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# CUNY UNLIMITED – CREDENTIAL IN ACADEMIC AND CAREER STUDIES

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Application for Approval to Participate as a Title IV Federal Student Aid Program  
Comprehensive Transition and Postsecondary Program: Transition and  
Postsecondary Programs for Students with Intellectual Disabilities (TPSID)

JANUARY 13, 2022

BOROUGH OF MANHATTAN COMMUNITY COLLEGE, THE CITY UNIVERSITY OF NEW YORK,  
199 Chambers Street, New York NY 10007

## **Program Overview**

Aligned with the mission of the City University of New York to provide access to higher education, the CUNY Unlimited Advanced Credential in Academic and Career Studies—a comprehensive transition & postsecondary (CTP) program—is a full-time inclusive nondegree credential program that expands access to college for students with intellectual disabilities, age 18 and above. By participating in classes alongside peers without disabilities, developing skills for employment through internships, learning about self-advocacy, and becoming immersed in all of the activities that a college campus has to offer, CUNY Unlimited students prepare for their next steps in life. After earning the credential, students may move on to employment or further their education, ready to contribute to their communities in a meaningful way.

CUNY Unlimited students physically attend one of the 18 undergraduate campuses within the City University of New York during a typical full-time student schedule being Monday through Friday, between 8:00 am and 4:30 pm, at a minimum of 20 hours per week. There is some variability in the schedule to allow for flexible academic, vocational and social experiences. Students attend college courses and enrichment courses to support their academic and vocational activities as well as programmatic seminars to support successful transition. They will also participate in individualized instruction to support their goals.

The CUNY Unlimited Advanced Credential in Academic and Career Studies meets the requirements of a comprehensive transition and postsecondary (CTP) program. This proposal describes how these requirements are satisfied along with the CUNY policy on satisfactory academic progress for federal financial aid and includes a description of program elements, in addition to a copy of the letter of notification to the Middle States Commission on Higher Education as the accrediting body.

### **1. Comprehensive Transition and Postsecondary Program Requirements**

#### *a. The CTP Program is In-Person*

The Comprehensive Transition and Postsecondary Program (CUNY Unlimited Advanced Credential in Academic and Career Studies) is delivered to students physically attending the institution. CUNY Unlimited is intended as a face-to-face program; and, while online courses are offered through the University and, like all enrolled students, available to those enrolled through CUNY Unlimited, they would not comprise a student's entire program.

#### *b. The CTP Program is designed to support Students with Intellectual Disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment.*

Supporting transition to employment is a process throughout the time that a student is enrolled in CUNY Unlimited. Advisement, career workshops, and internship opportunities allow participants to pursue career interests and opportunities that align with their goals. For students interested in pursuing higher education, students are connected to resources

to support the transition to earning a high school equivalency or move to a credit-bearing degree.

*c. The CTP Program includes an Advisement and Curricular Structure*

To earn the CUNY Unlimited Advanced Credential in Academic and Career Studies students must successfully (1) meet program learning outcomes by auditing, or otherwise participating in courses—alongside students without disabilities—for which the CTP program student does not receive regular academic credit, and/or by taking non-credit-bearing, nondegree courses with students without disabilities; (2) meet social outcomes by participating in campus membership activities with students without disabilities; (3) prepare for careers through career exploration and other experiential learning opportunities by participating in internships or work-based training in settings with individuals without disabilities; and (4) achieve functional academic development outcomes based on an individualized learning plan. All courses (audited, non-credit-bearing, nondegree), therein, are categorized as credit equivalent units (CEU's).

Students will meet with a CUNY Unlimited academic advisor at least once prior to the start of each semester throughout the program to determine goals using the principles of supported decision-making to empower individuals with intellectual disabilities to make self-directed academic, campus membership, and career choices. (See Appendix A for a sample Academic Experience Assessment.)

Students will complete four years of an academic program. (See Appendix B for a sample Student Learning Plan).

*d. The CTP program requires students with intellectual disabilities to have at least one-half of their participation in the program, as determined by the institution, focus on academic components through one or more of the following activities:*

*i. Auditing or otherwise participating in credit-bearing courses with students without disabilities*

Students will audit 12 academic courses with students without disabilities. These courses are in general studies and other coursework that is aligned with an individualized student learning plan. See Appendix C for a sample list of courses.

The registration system captures enrollment; and, at the completion of the program, students will have a transcript of their program course of study and enrollment history.

*ii. Taking non-credit-bearing, nondegree courses with students without disabilities*

Students are enrolled in non-credit-bearing, nondegree courses with students without disabilities such as college orientation, college transition skill workshops, and career exploration seminars. Participation in these courses are determined on an individual basis and may be based on scheduling, study plan, and learning goals.

*iii. Participating in internships or work-based training in settings with individuals without disabilities*

In addition to workshops to prepare students for work-based learning experiences, students will participate in internships in settings aligned with their employment goals, both on- and off-campus. Students are expected to participate in at least four internship experiences.

*iv. The CTP program provides students with intellectual disabilities social opportunities with non-disabled students to the maximum extent as possible*

CUNY Unlimited Advanced Credential in Academic and Career Studies students are engaged socially on campus through civic engagement, club participation, campus-based social events and natural meeting spaces such as the cafeteria and the library.

