

**YORK** College **CUNY** The City University of New York

School of Health Sciences and Professional Programs  
Department of Occupational Therapy



# STUDENT HANDBOOK

Fall 2017



Dear Occupational Therapy student,

On behalf of the OT faculty and department staff, we'd like to welcome you to the professional phase of your academic Occupational Therapy preparation! You are about to begin a journey that will take you from being a student to being a licensed professional occupational therapist!

This handbook is your resource guide to the policies and procedures of the Occupational Therapy Department at York College, CUNY. You must read it after orientation and keep it as a reference for future questions throughout your professional education. This handbook complements other important published materials, such as the York College Bulletin.

Along with the OT faculty, we will be guiding you through the next three and a half years. We encourage you to take advantage of our knowledge, experience and mentorship! We are looking forward to our next three and half years together!

Donald Auriemma  
Chair

Beverly Horowitz  
Program Director



## ACADEMIC CALENDAR FALL 2017

Monday	July 31	Last day for continuing non-matriculated students to apply for matriculation for Fall 2017 semester.
Mon – Thurs	August 21 - 24	Registration.
Thursday	August 24	Last day to drop course(s) for 100% tuition refund.
Friday	August 25	<b>First day of classes.</b>
Fri., Mon-Thurs	August 25, 28-31	*Late Registration and Program Changes.
Thursday	August 31	*Last day to drop course(s) for 75% tuition refund. *Last day to add/swap course(s). Financial aid certification enrollment status date. <b>Last day to drop without the grade of WD.</b>
Friday	September 1	Course Withdrawal Drop period begins. A grade of WD is assigned to students who officially drop a course(s). <b>COA rosters available.</b>
Sunday	September 3	No classes scheduled.
Monday	September 4	Labor Day – College is closed.
Thursday	September 7	*Last day to drop course(s) for 50% tuition refund. <b>COA rosters due.</b>
Thursday	September 14	*Last day to drop course(s) for 25% tuition refund. Course Withdrawal Drop period ends. *Last day to drop course(s) <b>WITHOUT</b> a grade of <b>W</b> . <b>Last day to change/declare a Major/Minor to be effective for Fall 2017.</b> <b>Last day to file for June 2018 Graduation.</b>
Friday	September 15	Census date – Form-A cutoff. Course Withdrawal period begins. A grade of <b>W</b> is assigned to students who officially drop course(s). <b>Registrar to assign WN grades.</b>
Tuesday	September 19	Fall 2017 Convocation. <b>Classes follow a Thursday schedule.</b>
Wed-Fri	September 20-22	No classes scheduled.
Fri-Sat	September 29-30	No classes scheduled.
Monday	October 9	College is closed – no classes.
Fri-Thurs	October 13-19	Midterm Assessment Period.
Saturday	October 14	Saturday office hours for selected areas of Student Support Services.
Friday	November 10	Last day to apply for Pass/Fail option. Course Withdrawal period ends. Last day to withdraw from course(s) <b>WITH</b> a grade of <b>W</b> without Committee on Academic Policy and Standards approval. <b>Last day for INC grade changes for Spring 2017 and Summer 2017 to be received by the Office of the Registrar.</b>
Saturday	November 11	Saturday office hours for selected areas of Student Support Services.
Tuesday	November 21	<b>Classes follow a Friday schedule</b>
Thurs– Sun	November 23-26	College is closed – no classes.
Tuesday	December 12	<b>Last day for classes.</b> Last day to rescind pass/fail option.
Wednesday	December 13	Reading Day. <b>Final Examinations. Final Examinations for mass exams only.</b>
Thurs - Wed	December 14 - 20	<b>Final Examinations.</b>
Wednesday	December 20	<b>End of Fall 2017 term.</b>
Sun - Mon	December 24 - 25	College is closed.
Sunday	December 31	College is closed.
Monday	January 1, 2018	College is closed.
Wednesday	January 10, 2018	Fall 2017 Conferral date.

\*Students may still be liable for tuition.

Dates listed above are subject to change without prior notification

2/27/17

## DEPARTMENT OF OCCUPATIONAL THERAPY FACULTY/ STAFF CONTACT LIST

Academic Core Building- Room 1E12

Phone: (718) 262-2720

Fax: (718) 262- 2767

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**\*NOTE: Students are to only use YORK email address to e-mail school Faculty or Staff**

**\*\*E-mails from personal e-mail addresses will not be answered.**

# DIRECTORY

## Academic Advisement

Room AC - 2C01  
(718) 262-2280  
[advisement@york.cuny.edu](mailto:advisement@york.cuny.edu)

## Admissions

Room AC - 1B07  
(718) 262-2165  
[admissions@york.cuny.edu](mailto:admissions@york.cuny.edu)

## Bursar

Room AC - 1H01  
(718) 262-2186

## Book Store

Room AC - 1G01  
(718) 657-6649  
<http://york.bncollege.com>

## Child Care

94-12 160th Street,  
Jamaica, NY 11451  
On the site of the former St. Monica's church  
(718) 262-2930  
[yccfc@york.cuny.edu](mailto:yccfc@york.cuny.edu)

## CUNY First

Once you have claimed your account in CUNYfirst, the CUNYfirst system will send messages only to your York College email address. Make sure that you have activated your York email account. It is imperative that you keep your CUNYfirst ID (EMPLID) handy.

## Center for Students with Disabilities

Room AC-1G02  
(718) 262-2191  
[csd@york.cuny.edu](mailto:csd@york.cuny.edu)

## Division of Student Development:

Dean Vincent Banrey  
Room AC-2F01  
(718) 262-2415  
[VBanrey@york.cuny.edu](mailto:VBanrey@york.cuny.edu)

*Academic Performance: Grades and Probation*

<https://www.york.cuny.edu/academics/policies/academic-probation-and-retention>

*Satisfactory Academic Progress Petition Form*

<https://www.york.cuny.edu/administrative/finaid/academic-progress/sap-appeal-form>

*Student Complaint Appeal Process and Form*

<https://www.york.cuny.edu/academics/policies/student-complaint-appeals-process-and-form>



*Alcohol and Drug Prevention Counseling*

Room AC - 1G03

(718) 262- 2272

[FGamboa@york.cuny.edu](mailto:FGamboa@york.cuny.edu)

*Army ROTC Military Science*

Room AC-3H01D

(718) 262-3774

[rotc@york.cuny.edu](mailto:rotc@york.cuny.edu)

*Career Services*

Room AC- 3M01

(718) 262-2282

[career@york.cuny.edu](mailto:career@york.cuny.edu)

*Counseling Center*

Room AC - 1G03

(718) 262- 2272

[FGamboa@york.cuny.edu](mailto:FGamboa@york.cuny.edu)

*CUNY L.E.A.D.S. (Employment, Academics, Disabilities and Services)*

Room AC-1G02

(718) 262-2191/3732

[csd@york.cuny.edu](mailto:csd@york.cuny.edu)

