associated with the social fabric of the society affect and shape health outcomes. This class will also examine the etiology and prevention of disease within both ecological (multi-level) and multidisciplinary frameworks.

**EPID626 - Epidemiology Infectious Diseases**

Credits: 3

This course is an introduction to concepts regarding the occurrence of infections and infectious diseases in human populations, epidemiologic methods for studying infectious diseases, and approaches to infectious disease control.

**EPID627 - Reprod Perinatal Epid**

Credits: 3

This course covers current research, controversial issues, and methodological problems in the epidemiology of male and female reproduction and perinatal health. Topics include: epidemiology of fertility and infertility, contraception and hormone usage, reproductive cancers and other diseases, pregnancy complications, maternal mortality, adverse pregnancy outcomes and birth defects.

**EPID630 - Fndmntls Population Hlth Infom**

Credits: 3

This course will provide students with an introduction to the fundamentals of population health informatics, its history, relevant concepts and related informatics domains. The course will further describe the fundamentals of computing, data, information and knowledge principles, information architecture of population health systems and role of data standards in the development of population health information systems. Students will be introduced to the concepts of big data, cloud computing and other emerging technological innovations that can contribute to the improvement of population health. The course will also provide students with a knowledge of issues related to privacy, security and confidentiality related to health data collection, storage, and its processing.

**EPID629 - Environ Occupational Epid**

Credits: 3

Using a case study approach, this course will explore epidemiologic methods for studying environmentally and occupationally related diseases. Key methodological issues, such as exposure and outcome assessment, cumulative and multiple exposures, exposure pathways, research ethics, and policy implications of epidemiological findings will also be discussed. The focus will be on the environmental and occupational health of urban populations.

**EPID631 - Prin of Consumer Hlth Informat**

Credits: 3

This course will provide students with an understanding of how the Internet and social media can be utilized to design, develop, and implement consumer health information solutions. Further, students will acquire skills to evaluate the quality of health information on the Internet and utilize various tools that facilitate delivery of credible health information online. Lastly, students will gain knowledge of various theoretical frameworks that focus on delivering personalized and tailored health information to the patients, healthcare professionals, and other stakeholders through the use of mobile and internet-enabled health technological solutions.

**EPID632 - Applications of Pop Hlth Info**

Credits: 3

This course will provide students with an understanding of Electronic Health records (EHR), Personal health record (PHR), decision support tools, and telehealth applications to enhance healthcare delivery. Students will also acquire the knowledge and skills to explore factors influencing the adoption and utilization of EHR, PHR, and telehealth applications. The course will cover topics related to innovations, sustainability and entrepreneurship in health technologies, and methods that are essential to conduct health technology assessment. Future challenges and opportunities related to applications of population health informatics will be discussed.

**EPID634 - Population Health Dashboards**

Credits: 3

This course will examine population health data visualization across space and time, introducing concepts of visualization literacy and the importance of presenting data in a meaningful and user-friendly format. Students will be able to differentiate between information visualization and geographic visualization of healthcare data. Students will be familiar with the design principles of population health dashboards and identify visualization techniques that best display the population health data.

**EPID633 - Design & Dvlpmnt Pop Hlth Info**

Credits: 3

This course will examine the relevance of design principles to population health informatics tools and technologies, and the various theoretical frameworks guiding the design process. The course will equip students with an ability to differentiate between the various techniques that are employed when designing health technology interventions. Further, students will develop an understanding of how to conduct technological evaluations related to population health systems.

**EPID635 - Mobile Health Interventions**

Credits: 3

This course explores the growing usage of mHealth technologies, its opportunities, and its challenges. Students will examine mHealth application classification and regulatory standards, and apply tools to evaluate mHealth applications quality of evidence.

**EPID642 - Psych Ment Epid**

Credits: 3

An introduction to the epidemiology of mental health and mental illness. This course takes an explicit epidemiologic perspective, focusing on the study of the burden and determinants of mental illness. It reviews the extant literature on the epidemiology of specific disorders and evaluates studies that investigate risk factors for mental illness. We will consider methodological challenges involved in the study of mental health and illness such as limitations to diagnostic techniques and screening instruments and issues surrounding co-morbidity. The course will also address the social consequences of mental illness, and consider how we may apply epidemiologic methods to promoting psychological wellbeing in the general population.