**2. Satisfactory Academic Progress Policy for CUNY Unlimited—Advanced Credential in Academic and Career Studies, CTP Program (TPSID) at Borough of Manhattan Community College**

The process for determining Satisfactory Academic Progress (SAP) within CUNY Unlimited is similar to the process for the college's degree-seeking students, except that it will be based on the successful completion of credit equivalent units (audited courses, non-credit-bearing courses and nondegree courses) as outlined in the program of study. Formally, each student will meet with their CUNY Unlimited academic advisor prior to the start of the semester to determine an individualized Student Learning Plan. Students will check in informally with their academic advisor throughout the semester. Satisfactory Academic Progress will be determined by the academic advisor with feedback from instructors using the Program Learning Outcomes Rubric and Academic Experience Assessment (see Appendix A)—including attendance requirements—to assess the Student Learning Objectives for each course, as determined within the individualized Student Learning Plan.

**Minimum Academic Progress** – To be in good academic standing, student coursework must minimally be assessed as “Made Satisfactory Progress” or overall quality of coursework must earn the equivalent of a minimum GPA based on attempted credit equivalent units as follows: for 0-12 credit equivalent units a minimum GPA of 1.50, 13-24 credit equivalent units a minimum GPA of 1.75, for 25 credit equivalent units—upward a minimum GPA of 2.0.

Credit Equivalent Units Attempted	Minimum GPA
0.5—12	1.50
13—24	1.75
25—upward	2.00

The table below provides an example of how Student Learning Objectives may be assessed for credit equivalent units (audited, non-credit-bearing and nondegree courses) using the Program Learning Outcomes Rubric.

Example—Individualized Progress Tracking Rubric:

Category	DID NOT MAKE SATISFACTORY PROGRESS (0)	MADE SOME SATISFACTORY PROGRESS (1)	MADE SATISFACTORY PROGRESS (2)	EXCEEDED SATISFACTORY PROGRESS (3)	EXCEPTIONAL SATISFACTORY PROGRESS (4)
Attendance	Attendance of 60% or less	Greater than 60% but less than 85%	85% attendance or better	No more than 1 class absence	100% perfect attendance
Assignments	Did not show examples of interacting with course materials through chosen method of expression as described in an individualized learning plan.	Some examples of “good faith” effort including participation in class activities, completing between 60-74% of course assignments, projects, quizzes, and tests with mentor providing assistance as needed with course and interaction with the instructor	Shows “good faith” effort to complete most (at least 75%) of the course assignments, projects, quizzes, and tests. Examples of good faith effort include participating in class activities (with mentor providing assistance as needed), asking instructor questions (in or out of class), responding to instructor feedback, completing agreed upon alternate assignment, or using class accommodations.	Completes most (at least 85%) of the course as described in a modified syllabus. Minimal support from mentor, asking instructor questions (in or out of class), responding to instructor feedback, completing agreed upon alternate assignment, or using class accommodations.	Overall quality of work is assessed as being comparable to that of a student who would receive a grade of A or B for the course (whether or not the course is being taken for credit).
Semester Learning Objective (see 1-9)	Did not show evidence of achieving the learning objective as agreed upon at the start of the semester.	Showed some evidence of meeting learning objective with support while not fully meeting the goals as agreed upon at the start of the semester.	Showed evidence of meeting learning objective as agreed upon at the start of the semester with support.	Showed evidence of meeting the learning objective as agreed upon at the start of the semester with minimal support.	Showed evidence of meeting the learning objective as agreed upon at the start of the semester with no support.

Progress with vocational goals will be assessed based on students’ individualized learning plans and with feedback from employers regarding attendance and individualized employment goals.

Progress with social goals will be self-reported by the student to the CUNY Unlimited program staff and evaluated based on satisfactory completion of service learning activities.

In addition to the academic, vocational, social and career development components of the credential, students will also participate in individualized instruction to support their learning. This may be represented through tutoring, and/or academic coaching. This support may be provided by CUNY Unlimited staff or an outside provider. The CUNY Unlimited academic advisor and program staff will work with students and other involved parties to track this activity.

**Maximum Time Frame:** CUNY Unlimited students may not attempt more than 150% of the credit equivalent units/clock hours normally required for completion of the credential. The credit equivalent units needed for the credential is 39 credit equivalent units or 1800 clock hours; therefore, a student may attempt no more than 58.5 credit equivalent units or 2700 clock hours.

**Pace of Progression: (Completion Rate):** CUNY Unlimited students are required to maintain a pace that will enable them to successfully complete a percentage of all attempted credits each academic year. To maintain “pace” requirements, a CUNY Unlimited student must earn a certain percentage of the total number of credits they attempt according to the table below.