*Game Room*

Room AC-1F19/20

(718) 262-2245

*Graduate School*

Room AC- 1G03

(718) 262-2272

*Health Service Center*

Room AC-1F01

(718) 262-2050

*Male Initiative Program/Men's Center*

Room AC-3M02

(718) 262-3772

*Office of Student Activities:*

*Pandora's Box*

Room AC-2C13

(718) 262-2529

*Personal Counseling Services*

Room AC-1G03

(718) 262-2272



*Radio Station*  
Room AC-1G06  
(718) 262-5293  
[bgraves@york.cuny.edu](mailto:bgraves@york.cuny.edu)

*STAR Program (Specialized Testing and Academic Resources)*  
Room AC-1G02  
(718) 262-2191/3732  
[star@york.cuny.edu](mailto:star@york.cuny.edu)

*Student Government*  
Room AC-1G04

Student Activities  
Room AC-1E01  
(718) 262-2285

*Women's Center*  
Room AC-3C01  
(718) 262-2008

*York College Alumni Association*  
Room-1B05  
(718) 262-2420  
[alumni@york.cuny.edu](mailto:alumni@york.cuny.edu)

*York College Child and Family Center*  
94-12 160<sup>th</sup>Street  
Jamaica, NY 11451  
(718) 262-2930  
[yccfc@york.cuny.edu](mailto:yccfc@york.cuny.edu)

### **Financial Aid**

Room AC-1M08  
(718) 262-2230  
<https://www.york.cuny.edu/administrative/finaid/frequently-asked-questions>

### **IT Help Desk**

Contact the **IT Help Desk** if your CUNYfirst account does not appear to be working properly in the library.

Room AC-3G02  
(718) 262-2023

### **ID Cards**

Contact Public Safety on schedule  
Room AC- H Wing  
(718) 262-2222

### **Library**

Reference Desk (718) 262.2034

Circulation and Reserve (718) 262.2033  
Periodicals (718) 262.2036  
<http://www.york.cuny.edu/library/tutorials>

**Office of Academic Affairs (OAA):**

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**Public Safety/ Parking Permits**

Room AC-1M02  
(718) 262-2222  
<https://www.york.cuny.edu/administrative/public-safety#content>

**Scholarship Office**

Room AC-4DA1  
(718) 262-5244  
[scholarships@york.cuny.edu](mailto:scholarships@york.cuny.edu)

**Registrar**

Room AC-1H08  
(718) 262-2145

**Writing Center**

Room AC-1C18  
(718) 262-2494  
[writingcenter@york.cuny.edu](mailto:writingcenter@york.cuny.edu)

**\*\*For contact information on any other departments go to the York website and use the directory.**

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Part 1

Student Handbook



# Section 1

## Program Information





## **MISSION STATEMENT**

To prepare entry- level occupational therapy practitioners to provide services to diverse urban populations utilizing evidence based education, fieldwork and community experiences. Graduates will be prepared to grow as passionate engaged learners, growing in intellectual potential, contributing, and participating in the profession through direct service delivery, management of service delivery and research.

## **EDUCATION GOALS**

The OT Program will prepare students to:

1. Be active learners who utilize analysis and synthesis for critical thinking. Students will become self-aware, innovative, able to handle ambiguity and conflict and develop creative problem solving skills.
2. Develop effective oral and written communication skills for collaborating with clients, colleagues, and families in a variety of contexts.
3. Identify evaluate and apply research that supports practice decisions.
4. Be lifelong learners who participate in and contribute to professional organizations and activities.
5. Develop sound ethical practices and behaviors as practitioners, consultants, educators, researchers and administrators.
6. Understand and intervene in social policies, communities, organizations, groups and individuals.
7. Be role models who demonstrate a commitment to the college, community and the profession.

## **PROGRAM PHILOSOPHY**

The York Mission, in the language and form of an educational philosophy states: *"York college enriches lives and enables students to grow as passionate engaged learners with confidence to realize their intellectual and human potential as individuals and global citizens."* The Occupational Therapy Program mission is consistent with the York College Mission, in that these two lines of thought emphasize the complexity and dynamic nature of human beings as they learn and develop. Humans interact in varied environments through participation in occupations. Dynamic participation in learning enables individuals to develop the necessary intellectual potential and skills for maturation and self-actualization.

The occupational therapy faculty believes that education is a collaborative process, engaging students as active participants. Faculty provides contexts and learning experiences that are supported through meaningful activities and didactic instruction. The outcome of this education process is a graduate who can synthesize their clinical and academic experiences to become goal directed, self-reflective, confident general entry level therapists. York College OT graduates go on to improve the lives of individuals, and the communities they live in with occupational therapy services.

Our goals for our graduates are consistent with both the York College Values and the AOTA Vision. We see our graduates as they go out into the workforce as culturally diverse critical thinkers who can address the needs of a diverse population. In addition they will continue to engage in ongoing learning, to improve their skills, and contribute to the growth of the profession in practice and/or research in their communities, regionally, nationally and globally.

## CURRICULUM DESIGN

The curriculum design of York College CUNY Occupational Therapy Program is based on the interaction of content knowledge concepts and occupational therapy process concepts. It is our belief that the interaction of these delineates the substance and the process of what occupational therapists know and do. Furthermore, the matrix of these interactions serves as an organizer for the relationship between the courses in our curriculum and the content within them.

### Knowledge Concepts

**Foundations:** Foundational knowledge includes introductory factual and conceptual knowledge related to client factors (e.g., body structures, body functions, values, beliefs), performance skills (e.g., sensory, motor, emotional, cognitive) and patterns (e.g., habits, routines), performance contexts and environments (e.g., cultural, personal, physical), activity demands (e.g., objects properties, space demands, social demands), areas of occupation (e.g., activities of daily living, instrumental activities of daily living, work, education, play), ethics, social justice, clinical management and clinical research.

**Skills:** Skills build on foundational knowledge, and include the acquisition and practice of **cognitive** operations necessary for problem identification and problem resolution, clinical reasoning, as well as analysis of clinical and research data; **procedural** skills necessary for analyzing and sequencing client task performance, administering assessments and interventions, eliciting adaptive responses, implementing activities using effective strategies; **affective** skills necessary for engaging and enabling client collaboration in the occupational therapy process, receiving and responding to feedback, valuing perspectives of others, weighing ethical issues, and therapeutic use of self; **motor** skills necessary for assisting clients, constructing and adjusting client devices, administering assessments and interventions, and arranging and adapting the physical environment.

**Applications:** Applied knowledge includes the integration of foundational knowledge and skills, using multiple theoretical approaches (e.g., developmental, motor learning, cognitive-behavioral, prevention) for implementing the occupational therapy process for clients, populations and organizations using various service delivery models (e.g., consultation, rehabilitation, home health, outpatient, community health), with sensitivity for cultural contexts, and social justice. Application also includes analysis and evaluation of client progress, new knowledge acquired from the research literature, and ethical issues associated with the occupational therapy process.

AOTA Commission on Practice. (2014). Occupational therapy practice framework: Domain & process, 3<sup>rd</sup> ed., 68 American Journal of Occupational Therapy, 51-548.

Anderson, L.W., & Krathwohl, D. R. (Ed) (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives a bridged edition*. New York: Longman.