**EPID643 - Public Health Surveillance**

Credits: 3

Public health surveillance is the fundamental mechanism that public health agencies use to monitor the health of the communities they serve. It is a core function of public health practice, and its purpose is to provide a factual basis from which agencies can appropriately set priorities, plan programs, and take actions to identify and reduce disparities, promote, and protect the public's health. This course will cover the principles of public health surveillance, including historical context, vital registration, disease reporting regulations and notifiable diseases, surveillance registries, surveillance for behaviors and risk factors, administrative data sources in surveillance, epidemiologic uses of surveillance data, legal and ethical issues, and dissemination of surveillance information



## School of Public Health

### **EPID695 - Topics in Epidemiology**

Credits: 0.5 - 6

Courses on current topics in epidemiology

### **EPID697 - Independent Study in Epid**

Credits: 0.5 - 6

Independent study in epidemiology

### **EPID696 - Supervised Fieldwork in Epidem**

Credits: 1

Students carry out 180 hours of supervised field work that is intended to bridge academic preparation and public health practice. Knowledge and skills from the core MPH and concentration courses are applied in a public health agency, community organization or other setting relevant to the student's academic background, specialization and career expectations. This is accomplished under the supervision and guidance of an experienced preceptor. Field-based hours are implemented with classroom and individual meetings along with online communication. Aside from deliverables required by the preceptor, the student develops a reflection paper, a self-evaluation and a capstone proposal.

### **EPID698 - Capstone Project in Epidemiolo**

Credits: 2

This course consists of a structured seminar aimed at allowing students to apply experiences gained during their graduate program and synthesize that knowledge and experience in the form of a major writing project. It is expected that students use a combination of synthesized evidence, theoretical models, and empirical research to answer a public health research question or practice problem using interdisciplinary perspectives.

## School of Public Health

### EPID700 - PopHI Project

Credits: 6

This course includes two components: 180 hours of supervised fieldwork followed by a capstone project. The course is intended to address technological solutions to public health problems; students will translate their research findings into practice that will improve population health outcomes across diverse settings. Students will first complete 180 hours of fieldwork under the supervision and guidance of an experienced preceptor. Knowledge and skills from the Population Health Informatics curriculum are to be applied at a government agency, healthcare facility, community institution/organization, health technology industry, or other setting relevant to the student's academic background, specialization, and career goals. In the second half of this course, students create and present a capstone project that addresses a 21st century public health challenge.

### EPID821 - Epidemiological Methods II

Credits: 3

Modern approaches to the design and conduct of epidemiologic studies, including use of directed acyclic graphs to inform study design and the use of instrumental variables to avoid confounding. Emphasis is placed on identifying threats to validity. This course will also cover survey methods used in epidemiologic research.

**EPID822 - Epidemiologic Methods III**

Credits: 3

This course exposes students to advanced methods in epidemiologic research and provides students with an opportunity to consider how these strategies complement and improve upon the more commonly used strategies. Emphasis will be placed on developing practical skills relevant to contemporary epidemiologic research. Students will explore individual-level exposure-disease associations using classic study designs and techniques, as well as use methods that shift away from identifying individual risk factors for disease causation to the description and analysis of environmental systems that give rise to both exposures and health states. The class includes lectures on research methods, hands-on data analysis exercises and discussions about determining causation through epidemiological research.

**EPID823 - Epidemiologic Methods IV**

Credits: 3

New and emerging approaches in epidemiology using rigorous and axiomatic causal inference techniques. Topics covered included Mendelian randomization, g-estimation and marginal structural models. Consideration is also given to the role of data generating models in contrast to data driven agnostic approaches, including the use of "big data".

**EPID824 - Epidemiological Methods V**

Credits: 3

A seminar course that provides an in-depth understanding of current advanced epidemiological techniques for data analysis and promotes lifelong learning via student-led applications and discussions of these methods.

**EPID825 - Experimental Design**

Credits: 3

In-depth consideration of experimental study designs, with a focus on the various design options for randomized controlled trials (RCT) for medical and behavioral interventions. The strengths and limitations of the various experimental study design options as well as experimental approaches in comparison with related observational epidemiologic studies is discussed. Specific topics to be discussed include sampling, intervention allocation options, hypotheses that might be tested (e.g. superiority versus non-inferiority), sample size and power considerations, adverse event monitoring, regulatory (FDA) considerations, and statistical analysis of trial data. Students apply the concepts discussed to analyze data from an RCT and prepare their findings in manuscript format.

**EPID895 - Topics in Epidemiology**

Credits: 0.5 - 6

Courses on current topics in epidemiology

**EPID897 - Independent Study in Epid**

Credits: 0.5 - 6

Independent Study in Epidemiology

## Health Policy and Management Department

The Department of Health Policy and Management aims to improve population health by enhancing access to care, increasing efficiencies across health systems, and eliminating disparities.

Our faculty approach these aims by providing leadership and expertise in support of healthcare system innovation, conducting analyses of the policies and economic realities underpinning healthcare systems, and engaging in political advocacy. Faculty researchers are accomplished in a broad range of domains including global health care organization and delivery systems, healthy aging across the life span, economics and global health, HIV policy and practice, and substance use policy.