<b>Attempted Credit Equivalent Units*</b>	<b>12</b>	<b>16</b>	<b>20</b>	<b>24</b>	<b>28</b>	<b>32</b>	<b>36</b>	<b>40</b>	<b>46</b>	<b>50</b>	<b>54</b>	<b>58.5</b>
<b>Earned Credit Equivalent Units</b>	1	3	4	7	11	16	19	22	28	31	35	39
<b>% Earned</b>	10	18	20	29	39	50	53	55	61	62	65	67

\*Attempted credit equivalent units are courses you registered for and did not drop before the last official withdrawal date

***Determining Attempted Credit Equivalent Units and Accumulated Credit Equivalent Units:***

Attempted credit equivalent units, as defined in this section, pertain to the courses and credit equivalent units that must be included in the quantitative measure of progress to calculate pace of progression and maximum timeframe. The accumulation of attempted credit equivalent units usually reflects the semester course enrollment maintained in a student’s permanent record at the college and will usually reflect a student’s enrollment as of the financial aid census date. Accumulated credit equivalent units should reflect credit equivalent units that the student has earned towards the completion of the CUNY Unlimited credential.

**Withdrawals:** Since the financial aid census date usually reflects a student's course load for the term, net of program adjustments, withdrawals as part of the program adjustment period (i.e., "drops") will not be included as cumulative attempted credit equivalent units. Withdrawals which are recorded on a student's permanent record will be included as cumulative attempted credit equivalent units and will have an adverse effect on a student's ability to meet the pace of progression standard. "Starting the 2021 aid year, The City University of New York will be excluding WN grades from the attempted unit calculation for quantitative measurement (pace and time-frame)". OR As of Summer 2020, CUNY has implemented a new policy which excludes all WN grades from being counted in the quantitative measures of SAP (pace of progression and maximum timeframe. This change in policy pertains to all WN grades retroactively and all future SAP evaluations for the student's enrollment in the program.

NOTE: Retroactive "non-punitive" administrative withdrawal activity may result in the requirement for the student to repay any assistance received as a result of the student's enrollment at the time of receipt of the student assistance funds.

**Incomplete Grades:** Courses with incomplete grades are included as cumulative attempted credit equivalent units. However, these courses cannot be used as credit equivalent units accumulated toward the credential since successful completion is the criterion for positive credit equivalent unit accumulation. If the student fails to meet the pace of progression standard due to the lack of successful completion for incomplete courses, the recording of successful completion within a term which brings the accumulated credit equivalent unit level to the appropriate standard will restore eligibility for the term and subsequent terms within the academic year.

For courses in which the objectives are not completed by the student (for good and sufficient reasons), the instructor, in consultation with the CUNY Unlimited academic advisor and the student, may grant an "incomplete". The "incomplete" becomes a "FIN" (DID NOT MEET OBJECTIVE due to incomplete) if the course objectives are not completed by the last of day of classes of the semester immediately following the semester in which the "incomplete" grade was assigned.

**Repeated Courses:** Successfully completed courses can generally be accepted toward credential requirements once. However, each time a student attempts a course, even if that course is part of a forgiveness or amnesty policy whereby credit equivalent units attempted and grades earned in prior semesters are excluded from the GPA, it must be included as part of the cumulative attempted credit equivalent unit record for the measuring of pace of progression. Therefore, repeated courses, regardless of the prior grade, reduce a student's capacity to meet the pace of progression standard.

NOTE: The regulations allow students to receive Title IV aid for one-time repeat of a previously passed course as long as the student is again receiving equivalent credit for the course. Should a student subsequently fail a previously passed course, any additional attempt of that course cannot be included in the student's enrollment status for Title IV assistance. There is no regulatory limit on the number of times a student may be paid to retake a failed course, unless the student has also previously passed that course.

**Transfer of Credit:** Transfer students from colleges inside and outside of CUNY shall have their pace of progression status initialized for purposes of SAP measurement by using the number of credit equivalent units determined to be acceptable toward the credential as both cumulative attempted credit equivalent units and cumulative credit equivalent units earned. For example: a student who completed 60 credit equivalent units at another institution, but the new institution only accepts 40 of those credit equivalent units upon completion of the transfer evaluation, the student would initialize their pace of progression at 40 credit equivalent units.

**Financial Aid Suspension:** CUNY Unlimited students who do not meet the minimum SAP standards are placed on financial aid suspension and lose their eligibility to receive assistance from all federal student aid programs. Students on financial aid suspension will remain ineligible for Title IV federal student assistance until they take actions that once again bring them into compliance with the appropriate progress standards.

Students who do not meet the minimum SAP standards are placed on financial aid suspension and lose their eligibility to receive assistance from all federal student aid programs. Students on financial aid suspension will remain ineligible for Title IV federal student assistance until they take actions that once again bring them into compliance with the appropriate progress standard.

**Right to Appeal:** All students who have been placed on financial aid suspension may appeal through the established institutional SAP appeal process to retain eligibility for Title IV assistance. Students may appeal any component of the SAP standard they have not been able to meet including not meeting the minimum GPA and exceeding the maximum timeframe for program completion.

An appeal must be based upon extenuating circumstances resulting from events such as, but not limited to, personal illness or injury, illness or death of a family member, loss of employment, changes in the academic program, or other special circumstances. The student's appeal must include:

- Reasons why the student failed to meet SAP requirements and
- What has changed in his or her situation that will allow the student to demonstrate SAP at the next evaluation

The appeal may be granted if the school:

- Determines that the student will be able to meet the appropriate SAP standards by the end of the next payment period (semester); OR
- Develops an academic plan (*i.e.* student learning plan) for the student that, if followed, will ensure that the student will either be able to meet the appropriate SAP standards by a specific point in time or achieve completion of his or her academic program.