## The Occupational Therapy Process

**Evaluation.** Evaluation includes selecting appropriate methods and measures to screen and evaluate individual clients, client populations, environments, and communities for the purpose of identifying occupational problems and potential resolutions. Evaluation also involves the appropriate administration and interpretation of selected tools and methods of assessment, including but not limited to observation, standardized testing and interviews. Evaluation includes measurement and documentation of change.

**Intervention.** Intervention includes the selection (based on activity analysis) and implementation of preparatory methods (e.g., sensory enrichment, instruction, orthotics), purposeful activities (e.g., practices, rehearses), and occupation-based tasks (e.g., prepares lunch, completes job application) which are meaningful to the client and consistent with the client's goals. Intervention can also include consultation, education and advocacy.

**Outcomes.** Outcomes for the individual client must be based on appropriate, reliable and valid measures. Outcomes can also focus on a population, or organization. Outcomes most commonly address occupational performance, participation, quality of life, as well as occupational justice.

AOTA Commission on Practice. (2014). Occupational therapy practice framework: Domain & process, 3<sup>rd</sup> ed., 68 American Journal of Occupational Therapy, 51-548.

## ACCREDITATION & LICENSURE

The Occupational Therapy Department at York College CUNY is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. AOTA's phone number is (301) 652-AOTA.

As an accredited program, students who graduate from the York College OT Program are eligible to sit for the National Certification Examination for the Occupational Therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination the graduate becomes an Occupational Therapist, Registered (OTR). In New York State, students who successfully complete the certification examination are eligible for New York State Licensure.

Federal Law limits the issuance of professional licenses, registrations and limited permits to United States citizens or qualified aliens; however, those students who are not US citizens or qualified aliens will be able to take the NBCOT exam.

To be licensed as an occupational therapist in New York State applicants must "be of good moral character." Applicants are required to answer questions that relate to their moral character including questions regarding criminal charges or convictions, whether any licensing or disciplinary authority ever revoked or cancelled a license, and whether applicants have changes pending for professional misconduct. Applicants are encouraged to read New York State licensing requirements available at: <http://www.op.nysed.gov/prof/ot/otlic.html> prior to applying for admission to the York College Occupational Therapy Program. **If you have a history of a felony conviction it is strongly recommended you contact NBCOT immediately** (12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877 or call (301) 990-7979) to see if you will be eligible to take the certification examination.

## NONDISCRIMINATION STATEMENT

York College is an Equal Opportunity and Affirmative Action institution. The College does not discriminate on the basis of race, color, creed, national or ethnic origin, ancestry, religion, age, gender, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship, military or veteran status, or as a victim of domestic violence in its student admissions, employment, access to programs, and administration of educational policies.

## TITLE IX

Title IX is a Federal law that states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving Federal financial assistance." If you feel you have been discriminated against on the basis of sex, please immediately contact the Title IX Coordinators at <http://www.1.cuny.edu/sites/title-ix/campus/York-college/>

# Section 2

## Academic Information



## ACADEMIC STANDARDS

### Course Grading

C is the lowest acceptable grade in Occupational Therapy (OT) courses. If a student receives a grade **below a C** in any OT course, they are required to retake that course. In addition, student will have only one opportunity to repeat a course. Obtaining a final grade below a **C** in the same course twice may be the basis for dismissal from the OT program.

### Procedure for appealing a grade

When a student wishes to appeal a grade:

1. Must first consult with the instructor to seek resolution. It is advisable that this meeting occur within a week of the final grade posting.
2. If the matter cannot be resolved at that level, the student must request, in writing, a meeting with the chairperson to appeal the grade.
3. If the matter is still unresolved, or the student is not satisfied with the outcome of the grade appeal, he/she should follow the York College Committee on Academic Standards procedure for grade appeal. See: <https://www.york.cuny.edu/academics/policies/grading-policies>

Forms for appeal to this committee are obtained at the York College Committee on Academic Standards, room 4DA1, phone: 718-262-2770

<https://www.york.cuny.edu/academics/departments/social-work/assets/shspp-student-appeal-form>

<https://www.york.cuny.edu/administrative/finaid/academic-progress/sap-appeal-form>

### Academic Standards for Retention

Occupational therapy program students must complete all didactic work within 5 ½ years of initial starting semester and demonstrate satisfactory academic performance.

Satisfactory academic performance is:

- Achieving a minimum **GPA of 2.9 per semester in 300 and 400 level OT major undergraduate courses.** (Those students entering OT program prior to Fall of 2014 required a 2.8 GPA for 300 and 400 level OT major undergraduate courses).
- Achieving a minimum **GPA of 3.0 per semester in 500 and 600 level OT major graduate courses.**
- Please see Fieldwork manual for Academic Standards in class work connected to Level I and II Fieldwork.

### Monitoring GPA

**Students are responsible for monitoring their GPA**, which is calculated based only on the courses taken in the Occupational Therapy Program at York. CUNYFIRST and Degree works will assist you in monitoring your GPA.

### To check your own GPA:

Multiply the numerical index value of each grade received (see table below for the numerical index values of the letter grade) by the number of credits for the course then divide the sum by the total amount of credits.

*Policy reviewed and approved by Office of Legal Affairs and Labor Relations (2017)*

For example:

Let's say you earned one 3-credit A and one 3-credit B-, what is your GPA for that semester?  $3(4.0) + 3(2.7) = 12 + 8.1$  or  $20.1 \div 6 = 3.35$

**Index values for grades are as follows:**

Final Grade	Index Value	Numerical value
A+	4.	97 – 100
A	4.	93 – 96.9
A-	3.70	90 – 92.9
B+	3.30	87 – 89.9
B	3.	83 – 86.9
B-	2.70	80 – 82.9
C+	2.30	77 – 79.9
C	2.0	73 – 76.9
C-	1.70	70 – 72.9
D+	1.30	67 – 69.9
D	1.0	60 – 66.9
F	0	0 – 59.9

**IMPORTANT:** When a student is concerned about how they are doing in any given class it is their responsibility to seek out assistance from their instructor and/or their advisor. In addition they should seek out resources on campus such as the writing center, student study groups and or tutoring.

## Academic Probation and Dismissal

### Probation

A student in the OT program will be placed on academic probation when:

- The student does not achieve 2.9 GPA in a semester of 300 / 400 level OT courses.
- The student does not achieve 3.0 GPA in a semester of 500 / 600 level OT courses.

The first semester that the student's semester GPA falls below the required academic standard:

- The student is responsible for monitoring and maintaining OT course GPA per semester. As a courtesy, the student will be notified that they have been placed on *program academic probation* by the program director, after all grades are entered at the end of the semester.



- Students on *program academic probation* will be directed to meet with their advisor, and discuss the circumstances that led to their inability to demonstrate satisfactory academic performance.
- The advisor will help the student explore the ways in which they can be more successful in the OT program, and will go over the program policies regarding probation and dismissal. The student must achieve a satisfactory GPA (2.9/3.0) in subsequent semesters.

### **Dismissal**

Failure to meet GPA semester standards in the OT program for a second time:

- Students whose semester GPA falls below the required academic standard **for a second time** (in any point of the sequence) will be dismissed from the program.
- The student will be notified in writing that they have been dismissed from the OT program by the Program Director after all grades are entered at the end of the semester and GPA can be calculated.