## School of Public Health

In keeping with our belief in using applied public health practice arenas, students have opportunities to work in real-world policy-making organizations and research institutions to hone their skills to become leaders of tomorrow.

## Programs

### GLMIHP-MS - Global and Migrant Health Policy

MS

Degree Designation: MS - Master of Science

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## Courses

### HPAM610 - Fund Health Policy Manag

Credits: 3

Examination of the organization, delivery and financing of health care in the United States as it pertains to the health policy-making process, including the organization of the agencies and personnel constituting the health care system, and analysis of government structure, laws, and regulations. Theoretical concepts, practice, and implementation of health programs in organized settings, including the planning, administration, management, evaluation, and policy analysis of public health agencies and private sector managed care.

### HPAM620 - Public Health Management

Credits: 3

Focuses on management issues in a variety of organizational settings and the larger public health environment; describes managerial functions and problem solving strategies, financial management principles, and management models for change; develops specific skills in program management, budgeting, workforce development, and managing inter-sectoral programs.

## School of Public Health

### **HPAM621 - Health Economics**

Credits: 3

This course in health economics introduces students to essential micro-economic concepts as they apply to health systems, individual and public health.

### **HPAM622 - Public Health Care Law**

Credits: 3

Reviews key areas of the legal process relevant to health care delivery and public health; analyzes major court decisions that have affected the field and selected federal, state and local statutes that affect public health and health care practice; acquaints students with the basics of legal research and legal reasoning as applied to public health and health care.

### **HPAM623 - Compar Urban Health Care Sys**

Credits: 3

Examines unique challenges and opportunities for delivering health care in developed and developing world cities; analyses impact of national and local policies and social and political factors on health care access, quality and outcomes; introduces empirical methods for making comparative studies across municipalities and nations.

### **HPAM624 - Public Health Advocacy**

Credits: 3

Prepares students to advocate for policies that promote public health, develops skills in planning and implementing advocacy campaigns; assess theories on role of coalitions and advocacy in changing health policy.

**HPAM625 - Public Health Policy Analysis**

Credits: 3

Examines common approaches and concepts of policy analysis for public health, including market efficiency and failures, cost-benefit analysis, problem and decision making analysis; describes critiques of such models with public health examples; focuses on the Health Impact Assessment as a method for analyzing costs and benefits of health and non-health policies.

**HPAM626 - Int & Migrnt Hlth Organization**

Credits: 3

This course will provide an in-depth study of the historical development, structure, and function of the institutions and initiatives constituting the international health system. The course will first examine the basic architecture and entities that make-up the international organization system as well as the conceptual tools that facilitate further understanding of how and why these organizations function. The second segment will explore the varying organizational arrangements that have been formed to address international and migrant health, the normative differences between them, respective advantages and disadvantages, emerging new models, and their subsequent roles in the global context. The third segment provides an overview of the major operational outputs produced by IOs to address global and migrant health. The final segment explores international and migrant health organizations within the context of international relations, foreign policy, and globalization. Here we will discuss the 'international health system' in a rapidly changing and diversifying environment, how the system has stagnated or evolved, and how domestic, cross-border, and cross-sector organizations function together (or should) to maximize the benefits of an increasingly global society on public health.

**HPAM627 - Migration and Health**

Credits: 3

This course provides an overview of public health research relevant to immigrant and migratory groups (e.g. refugees) within a 21st century context. The course has an explicit focus on examining the social conditions that influence the distribution and development of disease in these populations. The course helps students recognize that health and disease are shaped by multiple social factors operating at multiple levels of influence, which are experienced in the country of origin of immigrants and in their new homeland. Students will critically evaluate theoretical, topic specific, and methodological issues, and identify strengths and gaps in migrant health research through class readings, online discussions, quizzes, and a group project. Although the course is largely U.S. focused, global health patterns will also be examined.

**HPAM629 - Global Health Law**

Credits: 3

This course explores the history, theory, development and practical use of international health regulations, trade negotiations and human rights agreements and conventions in advancing global health. During the course we will examine a variety of topics including the impact of international trade agreements on health, the International Health Regulations and other regulations affecting global and migrant health, and the relationship between health and human rights.

**HPAM628 - Global Health Policy & Politics**

Credits: 3

This course will provide a framework for understanding both the theory and practice of advancing global health. International systems, bilateral and multilateral initiatives and globalization trends and their effect on population health will be studied from a comparative perspective across countries and regions. The course aims at promoting an understanding of the biomedical, socioeconomic and political effects of the globalization process on population health. During the semester, students will examine the emerging field of global health from an interdisciplinary perspective, by addressing the main health issues experienced by mothers and children worldwide.