The individual academic plan should outline a detailed strategy for the student to regain SAP eligibility or attain program completion within a certain probationary time-frame. The plan can be for one payment period/semester or longer. The academic plan should specify conditions that must be met for the period covered by the appeal such as: The specific coursework that



must be taken, the minimum GPA or equivalent program learning outcomes that must be attained, and the number of credit equivalent units that must be successfully completed. An academic plan may take the student to program completion, rather than meeting the institution's SAP standards at a specific point in time. Program completion, or graduation, should be always regarded as the ultimate attainment of SAP, and the possibility of a student finishing their program of study is a strong argument for a favorable appeal.

***Financial Aid Probation:*** A student who has been granted an appeal will be placed on financial aid probation. Students in this status have their eligibility for Title IV program assistance reinstated for one payment period (semester). At the end of the probationary semester, the institution must review the student's academic progress to determine whether the student has met the appropriate SAP standards or has fulfilled the requirements specified in the student's academic plan. A student who once again meets the appropriate progress standards after the probationary semester will continue to receive Title IV assistance until the next scheduled progress evaluation. Students who meet all the conditions of their academic plan at the end of the probationary semester will continue to receive Title IV assistance on a monitored, semester by semester basis until the next scheduled progress evaluation. There is no limit on the number of times a student who is placed on financial aid suspension may follow the SAP appeals procedure. Although a student may file only one appeal per payment period (semester), additional appeals to extend financial aid probation to subsequent semesters are allowed. As in the original appeal, the student would indicate the extenuating circumstances, the reasons why SAP was not achieved, and what has changed that will ensure the student will be able to meet SAP at the next evaluation. If a student fails to meet the conditions of an approved academic plan, he or she may submit an additional appeal to modify or adjust the plan for the subsequent payment period(s) documenting any unusual circumstances that prevented them from meeting the goals established by the original plan. The college may approve or decline the subsequent appeal and may create an updated academic plan based on the information submitted.

***Re-establishing Eligibility:*** Other than having eligibility restored through filing a successful appeal, a student on financial aid suspension may regain eligibility only by taking action that brings them into compliance with the appropriate progress standards. The mere passage of time is insufficient to restore Title IV eligibility to a student who has lost eligibility due to not meeting the SAP standards. Therefore, students may not re-establish eligibility solely by leaving the institution for at least one year because this action, by itself, would not bring the student into compliance for Federal Satisfactory Academic Progress. Students who choose to remain enrolled without receiving Title IV aid may request a review of their academic record after any term in which they were on financial aid suspension to determine if they were able to re-attain appropriate SAP standards.

If a student is on financial aid suspension at the beginning of the academic year for not meeting one or more components of the school's SAP standards, but meets them at some point later in the academic year, the student may regain Title IV eligibility as follows:

- Federal Pell Grant/Campus-based Funds: For Pell Grant and campus-based programs, the student regains eligibility retroactively to the beginning of the most recent payment period during which the student once again met the school's SAP standards, unless the

school's satisfactory progress policy provides for reinstatement of eligibility at some later point.

- Federal Direct Loan and FFEL Programs: For Federal Direct and FFEL program funds, the student regains eligibility for the entire period of enrollment. Again, this period generally coincides with the entire academic year, unless the school's SAP policy provides for reinstatement of eligibility at some later point.

***Change of Major:*** Students who change majors within the same credential program must complete the credential within the maximum timeframe, unless the institution has allowed for such changes by establishing various timeframes for different programs leading to the credential or by individually re-evaluating the timeframe for these students.

***Change of Degree:*** If a student changes their objective and begins pursuing a different credential, degree or certificate, the institution may make the student subject to the maximum timeframe it establishes for the new objective without regard to time spent pursuing the previous credential, degree or certificate. The institution also has the flexibility to develop a policy that is more restrictive and limits the student to an overall timeframe for the completion of their studies.

***Second Degree Students:*** Students enrolling for a second eligible credential or associate degree shall have their pace of progression status initialized for purposes of SAP measurement by using the number of credits determined to be acceptable toward the credential or degree as both the students' cumulative attempted credits and cumulative earned credits.

### **3. Program Structure - CUNY Unlimited Credential in Academic and Career Studies**

#### **Semesters, Clock hours, contact hours, instructional time per semester, Credential components**

- Six Semesters, 15 weeks per semester
- 1 CEU = 37.5 clock hours, 3 CEUs = 112.5 clock hours
- Total program is 1800 clock hours: academic component (21 CEUs = 787.5 clock hours), vocational component (12 CEUs = 450 clock hours), social component (90 clock hours), academic success and career development programming (67.5 clock hours), individualized instruction (405 clock hours).

### **4. Educational Credential Description (hours – See Appendix B for sample academic plan)**

The CUNY Unlimited Credential in Academic and Career Studies has the following full-time curricular structure:

#### **Credential (1800 hours)**

Academic Component (21 CEUs = 787.5 clock hours)

CUNY Unlimited Students will take coursework focused on their academic and/or vocational goals in inclusive class settings with peers.