### **Other circumstances which may result in dismissal from the OT program include** (but not limited to):

- When a student's semester GPA within the OT program falls below 2.25.
- When a student receives 2 failing grades in any one semester. (**Note:** any grade below a C constitutes a failing grade).
- When a student fails any one course for a second time.
- When a student engages in misconduct (see below).
- Dismissal after failure of Fieldwork if on probation.
- Dismissal after two failures of Fieldwork II.

Students being dismissed from the Occupational Therapy Program have the right to appeal the decision.

### **Procedure for Appealing a Dismissal**

1. The dismissed student must meet with the Chair of the department prior to appeal. An appointment will be made for this meeting following the last day of final grade submissions for the college.
2. The School of Health and Professional Programs (SHPP) Progression and Retention Committee will hear the student appeal of dismissal. The decision of this committee is the final action.

SHSPP Progression and Retention Committee Appeals Procedure, and the forms needed for appeals can be found at <http://www.york.cuny.edu/academics/departments/health-and-behavioral-sciences/assets/shspp-student-appeal-form> as well as the 'Form' section of this handbook (See page 86).

3. Please follow these guidelines:
  - The student has within five business days of receiving a certified letter of a departmental action such as dismissal or probation to file an appeal.

- The appeal is made in writing: formally typed, double spaced, and dated with contact information including e-mail address and telephone number. The letter requesting an appeal should include any supporting documents and submitted to the Office Assistant for the School of Health Sciences and Professional Programs (AC 2H07) (addressed to the attention of Chair for SHSPP Student Progression and Retention Committee) or sent via email to [SHSPPAppeals@york.cuny.edu](mailto:SHSPPAppeals@york.cuny.edu).
- The student will be notified by the SHSPP Committee Chairperson via e-mail and two mailings via postal and certified mail of the hearing date and time.
- Students will have an opportunity to present in person all supporting materials at the scheduled SHSPP Appeal hearing.
- After the meeting, the student will be notified within five days of the Committee's decision. The Committee decision is final.

### **Academic Misconduct/ Breach in Academic Integrity**

Acts of academic misconduct, including but not limited to: plagiarism, cheating, use of drugs, violent acts and or breach of Occupational Therapy Ethics may be the basis for dismissal from the OT program. See York college policy on academic integrity & plagiarism:

<http://www.york.cuny.edu/academics/academic-affairs/academic-integrity-officer>

A breach of academic integrity must first be discussed with the instructor.

If the issue is unresolved, the faculty is to submit a Faculty Report form (from above website) to the Academic Integrity Officer (AIO), currently Dr. Cindy Haller, Room 2H07.

The AIO will contact the student. Please see link above for AIO process.

The disposition of the AIO will be reported to the department for follow up as to any change in student status in the program.

### **Cheating**

- Defined as, but not limited to the following:
- Use or giving of any unauthorized assistance in taking quizzes, tests, or examinations;

### **Plagiarism**

- Defined as but not limited to the following:
- The use of by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement consistent with practices of the discipline;
- Unacknowledged use of materials prepared by another person or agency engaged in selling of term papers or other academic materials.

### **Academic Deficit**

Students may not be allowed to transition from the BS to the MS component of the program with an academic deficit (e.g. GPA for 300 and 400 level OT courses must not be below 2.9).

Students will not be eligible to graduate with an academic deficit (e.g. GPA for 500 and 600 level OT courses must be 3.0 or higher).

## **Criteria for Assignments**

All students are required to purchase the latest edition of *The Publication Manual of the American Psychological Association*. This text will serve as a guide for all student papers and projects that are handed in during their participation in their occupational therapy education.

Assignments are expected to be submitted on time.

Academic work must be the original work of the student. Allowing one's work to be copied, sharing answers to an exam, giving or selling term papers are prohibited. (See: York College Academic Integrity Policy)

## **Withdrawing from a Course**

- Students are required to file a written request for a formal leave of absence with the chair of the OT department (see page 33 for instructions) prior to withdrawal.
- Withdrawal from any one course constitutes a withdrawal from all courses in that particular semester.
- Please note: Students are allowed only one leave of absence (withdrawal from all courses) after starting the OT curriculum sequence.

## **Graduation Requirements**

- Successful completion of the course of study including all Fieldwork I and Fieldwork II experiences and requirements; and
- Approval by the student's occupational therapy faculty advisor; and
- Good academic standing in the College and in the Occupational Therapy Program; and
- Completion of Master's research project

## **Additional Academic Requirements**

Students will be required to take a practice national Board Certification in Occupational Therapy (NBCOT) examination prior to the start of level II fieldwork. Students who score one standard deviation below the class mean will be required to design and successfully execute a plan of remediation, and will also have to retake the practice test at their own expense.

**Due to the nature of scheduling for adequate lab space and to accommodate clinical professionals who teach within the program, the Department of Occupational Therapy reserves the right to make last minute changes to program schedules (date, time and room).**



# Section 3

## Student Guidelines



## POLICIES FOR PROFESSIONAL BEHAVIOR

Students are expected to learn, develop and maintain the professional behaviors and competencies which are put forth in the Code of Ethics (see section 4 of this Handbook) and standards of the Occupational Therapy profession. Behavioral expectations for Occupational Therapy students at York College CUNY are demonstrated in some of the following ways:

### Attendance

Students are required to attend the section for which they are registered.

Attendance is mandatory for all classes. Any student that is absent must notify via email the department ([ot@york.cuny.edu](mailto:ot@york.cuny.edu)) and faculty as early as possible. Department (718-262-2720) and faculty telephones all accept voicemail 24 hours a day.

More than 3 undocumented absences are considered excessive. Lateness and early departures from class are inappropriate. Attendance will be taken by all instructors at the start of each meeting of every class session. The student is responsible for making up any material missed due to absence

PLEASE NOTE: Any student who has been excessively absent from a course and does not present adequate documentation to the instructor, may receive the grade of WU (unofficial withdrawal), which is computed as an F \*(York College Bulletin, 2013, pg. 46).

Students are responsible to take examinations on assigned days and times. Make-up examinations are at the individual professors' discretion.

### Lateness

Students are expected to arrive promptly for class. Tardiness disturbs both the instructor and other members of the class, and is inconsiderate.

Leaving prior to the end of class will be counted as lateness.

**Two unexcused / undocumented lateness will be considered one absence.** Attendance is taken each session. This includes **both** lab and lecture sessions for each course.

### Procedure for Leave of Absence

Students who have extenuating circumstances beyond their control may apply for a leave of absence. To apply for this leave, students must submit a formal letter to the Chair, including an explanation of the extenuating circumstances. The Chair will review the request with the department faculty and a determination will be made. This period cannot be less or more than one year – e.g. if you go on leave during the Fall semester, you cannot return until the following Fall semester.

\*PLEASE NOTE: Only one leave of absence will be granted to an OT student in good academic standing in the professional program.