**HPAM640 - Intro Health Survey Method**

Credits: 3

Introduction to health survey design and methodology. Topics include: types of inquiries best suited for survey instruments, conditions necessary for sampling, how to design, and develop both questions and survey instruments, how to test validity and reliability, conduct data cleaning and analysis.



## School of Public Health

### **HPAM641 - Evid Health Policy Serv**

Credits: 3

Course will teach students to evaluate evidence from major health policy initiatives in recent decades. Investigations of the effects of the RAND and Oregon Health Insurance Experiments, the Massachusetts Health Insurance Reform, and the Affordable Care Act will be critically analyzed, as will other regional and local policies enacted to lower cost, or increase quality and access. Students will analyze secondary observational data and prepare a research brief.

### **HPAM661 - Health Care Financial Manag**

Credits: 3

Study of the basic principles of health-care accounting. Analysis of health-care financial statements and responsibility-accounting techniques. Evaluation of methods of managing working capital, budgeting, using cost information in decision making, controlling costs, and financing capital projects in the health-care setting. Analysis of approaches to pricing, rate setting, and cost control in the health-care reimbursement environment.

### **HPAM695 - Topics in Health Policy Mgmnt**

Credits: 0.5 - 6

Courses on current topics in health policy and management

### **HPAM642 - Environmental & Social Justice**

Credits: 3

The built and natural environment are each an important determinant of health. This course looks at case studies from communities located near active and abandoned hazardous waste sites. The course begins by examining the health impacts of living near or working on a site containing industrial chemicals and waste and then looks at mechanisms to protect communities and workers from exposure to chemicals, which cause adverse health effects. The course explores research needs to develop better protections. Finally, the course looks at means to involve and empower communities and workers concerned about chemical exposure from sites that also supply much-needed jobs.

### **HPAM662 - Health Economics**

Credits: 3

Economic analysis of the structure, performance, and government policy in the health care sector of the economy. Demand and supply of health care services, the role of third party payers, and the public policy debate over government reform of the health care system. Microeconomics, econometric, and political philosophy concepts relevant to issues of justice in health care.

### **HPAM697 - Indep Stud Health Policy Manag**

Credits: 0.5 - 6

Independent study in health policy and management

**HPAM820 - Seminar in Health Policy**

Credits: 3

The objective of the course is to understand patterns in the organization, financing, and delivery of health care, and their relationship to population-based health outcomes, through an integrated exploration of research from the various disciplines informing the health policy and management fields. With an emphasis on the development of critical thinking skills, students are introduced to multidisciplinary models from the social sciences as conceptual sources for health policy and management research. The course adapts a trans disciplinary approach to the examination of important topics in urban public health management and policy, such as the relationship between health systems and the urban-based health economy, and the interface between managerial functions and health policy analysis in addressing health status and outcomes disparities.

**HPAM821 - Quant Methods Health Serv Res**

Credits: 3

This course focuses on quantitative reasoning skills in health services research within the context of the principles of the scientific method and the logic of the research process. The logic and methodologies of problem formulation, development of hypotheses and objectives, multidisciplinary research design, sampling, operationalization and measurement are reviewed in connection with selected analytic strategies, such as cross-section/time-series design, multilevel analysis, cost effectiveness analysis, and health impact assessment. Methodological connections between practice-based performance assessment for management and population-based health outcomes assessment for policy are addressed.

## School of Public Health

### **HPAM822 - Public Health Economics**

Credits: 3

The broad literature on health economics helps improve the understanding of issues related to public health and its influence in the decision-making process of cost-effective interventions for the overall population health. The emphasis of this class is on acquiring a set of devices from the economic theory and a framework within which to organize empirical analysis to inform health and public health policy. Topics will include the analysis of the overall health market, and in particular the analysis of the demand for health, health care and insurance, the supply of health care and insurance, the 29 market structure of the health care sector, and, finally, the positive and normative aspects of performance of the health care sector.

### **HPAM895 - Topics Health Policy Manage**

Credits: 0.5 - 6

Courses on current topics in health policy and management

### **HPAM823 - Health Policy Analysis Methods**

Credits: 3

This course is designed to expand and deepen the analytic repertoire of students with respect to (1) the analysis of problems or issues that face health policy-makers; (2) the analysis of alternative solutions so those problems and (3) the evaluation of selected solutions (including doing nothing). The course uses research and analytic methods drawn from epidemiology, decision sciences, political science, sociology, social psychology and economics. It emphasizes how methods developed within these disciplines can be applied to policy analysis in public health and health care.

### **HPAM897 - Indep Stud Health Policy Manag**

Credits: 0.5 - 7

Independent study in health policy and management