Two foundational “major” courses (6 CEUs)

Three courses selected based on coursework aligned with valued social role (9 CEUs)

Two elective courses (6 CEUs)

Vocational Component (Equivalent to 12 CEUs = 450 clock hours)

Students will engage in and reflect upon internship/work based learning experiences that are in inclusive settings. These work experiences are meant to support the development of professional and social skills.

Social Component (Equivalent to 6 CEUs = 90 clock hours)

CUNY Unlimited students will engage in activities that facilitate campus membership. Social experiences may include: advocacy, civic engagement, or leadership in clubs. These social experiences are meant to provide opportunities for students to engage with others outside of the classroom.

Academic Success and Career Development Programming (67.5 clock hours)

- 1) College Orientation
- 2) College Transition Skills
- 3) Career Exploration

Individualized Instruction (405 clock hours)

CUNY Unlimited students will participate in individualized instruction to support their academic progression in the credential. These activities may include tutoring, instruction, and/or academic coaching.

## Letter to Middle States

## Appendix A: TPSID Academic Experience Assessment

CUNY Campus \_\_\_\_\_

Student Name \_\_\_\_\_

Course No. \_\_\_\_\_ Course Title \_\_\_\_\_ No. of Hours \_\_\_\_\_

Instructor \_\_\_\_\_ Semester/Year \_\_\_\_\_

Program Learning Outcomes (circle which apply for this course):

1. Develop knowledge of self: identity, including intersectionality, and principles of health and well-being.
2. Understand principles of citizenship and advocacy; demonstrate how these principles relate to the individual in local and global contexts; explore opportunities to connect principles with social action.
3. Develop learning objectives of subject specific content in collaboration with faculty or other academic partner; understanding of subject specific content using the aforementioned collaboratively developed criteria.
4. Demonstrate communication skills in both academic, professional, and social settings whether written, signed, verbal, or via technology.
5. Demonstrate the ability to organize, process, and apply information (i.e. strategies for problem solving and decision making skills).
6. Demonstrate basic research skills including the identification of reliable resources.
7. Know and apply job related skills in a workplace setting including: punctuality and reliability, giving and receiving feedback, following directions, and seeking support when appropriate.
8. Demonstrate examples of effective social interaction such as teamwork and collaboration.
9. Demonstrate the use of reflective practice on academic, experiential and social experiences.

Student Learning Objectives/Focus for this Course:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Resources Needed:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Evidence of Accomplishment:

1. \_\_\_\_\_
2. \_\_\_\_\_

3. \_\_\_\_\_
4. \_\_\_\_\_

Evaluation Criteria:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Student Signature: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

End of Semester Program Learning Outcome Rubric:

Learning Objective	Did Not Meet Objective	Met Objective	Exceeded Objective
1	Did not demonstrate sense of self, through engagement with health and wellness materials and/or the applications in personal life.	Demonstrated sense of self, through engagement with health and wellness materials and understands applications in personal life with guidance from mentor.	Demonstrated sense of self, through engagement with health and wellness materials and pursued application in personal life with some guidance from mentor.
2	Did not demonstrate understanding of self as related to external environments and/or principles of advocacy and social action.	With support from mentor, demonstrated understanding of self as related to external environments and principles of advocacy and social action.	With minimal support from mentor, demonstrated understanding of self as related to external environments and sought opportunities to apply principles of advocacy and social action.
3	Did not show evidence of interacting with course materials through chosen method of expression.	Showed evidence of interacting with course materials through chosen methods of expression with some support.	Showed evidence of interacting with course materials through chosen methods of expression with minimal support.
4	Did not communicate effectively, when needed, with faculty, student peers, and/or mentors.	Communicated effectively, when needed, with faculty, student peers, and mentors with support.	Communicated effectively, when needed, with faculty, student peers, and/or mentors with minimal support.
5	Did not utilize strategies in organizing, processing and/or applying	Utilized strategies in organizing, processing and applying information,	Utilized strategies in organizing, processing and applying information,

Learning Objective	Did Not Meet Objective	Met Objective	Exceeded Objective
	information, demonstrated in decision-making, problem solving, in academic, social, or work experiences with the support of a mentor.	demonstrated in decision-making, problem solving, in academic, social, or work experiences with the support of a mentor.	demonstrated in decision-making, problem solving, in academic, social, or work experiences with minimal support of a mentor.
6	Did not identify and interpret reliable sources and materials for the purpose of research, and/or did not organize and present materials with some support from a mentor.	Able to identify and interpret reliable sources and materials for the purpose of research, able to organize and present materials with some support from a mentor.	Able to identify and interpret reliable sources and materials for the purpose of research, able to organize and present materials with minimal mentor support.
7	Did not adhere to employer's attendance policy and/or was not punctual and/or reliable in delivery of assignments; did not follow directions, and/or ask for support when appropriate.	Adhered to employer's attendance policy, was punctual and reliable in delivery of assignments; followed directions, asked for support when appropriate.	Exceeded employer's attendance policy by attending all sessions and/or was not punctual and/or reliable in delivery of assignments; did not follow directions, and/or ask for support when appropriate.
8	Did not maintained positive and collaborative relationships with peers, team members, and/or faculty with mentor support.	Maintained positive and collaborative relationships with peers, team members, and faculty with mentor support.	Maintained positive and collaborative relationships with peers, team members, and faculty with minimal mentor support.
9	Did not make connections between the planning of and the engagement in academic, social, and work experiences with support.	Able to make connections between the planning of and the engagement in academic, social, and work experiences with some support.	Able to make connections between the planning of and the engagement in academic, social, and work experiences with minimal support.