### Student Advisement / Professional Development Evaluation

Students are required to meet with their advisors once a semester to review the student's academic and professional progress. In the **Fall semester students are required to make appointments to see their advisors either the last week in October or first week in November; in the Spring semester appointments should be scheduled either the last week in March or the first week in April.**

Student signup sheets for meetings will be posted at least 1 week prior to schedule meetings. To prepare for these meetings students are required to:

- Complete the professional development plan each semester prior to the meeting; faculty may add comments at the meeting.
- As part of students continued self-reflection, students will prepare Student Professional Development form (copy of form in appendix).
- Students' advisors will complete a Student Semester Evaluation Summary during the advisement meeting. Copies of the student self-assessment, development plan and evaluation summary will be kept in the student file (copy of form in appendix).
- Copies of all forms are available in the "Forms" section of this Handbook and limited copies in the department office 1E12. **Students are responsible for obtaining a copy of the form.**

### **Expected Professional Behaviors**

**Special needs:** CUNY York College is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodations to participate and complete requirements for this program, contact the Center for Students with Disabilities. (Academic Core Building (AC), Room 1G02, 718-262-2191) for verification of eligibility and determination of specific accommodations. It is the student's responsibility to inform their instructor of any special needs as soon as possible if accommodations are needed. Please see <http://www.york.cuny.edu/student-development/star> for more information on Special Accommodations.

**Email:** Students must register for a York e-mail address. This is to be reported to the OT Department **within the first 2 weeks of class.**

**Updated contacts:** Students are responsible for notifying the department of any changes in their address or phone number. Students must also provide the Registrar with their updated contact information.

**Cell phones:** must be turned off and put away at all times during class; students may use their cell phones in cases of emergency only. Cell phones are to be placed in "silent" and collected by instructors prior to exams.

**Professional Participation:** Students are expected to actively participate in the York Student Occupational Therapy Association (YSOTA). This participation is an important start to being an active member of their professional community.

Students are encouraged to join the American Occupational Therapy Association (AOTA). This will enable students to access reading materials including receiving bi-monthly journals. Students are eligible for a special student rate and can apply at [www.aota.org](http://www.aota.org). AOTA membership cards should be brought into the office so they can be copied for student file.

Students are encouraged to join the New York State Occupational Therapy Association (NYSOTA) the **first week** of classes. Students are eligible for a reduced student rate; please visit [www.nysota.org](http://www.nysota.org) to join.

**Dress Code:** Students must maintain a neat and clean appearance befitting students attending professional education. Students must adhere to dress requirements for laboratory classes and fieldwork



education.

In the classroom environment and outside of the classroom students are to wear articles of clothing that are appropriate for activity. When guests are present in the classroom and laboratories the student is **expected to dress professionally**. No caps or hats in class (except for religious purposes).

Outside of the classroom when representing the Occupational Therapy Program:

The professional work environment is different from the college. Dress codes are usually written in consideration of the clients that are served, the types of services provided, the type of facility, safety, and so as not to distract from the services delivered or to offend clients, families, or other staff. Students on fieldwork or classroom assignment outside of class are expected to conform to the dress requirements of the setting. **Identification badges will be required during such experiences unless otherwise indicated.**

In general, the following constitutes appropriate “casual professional” dress:

- Skirts or slacks and tailored shirts with a collar and sleeves
- Clothing that is clean, pressed, appropriately fitted, and in good repair
- Undergarments
- Minimum jewelry
- Moderate colors and styles
- Appropriate personal hygiene is expected and must be maintained daily
- Hair must be appropriately clean and groomed daily. Extreme hair coloring is discouraged.
- Comfortable shoes with a low or no heel (closed toe & heel for medical facilities)

**OT Department Lab spaces:** The Occupational Therapy Program is fortunate to have lab space and equipment dedicated to supporting student education. All students hold equal responsibility with the faculty and staff in keeping these spaces safe and clean.

- **Absolutely no equipment, supplies, testing materials may be removed** from any of the OT Labs without authorization.
- **Students are responsible for replacing materials they borrow that become damaged.** All equipment will be examined prior to checking out, and examined again when returned.
- **Computer Lab (Room 1E09): Absolutely no eating or drinking** is permitted in the computer lab.
- **Absolutely no personal software**, programs, games, etc. are to be loaded on department computers, nor are any programs to be removed.
- Students are required to provide their own USB devices for saving their data files.
- Any problems with equipment should be reported immediately.

Please review college computer use policy: <https://www.york.cuny.edu/produce-and-print/contents/bulletin/policies-policies>

## PERSONAL AND GENERAL LABORATORY SAFETY

All students must read and understand the information on laboratory safety and emergency procedures before using the laboratories. With good judgment, the chance of an accident can be minimal. Nevertheless, lab work spaces are full of potential hazards that can cause serious injury and or damage to the equipment.

### General Guidelines

- Never eat, drink, or smoke while working in the laboratory.
- Read labels carefully.
- Do not use any equipment unless you are trained and approved as a user by your instructor.
- Wear safety glasses or face shields when working with hazardous materials and/or equipment.
- Keep the work area clear of all materials except those needed for your work. Coats should be hung in the appropriate hook. Extra books, purses, etc. should be kept away from equipment that requires air flow or ventilation to prevent overheating.
- Equipment Failure - If a piece of equipment fails while being used, report it immediately to your instructor or the Lab Technician. Never try to fix the problem yourself.
- Clean up your work area before leaving.
- Wash hands before leaving the lab and before eating

### Fire Evacuation Procedures

Excerpted from the York College Emergency Procedure Handbook. The handbook can be found in its entirety at: [www.york.cuny.edu/administrative/public-safety/emergency-procedures](http://www.york.cuny.edu/administrative/public-safety/emergency-procedures)

Know your Emergency Evacuation Route in advance. Know your Evacuation Assembly Point in advance. Also be prepared to use an alternate exit in case your primary route is obstructed. Plan how you would escape in case of a fire. Know your escape routes well enough to be able to make your way in the dark or in dense smoke.

### WHEN THE EVACUATION ALARM SOUNDS, YOU MUST LEAVE THE BUILDING!

It is a violation of New York State Law to fail to leave a building when the fire alarm is sounding. Always assume it is a real emergency and leave the building. It is unlawful for any person to prevent, or order another person from leaving the building when the alarm is sounding. Be aware that whenever the fire alarm sounds it may signal a very real emergency situation.

Remain calm and proceed to evacuate the area in an orderly manner. Do not rush, push or panic. Rely on planning and knowledge.

Assist disabled persons to evacuate the area. Be particularly aware of persons with sight or hearing disabilities.

If there is smoke, stay low, it will be easier to breathe.

Before opening any door, touch the door with the back of your hand. Do not open a door that is warm or hot.

Close doors behind you to prevent fire spread, but make sure that you can reopen them if you need to retreat.

**Listen for instructions from:**

- Building & Floor Coordinators
- Fire Wardens
- Security & Public Safety Officers
- Building & Grounds Personnel
- Other Faculty & Staff
- Never use an elevator to evacuate unless directed to do so by the NYC Fire Department

## YORK COLLEGE POLICY: CHILDREN IN THE WORKPLACE/ON CAMPUS

This policy addresses the issue of students and employees bringing children on campus

The College has an obligation to its students, staff and visitors to conduct its operations and maintain its facilities in a manner consistent with its mission as an institution of higher education. There may be occasions when brief visits by children under the age of 17 of faculty, staff and students may be necessary. **Below are guidelines governing children visits to the campus:**

1. Minor children may visit College offices and facilities for limited periods of time at the discretion of the supervisor of the office or facility that is the destination of the parents or caretakers. **However, children are not permitted in classrooms during instructional periods and not in laboratories even when classes are not in session.**
2. Minor children will be subject to the same conditions as any other visitor to the College. Parents or caretakers must sign-in their children at the security desks and indicate the purpose of the visit and its expected duration.
3. Regular, repeated visits by children are not permitted.
4. Children are not permitted in high risk, high security and possibly dangerous areas.
5. Children are not permitted in the classroom during regular class/testing sessions.
6. Children of faculty and staff are not permitted in advisement/counseling sessions for students.
7. It is a parent's or caretaker's responsibility to supervise his or her children at all times while they are present on the College premises.
8. During periods of high peak elementary and middle school closings, limited consideration may be extended at the discretion of the supervisor, with the exceptions of 4, 5 and 6 above.

## **SPECIAL ACCOMMODATIONS**

A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

A student should make an initial request for accommodation to the Center for Students with Disabilities (formerly known as Specialized Testing and Academic Resource (STAR) Services for Students with Disabilities) and provide appropriate supporting documentation. The Student Disabilities Services Coordinator may consult with appropriate college officials such as the instructor or provost to determine the appropriateness of the requested accommodation consistent with the program requirements. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision. Students may consult with the Office of Services for Students with Disabilities or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

It is a student's responsibility to self-identify through established procedures. If a student approaches a faculty or staff member and discloses a disability, but does not have documentation from Disability Services, the faculty/staff person has a responsibility to direct the student to Disability Services. The faculty will make reasonable accommodations for students with documented disabilities, as determined by the Disability Services office. The Center for Students with Disabilities is located in AC-1G02, Phone: 718-262-2191



## REASONABLE ACCOMMODATION REQUEST FORM

College

**This form must be completed by the individual requesting a reasonable accommodation and submitted to the Office of Human Resources. Information regarding requests for reasonable accommodations is confidential and will be shared only with appropriate personnel as necessary. In the case of an accommodation based on a status as a victim of domestic violence, sex offense or stalking, your request will be shared with the Title IX Coordinator. For accommodations relating to disability or pregnancy, childbirth or related medical condition, you may be required to complete a Health Care Provider Accommodation Assessment Form to support your request. Your cooperation is essential in order to ensure a productive, interactive process with the goal of finding an acceptable accommodation. You are protected from retaliation for making this request.**

### **EMPLOYEE:**

Name  Empl. ID   
Contract Title  Department   
Phones: Work  Home  Cell   
E-mail

### **JOB APPLICANT:**

Name  Job ID#   
Phones: Work  Home  Cell   
E-mail

### **HOW WOULD YOU LIKE FOR OUR OFFICE TO CONTACT YOU?**

Work Phone  Home Phone  Cell Phone  E-mail

### **BASIS FOR REASONABLE ACCOMMODATION REQUEST:**

Disability  Pregnancy, childbirth or a related medical condition  
 Religion  Status as a Victim of Domestic Violence, Sex Offense, or Stalking

**DESCRIBE YOUR ACCOMMODATION REQUEST. PLEASE BE SPECIFIC. INCLUDE HOW THE ACCOMMODATION REQUEST WILL ASSIST YOU IN PERFORMING THE ESSENTIAL FUNCTIONS OF THE JOB.**

***Attach supporting documentation, as necessary.***

**FOR DISABILITY ACCOMMODATION REQUESTS**

1. What is the nature of your disability?

- |  |                                  |   |  |
|--|----------------------------------|---|--|
| <input type="checkbox"/> Mobility Impairment | <input type="checkbox"/> Hearing | <input type="checkbox"/> Mental / Emotional | <input type="checkbox"/> Cognitive       |
| <input type="checkbox"/> Visual              | <input type="checkbox"/> Speech  | <input type="checkbox"/> Learning           | <input type="checkbox"/> Chronic Illness |

Other

2. Is this a permanent or temporary condition? If temporary, please indicate the duration of the condition. How long do you anticipate the need for an accommodation?

3. What limitations caused by your condition are you currently experiencing?

4. What, if any, assistive technology or equipment are you requesting?

5. How will the requested accommodation(s) assist you?

*I understand that, by making this request, I am authorizing CUNY personnel to discuss information regarding my request with my immediate supervisor and other CUNY employees for the purpose of assessing whether my request is reasonable and does not impose an undue hardship on CUNY. I understand that all information regarding my request, including medical documentation and the reason(s) for granting or denying accommodations, will be kept confidential. I also understand that if and when reasonable accommodations have been provided to me, I will be held to CUNY's performance and conduct standards.*

Signature \_\_\_\_\_ Date \_\_\_\_\_

**RECEIVED BY (This form must be signed and dated by the Director of Human Resources or Designee)**

Name

Signature \_\_\_\_\_ Date \_\_\_\_\_

## CUNY Procedures for Implementing Reasonable Accommodations and Academic Adjustments

### I. Policy Statement

The City University of New York ("CUNY") is committed to providing reasonable accommodations and academic adjustments to allow qualified individuals the opportunity to participate in programs, activities and employment. CUNY recognizes that there may be times when employees and their supervisors, as well as students<sup>1</sup> and their instructors, can resolve accommodation requests informally. However, in many cases, such requests require a more formal process with the request being made to and considered by a designated decision-maker, with the opportunity for an appeal, as provided for in these procedures.

The following procedures apply to reasonable accommodations and academic adjustments in connection with:

- a disability,
- pregnancy, childbirth, or a medical condition related to pregnancy or childbirth,
- religious practices, and
- status as a victim of domestic violence, sex offense or stalking.

CUNY will thoroughly review all requests on a case-by-case basis in accordance with applicable federal, state and New York City law.

CUNY prohibits retaliation against individuals for requesting reasonable accommodations or academic adjustments, appealing decisions concerning such requests, or for making or participating in claims of discrimination.

All requests for accommodations and academic adjustments, and all supporting documentation, including but not limited to medical information, are considered confidential and will be shared with college officials only on a need-to-know basis. Such documentation will only be used to evaluate the requested accommodation. Employee and applicant accommodation documentation will be kept in a separate file in the Office for Human Resources or the Office of Recruitment and Diversity, depending on which office is evaluating the accommodation request. Student accommodation documentation will be kept in the Office for Student Disability Services, the Office of Student Affairs, or the Office of Recruitment and Diversity, depending on which office is evaluating the accommodation request.

### II. Definitions

- A. **Academic Adjustments:** Section 504 of the Rehabilitation Act of 1973 ("Section 504") requires CUNY to provide academic adjustments to qualified students with disabilities by (a) modifying academic requirements unless such requirements are essential to the instruction being pursued or to any directly related licensing requirement; (b) ensuring that course examinations for students with disabilities reflect their achievement in the course and not their disabilities; (c)

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<sup>1</sup> For the purpose of these procedures, "students" refers to students and prospective students.



taking steps to ensure that a qualified student is not excluded from participation or discriminated against because of the absence of educational auxiliary aids; and (d) ensuring that no rules have the effect of limiting the participation of students with disabilities in any educational program or activity.