Additional Comments:

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**Appendix B - Program Structure for CUNY Unlimited Credential in Academic and Career Studies**

Six semesters, 15 weeks per semester

1 CEU is equivalent to 37.5 clock hours, 3 CEUs are equivalent to 112.5 clock hours per semester

**Sample Student Academic Plan**

<b>Distribution Requirements: First Semester</b>	<b>Clock Hours</b>
Academic Experience	225
Vocational Experience	
Social Experience	10
Academic Success and Career Development Programming	7.5
Individualized Instruction	57.5
Total	300
<b>Distribution Requirements: Second Semester</b>	<b>Hours</b>
Academic Experience	112.5
Vocational Experience	90
Social Experience	16
Academic Success and Career Development Programming	12
Individualized Instruction	69.5
Total	300
<b>Distribution Requirements: Third Semester</b>	<b>Hours</b>
Academic Experience	112.5
Vocational Experience	90
Social Experience	16
Academic Success and Career Development Programming	12
Individualized Instruction	69.5
Total	300
<b>Distribution Requirements: Fourth Semester</b>	<b>Hours</b>
Academic Experience	112.5
Vocational Experience	90
Social Experience	16
Academic Success and Career Development Programming	12
Individualized Instruction	69.5
Total	300
<b>Distribution Requirements: Fifth Semester</b>	<b>Hours</b>
Academic Experience	112.5
Vocational Experience	90
Social Experience	16
Academic Success and Career Development Programming	12
Individualized Instruction	69.5
Total	300
<b>Distribution Requirements: Sixth Semester</b>	<b>Hours</b>
Academic Experience	112.5
Vocational Experience	90
Social Experience	16
Academic Success and Career Development Programming	12



Individualized Instruction	69.5
Total	300

## Appendix C

Sample of Credited Courses Previously Taken by CUNY Unlimited Students

By Campus, By Subject Area

*General Education Courses*

CUNY Campus	Course No.	Course Title	Cr.	Course Description
BMCC	ACR 94	Academic and Critical Reading I	6 HRS.	This introductory college level reading course emphasizes improved reading comprehension through the practice of literal, inferential and critical reading skills, vocabulary development, writing, flexible reading rates, and study skills. A variety of materials is used to enrich students' basic understanding of reading.
BMCC	ENG 101	English Composition	3 CRS. 4 HRS.	English Composition is the standard freshman writing course. The course introduces students to academic writing. By its conclusion, students will be ready for English 201 and for the writing they will be asked to do in advanced courses across the curriculum. Students completing ENG 101 will have mastered the fundamentals of college-level reading and writing, including developing a thesis-driven response to the writing of others and following the basic conventions of citation and documentation. They will have practiced what Mike Rose calls the habits of mind necessary for success in college and in the larger world: summarizing, classifying, comparing, contrasting, and analyzing. Students will be introduced to basic research methods and MLA documentation and complete a research project. Students are required to take a departmental final exam that requires the composition of a 500 word, thesis-driven essay in conversation with two designated texts.
BMCC	HED 201	Health Ed and Exercise	3 CRS. 2 HRS. 2 LAB HRS.	This course will develop positive health related attitudes, values, and habits to promote physical, mental and social wellness. The student will attain a broad spectrum of exercise information and skills and apply that knowledge to those skills in a laboratory fitness program, utilizing appropriate equipment to assess the function of muscular systems during physical performance.

				Individuals will explore the body's adaptations to aerobic, anaerobic, and resistance training.
BMCC	SPE 100	Fundamentals of Speech	3 CRS. 3 HRS.	The aim of this course is to develop effective skills in speech communication. The student examines how to generate topics and organized ideas, masters elements of audience psychology and practices techniques of speech presentation in a public forum. All elements of speech production and presentation are considered.
CSI	COR 100	United States: Issues, Ideas, and Institutions	3 CRS. 3 HRS.	COR 100 is a required general education course that introduces CSI students to contemporary America's constitutional democracy, multiracial society, and market economy, using the tools of the social sciences. The course seeks historical perspective by examining three formative periods in U.S. history: the American Revolution and debate over the Constitution, the African American freedom struggle from slavery through the civil rights movement, and the evolving relationship between government regulation and the market economy during the 20th century. The course is writing intensive and is intended to develop logical, critical thought and expression.
CSI	PSY 100	Psychology	3 CRS. 3 HRS.	A study of the important facts and theories concerning human behavior and its motivation. Included will be research methodology; at least three topics from learning, cognition, testing, physiology, and phenomenology; and at least three topics from personality, psychopathology, emotion and motivation, history and systems, development, and social factors. Topics will be related to major trends in recent cultural history and to current social and moral issues.
Hostos	HUM 100	Introduction to the Humanities	3 CRS.	This course will offer a global awareness and understanding of the expansive history of humanity and the diversity of cultural forms and practices. Its aim is to give foundational knowledge from multiple perspectives that describe the chronological and geographical relationships between cultures. This course will also pique students' interest in history, philosophy, literature, social sciences, art, and music. This will encourage the student to

				reflect on how personal origins and beliefs affect actions and values.
Hostos	SOC 101	Introduction to Sociology	3 CRS.	The student will demonstrate an understanding of the basic topic of sociology, including social mobility, role status, race and prejudice, and factors leading to social change.