- B. ADA: The Americans with Disabilities Act ("ADA") guarantees individuals with disabilities access to employment, public accommodations, transportation, public services and telecommunications and provides such individuals with civil rights protections. Title II of the ADA, which applies to public entities such as CUNY, prohibits discrimination on the basis of a disability in all services, programs, and activities provided to the public by state and local governments.
- C. 504/ADA Coordinator: Each College or unit at CUNY, including the University's Central Office (the "Central Office"), has a 504/ADA Coordinator whose contact information is available on the College or University website. The 504/ADA Coordinator is responsible for ensuring that disability accommodation requests from employees, prospective employees, students and visitors are processed in accordance with CUNY procedures, addressing appeals of accommodations/academic adjustment decisions through mediation or investigation, as necessary, monitoring the CUNY College or unit for 504/ADA compliance, collecting data, and providing information and guidance.
- D. Chief Diversity Officer: Each College or unit at CUNY, including the Central Office, has a Chief Diversity Officer whose contact information is available on the College or University website. The Chief Diversity Officer is responsible for overseeing the unit's compliance with all laws and regulations related to diversity and inclusion and CUNY's Policy on Equal Opportunity and Nondiscrimination, providing guidance and information, and investigating complaints of unlawful discrimination. The Chief Diversity Officer also is responsible for addressing, through mediation or investigation, appeals of accommodations/academic adjustment decisions based on religion and employee/ job applicant appeals of accommodation decisions based on pregnancy, childbirth, or a related medical condition.
- E. Disability: CUNY recognizes as a disability any physical, medical, mental or psychological impairment, or a history or record of such impairment, that constitutes a disability under applicable federal, state and New York City law.
- F. Essential functions of the job: Job duties typically, but not exclusively, found on a job description, which are considered fundamental such that the individual cannot do the job without performing them. Qualified employees must be able to reasonably perform the essential functions of a job either with or without a reasonable accommodation.
- G. Interactive Process/Cooperative Dialogue: The interactive process is the procedure through which an employer and an individual requesting an accommodation work together to identify what barriers exist to the individual's performance of essential functions of a particular job with

the intention of finding a reasonable accommodation that would enable the employee to perform the job. The interactive process is a flexible and individualized approach and often includes a review of the individual's abilities and limitations (including supporting documentation), the essential functions of the job, factors or job tasks that may pose a difficulty, and how the person may be accommodated without creating an undue hardship on the employer. Similarly, with students, the interactive process is when a decision-maker at the campus works with the student to identify existing barriers to the student's access to academic and non-academic programs and activities at the College with the intention of finding an academic adjustment or reasonable accommodation to address those barriers. CUNY provides an interactive process for all accommodation requests, including requests related to disability, religious practices, pregnancy, childbirth or a related medical condition, and an individual's status as a victim of domestic violence, sex offense or stalking. For employee requests related to pregnancy, childbirth or a related medical condition, the New York City Commission on Human Rights refers to the interactive process as a "cooperative dialogue".

- H. New York Education Law § 224-a: New York State Education Law § 224-a provides rights to students who are unable because of religious beliefs to register or attend classes on certain days. The law provides that a student, who is absent from school because of a religious belief, is entitled, without any additional fees, to an equivalent opportunity to register for classes or make up any examination, study or work requirements that the student may have missed because of such absence on any particular day or days.
- I. Qualified Individual with a Disability: An employee or applicant for employment with a disability who satisfies the skill, experience, education, and other job-related requirements for the position and who can perform the essential functions of the job with or without a reasonable accommodation. Similarly, for students, a qualified individual with a disability is a student who meets the academic and technical standards required for admission or participation in the chosen program with or without a reasonable accommodation or academic adjustment.
- J. Reasonable Accommodation: Although each accommodation request will be assessed individually, reasonable accommodations, in a general sense, are modifications made to remove workplace barriers and enable qualified individuals to perform their jobs. For qualifying students, reasonable accommodations are adjustments to policy, practice, and programs that "level the playing field" and provide equal access to CUNY's academic and non-academic programs and activities. Reasonable accommodations are addressed on a case-by-case basis.
- K. Religion: An individual's sincerely held religious belief or practice of a creed or religion, including all aspects of religious observance, practice and belief, and moral or ethical beliefs as to what is right or wrong, which are sincerely held with the strength of traditional religious views. Religion is defined broadly and includes religious beliefs and practices that may be unfamiliar. "Religion" may consist of a belief system that does not include a traditional concept of God.

- L. Section 504: Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against qualified individuals with disabilities in federally-funded programs and activities.
  - M. Title IX Coordinator: Each College or unit at CUNY, including the Central Office, has a person who is designated the Title IX Coordinator, whose contact information is available on the College or University website. The Title IX Coordinator is responsible for compliance with Title IX of the Educational Amendments of 1972, which prohibits sex discrimination in educational programs. The Title IX Coordinator has overall responsibility for implementing CUNY's Policy on Sexual Misconduct, including overseeing the investigation of complaints related to sexual misconduct. The Title IX Coordinator also is responsible for addressing (a) requests for accommodations or academic adjustments based on an individual's status as a victim of domestic violence, sex offense or stalking and, (b) through mediation or investigation, student appeals of accommodation/academic adjustment decisions based on pregnancy, childbirth or a related medical condition.
  - N. Undue Hardship: An undue hardship is an action that would require significant difficulty or expense when considered in light of a number of factors, including the nature and cost of the accommodation in relation to the size, resources, nature and structure of the employer's operation, or an action that would fundamentally alter policy and procedures, the nature of a job function, and/or the fundamental nature of the academic program. An accommodation need not be granted where it would impose an undue hardship on the College or the University. If a particular accommodation imposes an undue hardship, the College or unit should consider whether an alternative accommodation is available that would not impose an undue hardship.
  - O. Pregnancy, Childbirth or a Related Medical Condition: The condition of being pregnant, having a child, or a medical condition related to pregnancy or childbirth.
  - P. Victim of Domestic Violence: A person who has been subjected to acts or threats of violence, not including acts of self-defense, committed by a current or former spouse or domestic partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim, by a person who is or has been in a continuing social relationship of a romantic or intimate nature with the victim, or a person who is or has continually or at regular intervals lived in the same household as the victim.
  - Q. Victim of a Sex Offense or Stalking: A person who has been subjected to acts that would constitute violations of the New York Penal Law concerning sex offenses or stalking.
- III. **Requesting a Disability Accommodation or Academic Adjustment**
- A. Student Accommodations and Academic Adjustments

Students seeking accommodations or academic adjustments should contact the Office of Student Disability Services at the CUNY College or unit they attend. Contact information is available on the college website. Students may be asked to complete an intake form and provide supporting documentation. The Director of Student Disability Services, or a designee, and the student will engage in an interactive process, which may include a consideration of a number of factors, such as the student's limitations and the academic or other program requirements, with the goal of finding an acceptable accommodation or academic adjustment. Reasonable accommodations and academic adjustments may include, but are not limited to, providing the student with assistive technology or other auxiliary aides, extra time for tests or papers, access to an elevator where available, a note taker during lectures, or permission to bring a personal aide to assist the student during class. The Director of Student Disability Services, or a designee, may, when necessary and in a confidential manner, consult with appropriate college officials, such as the instructor or Provost, to determine program requirements and appropriate accommodations. A grant or denial of the request must be made as soon as practicable, taking into account the urgency of the request, and sent to the student in writing, either stating the accommodation or academic adjustment to be provided, or for denials, the reason(s) the request was denied.