#### *Vocational Oriented Courses*

CUNY Campus	Course No.	Course Title	Cr.	Course Description
BMCC	CED 201	Career Planning	2 CRS.	This course will help you explore and plan your career and develop practical job search skills. In the course you will: Explore what careers are best suited for you. Understand how to network with professionals in your field. How will you benefit from completing this course? You will learn more about yourself. You will become aware of and better understand the corporate culture. You will have a professional resume. You will learn how to interview effectively.
KBCC	ADM 2400	Office Systems and Procedures	3 CRS. 3 HRS.	The systems and procedures of the electronic office for administrative secretary and word processing specialist includes: planning and organizing office operations, developing good office leadership and human relations, controlling office operations, theory, concepts, and practices relating to office systems and procedures, employee performance, output and job satisfaction. Required for all non-stenographic secretarial students.
KBCC	EDC 2200	Art Workshop in Education	3 CRS. 3 HRS.	Various art media are explored to understand principles, methods, planning and classroom organization necessary to achieve curricular and behavioral objectives of programs in education. Theory and history of art education as it relates to curriculum and diverse cultures. <i>Ten hours per semester working with children in art activities.</i>
KBCC	EDC 2300	Music and Movement Workshop in Education	2 CRS. 2 HRS.	Musical literature, methods and techniques for utilizing music and dance to achieve the curricular and behavioral objectives of programs in education. <i>Ten hours per semester working with children in music activities.</i>

KBCC	TAH 100	Introduction to Tourism and Hospitality	3 CRS. 3 HRS.	Overview of the many and varied organizations and agencies that make up the tourism and hospitality industry, their roles and interrelationships. Topics include transportation, lodgings, restaurants, wholesale and retail operations, attractions, government owned parks and facilities, trade organizations, and governmental agencies.
KBCC	TEC 1100	Computer Keyboarding I	2 CRS. 4 HRS.	Basic skills in keyboarding are developed and applied to the formatting of simple business and personal letters, tabulations, and manuscripts.
KBCC	TEC 2400	Organizing the Electronic Office for the Administrative Assistant	3 CRS. 4 HRS.	Using current applications to create and organize files and folders for office documents, maintain the desktop environment, utilize an electronic calendar and contact lists, keep track of e-mail, and explore the internet. Basic skills and electronic office terminology will be emphasized. New developments in electronic office, including the Microsoft Office Suite, graphics and scanning will be explored.
Hostos	HLT 110	Introduction to Community Health	3 CRS.	The student will examine and analyze various health organizations and their role in community health; the emerging role of community health workers in promoting health of neglected populations; the spread and control of communicable diseases; the community health structure and the principles underlying health behavior, learning, and change; theories of health behavior and practical models for community health worker interventions.
Hostos	VPA 171	Introduction to Theatre	3 CRS.	The student will analyze, discuss, and define the nature, meaning, and components of theater, as well as the creative forces that contribute to its shape and effect. The student will engage in field trips and special projects.

### *Electives*

CUNY Campus	Course No.	Course Title	Cr.	Course Description
BMCC	ART 101	Digital Imaging Studio I	3 CRS. 4HRS.	This course will introduce digital art image making, editing and design techniques as a foundation upon which an effective visual language is built. Beginning with an investigation of the elements and principles of

				digital design, students will discover a broad range of visual ideas, concepts and techniques to use in creating images. Expressing, evaluating and communicating ideas with visual images is a primary focus of this course. During the semester, students will use imaging and design software consistent with that in use by artists and other visual professions as a beginning step towards professional-standard computer proficiency.
BMCC	ART 104	Survey of Art History II	3 CRS. 3HRS.	Using a global approach, this introduction to art history includes the study of painting, sculpture, architecture and other media by surveying the Renaissance through the start of the twentieth century. The exploration of techniques, media, composition, and figure representation will provide an understanding of key concepts in the arts with additional focus on the historical and social context, which developed the meaning and changing styles in different cultures as well as the effects of cultural exchange through the arts.
BMCC	ART 183	Intro to Sculpture Studio	3 CRS. 3HRS.	This is an introductory studio course exploring three-dimensional sculptural form, using both traditional and contemporary materials and methods. Clay and other media are used in hands-on practice as a means of expression and for understanding the language of sculpture, including focus on the creative process from idea to completion. This course is intended to satisfy basic sculpture requirements for transfer within CUNY, as well as professional art programs.
CSI	COM 313	Principles of Editorial Design	4 CRS. 4 HRS.	Emphasis on the integration of publication design, graphics, information organization, and language. Course topics focus on various formats of multi-page layout design for print, their meaning and significance; editorial concepts, and the publication process. Further emphasis is placed on group organization, collaboration, and co-authorship.
CSI	MUS 108	Intro to Jazz History	3 CRS. 3 HRS.	A survey of music in the jazz perspective from Scott Joplin to the present, including the social impact of the music on American and European cultures.
CSI	PHO 201	Intro to Darkroom Techniques	4 CRS.	An introduction to the practice of darkroom based black and white photography. A study of

			3 HRS.	the history and development of black and white photography as an art form as well as basic principles and techniques of 35mm film camera and darkroom practice will be covered, including the use of a variety of films, developers, and papers. The course addresses mastery of materials as a creative tool. Students are required to provide a 35mm manual SLR film camera. NOTE: Student must demonstrate through a portfolio a good understanding about the basics of camera techniques.
CSI	SOC 226	Socialization of the Child	4 CRS. 4 HRS.	The socialization of the child will be examined in detail in the context of social, cultural, economic, and political institutions; various sociological and psychological theories concerning child rearing. Adolescent socialization, moral development, and the impact of factors such as sex, birth order, social class, and ethnicity will be discussed.
CSI	SOC 350	Psychosocial Aspects of Disability	4 CRS. 4 HRS.	The psychosocial impact of disability, differential development, and social adjustment among disabled groups, friendships, intimacy, and sexuality. The changing role and status of the disabled in our society with particular emphasis on the issues of stigmatization and labeling.
CSI	SPN 112	Basic Spanish I	3 CRS.	A beginning course in the fundamentals of expression and communication for those who have had no previous work in the language. Regular attendance in the Modern Languages Media Center is required.
KBCC	ANT 3800	Human Rights	3 CRS. 3 HRS.	Overview of anthropological, political, legal, economical, and philosophical perspectives on human rights. The history of human rights, examination of the basic treaties on human rights and exploration of the ways in which culture, religion, race, gender, indigenesness, human trafficking, genocide, and forced migration relate to human rights. Analysis of the global and local response to contemporary human rights abuses on a variety of issues in various countries.
KBCC	HE 3300	Stress Management	2 CRS. 2 HRS.	To help students understand and cope more effectively with stress in their daily lives, course topics include: causes, components and

				consequences of stress, how to measure stress, and strategies/techniques to control stress.
KBCC	HE 5000	Weight Management	3 CRS. 3 HRS.	Students will design a weight management program that emphasizes healthy food choices and consistent patterns of physical activity. Behavioral self-monitoring logs and in-class physical activity included.
KBCC	PEC 2700	Beginning Karate and Self Defense	1 CRS. 2 HRS.	Introduction to formal Karate and practical self-defense techniques. History and background, fundamental stances, blocks, punches, kicks, conditioning, safety, methods of avoidance and personal self-defense movements, and oriental tradition (Karate costumes, respect and Buddhist philosophy).
KBCC	PEC 6700	Yoga and Meditation	2 CRS. 2 HRS.	Application of the fundamental principles of yoga and meditation. An overview of the philosophy and psychology of yoga and meditation, an understanding of asanas and chakras, an explanation for the contraindications for certain asanas or meditative techniques, and a review of physical and psychological health conditions that may derive significant benefit from yoga and meditation.
Hostos	BLS 110	African Civilization I	3 CRS.	This course is designed to provide a broad acquaintance with African history, civilization, and culture from the earliest times to the 16th century. The course will discuss the origins and development of civilization in Africa, focusing on the oral civilizations, ancient African kingdoms, the African middle ages, traditional and foreign missionary religions, and Africa before the advent of the Europeans.
Hostos	PSY 120	Developmental Psychology I	3 CRS. 3 HRS.	The student will demonstrate an understanding of personality development from infancy to adolescence with an emphasis on the genetic determinants of behavior as well as on social learning. The student will demonstrate knowledge of prenatal development, cognitive development, language development, socialization, identification, deprivation studies, development of aggression, dependency, fears and anxiety, sex typing, and other topics. Offered in English and Spanish.
Queens	AFST 102	Survey of African Civilization II	3 CRS.	An interdisciplinary survey of African civilization from the sixteenth century to the present. The



			3 HRS.	course will focus on the impact upon African civilization, culture, politics, and society of European expansion and colonialism in Africa.
Queens	CMLIT 336	Forms of Fiction	3 CRS. 3 HRS.	The novel, novella, short story, and other forms of prose fiction, with special emphasis on questions and problems of genre. The texts studied vary each semester. Students may take this course twice for credit if the works studied are different.
Queens	GEOL 12	Natural Disasters	3 CRS. 3HRS.	A course dealing with natural hazards and the devastation they cause. The hazards include floods, volcanic explosions, earthquakes, landslides, and asteroid impacts.
Queens	URBST 101	Urban Issues: Poverty & Affluence	3 CRS.	Introduction to the field of urban studies investigating why cities are places of economic and political opportunity for some and of deprivation, discrimination, violence, and impoverishment for others. Exploration of different theories of urban poverty and inequality and examination of the impact of immigration, racial segregation, suburbanization, public policies, and social movements on U.S. cities and their inhabitants. Special attention is paid to the existence of inequalities based on race, class, gender, sexuality and analyzes proposals to reduce these inequalities.