#### B. Employee Accommodations

##### 1. Applicants for Employment

Applicants are given an opportunity to self-identify as disabled.

Applicants for employment seeking accommodations to participate in the application/interview process should contact the Director of Human Resources at the College or unit to which they are applying. Applicants may be asked to complete an intake form and provide supporting documentation concerning their disability. The Director of Human Resources, or a designee, and the applicant will engage in an interactive process, which may include a consideration of a number of factors, such as the applicant's limitations and the application process and requirements, with the goal of finding an acceptable accommodation. Possible accommodations include, but are not limited to, providing adaptive furniture, equipment, or lighting, scheduling and room changes, a sign language interpreter, enlarged print or screen reader computer accessibility services, or other assistive technology or equipment. A grant or denial of the applicant's request must be made as soon as practicable, taking into account the urgency of the request, and sent to the applicant in writing, either stating the accommodation to be provided, or for denials, the reason(s) the request was denied. The Director of Human Resources, or a designee, is responsible for implementing all approved accommodations during the application and interview process. Classified civil service candidates who are required to take an exam or attend a hiring pool and are seeking an accommodation should follow the written instructions provided on the exam application, hiring pool instructions, or contact the HR Advisory Services unit in the Office of Human Resources Management in the Central Office.

## 2. Current Employees

Employees are given an opportunity to self-identify as disabled upon their initial hire and throughout their employment.

Current employees seeking accommodations should contact the Office of Human Resources at the College or unit where they are employed. Employees may be asked to complete an intake form and provide supporting documentation. The Director of Human Resources, or a designee, and the employee will engage in an interactive process, which may involve a consideration of a number of factors, such as the employee's limitations and the job requirements, essential duties, and office size and structure, with the goal of finding an acceptable accommodation. Reasonable accommodations may include, but are not limited to, modifying work schedules, granting breaks or providing leave, relocating the employee, reconfiguring work spaces or equipment, providing assistive technology or equipment, or reassigning the employee to a vacant position for which the employee is qualified. The Director of Human Resources is responsible for accommodation determinations. A grant or denial of the employee's request must be made as soon as practicable, taking into account the urgency of the request, and sent to the employee in writing, either stating the accommodation to be provided, or for denials, the reason(s) the request was denied.

### C. Visitor Accommodations

Visitors seeking accommodations should contact in a timely manner the 504/ADA Coordinator at the College or unit they are visiting. The 504/ADA Coordinator may refer the request to the relevant campus office(s) for processing. Notices about campus events should include contact information for the 504/ADA Coordinator of the College or unit where the event is being held.

## IV. Appeal of Disability Accommodation and Academic Adjustment Decisions

### A. Student Accommodations and Academic Adjustments

Students may appeal determinations concerning requested accommodations and academic adjustments by filing a written complaint with the 504/ADA Coordinator. The 504/ADA Coordinator, or a designee, will mediate to try to resolve the issues between the student and the College to find an acceptable accommodation. If a mutually acceptable accommodation cannot be determined, then the 504/ADA Coordinator, or a designee, will investigate the complaint and make a recommendation to the College President, who will make the decision concerning the complaint. If the student believes that a decision to deny the request was based on unlawful discrimination, then the student may exercise any and all rights available under law without fear of retaliation, including filing a complaint with the United States Department of Education's Office for Civil Rights ("OCR").

### B. Applicants for Employment

Applicants for employment may appeal determinations concerning requested accommodations by filing a written complaint with the 504/ADA Coordinator. The 504/ADA Coordinator, or a designee,

will mediate to try to resolve the issues between the applicant and the College or unit to find a reasonable accommodation. If a mutually acceptable accommodation cannot be determined, then the 504/ADA Coordinator, or a designee, will investigate the complaint and make a recommendation to the President or, if the applicant is applying to a position at the Central Office, then to the Vice Chancellor for Human Resources Management. Such President or Vice Chancellor for Human Resources Management will make the final determination concerning the complaint. If the applicant requesting the accommodation believes that a decision to deny the request was based on unlawful discrimination, then the applicant may exercise any and all rights available under law without fear of retaliation, including filing a complaint with outside agencies, such as the Equal Employment Opportunity Commission ("EEOC"), the New York State Division of Human Rights ("NYS DHR") or the New York City Commission on Human Rights ("NYCCHR").

**C. Current Employees**

Employees may appeal decisions concerning requested accommodations by filing a written complaint with the 504/ADA Coordinator. The 504/ADA Coordinator, or a designee, will mediate to try to resolve the issues between the employee and College or unit to find an acceptable accommodation. If a mutually acceptable accommodation cannot be determined, then the 504/ADA Coordinator, or a designee, will investigate the complaint and make a recommendation to the President, or if the employee works at the Central Office, then to the Vice Chancellor for Human Resources Management. Such President or Vice Chancellor for Human Resources Management will make the final determination concerning the complaint. If the employee is covered by a collective bargaining agreement, the employee may discuss the matter with a union representative and exercise any rights available under such agreement. If the employee requesting an accommodation believes that a decision to deny the request was based on unlawful discrimination, then the employee may exercise any and all rights available under law without fear of retaliation, including filing a complaint with an outside agency, such as the EEOC, the NYSDHR, or the NYCCHR.

**D. Visitors**

Visitors who have questions or concerns regarding an accommodation should contact the 504/ADA Coordinator, who will make the final determination concerning the requested accommodation.

**V. Accommodations based on Pregnancy, Childbirth or a Related Medical Condition.**

**A. Student Accommodations and Academic Adjustments**

Students requesting an accommodation or academic adjustment based on pregnancy, childbirth or a related medical condition should contact the Office of Student Disability Services. Students may be asked to complete an intake form and provide supporting documentation. The student and the Director of Student Disability Services, or a designee, will engage in an interactive process, which may include considering a number of factors, such as the student's limitations and the nature and requirements of the academic program, with the goal of finding an acceptable accommodation or academic adjustment. The Director of Student Disability Services may, when necessary, consult with

appropriate college officials, such as the instructor or Provost, to determine program requirements and possible accommodations and adjustments. Reasonable accommodations or academic adjustments may include, but are not limited to, granting leaves of absence, providing take-home tests to students who are bedridden or homebound, allowing make-up tests and papers, or scheduling a meeting with the instructor for a student who had to miss class because of medical appointments or medical complications in order to make up missed content. A grant or denial of the request must be made as soon as practicable, taking into account the urgency of the request, and sent to the student in writing, either stating the accommodation, or for denials, the reason(s) the request was denied.

**B. Applicant Accommodations.**

Applicants for employment requesting an accommodation based on pregnancy, childbirth or a related medical condition should contact the Office of Human Resources at the College or unit where they are applying. Classified civil service candidates who are required to take an exam or attend a hiring pool and are seeking an accommodation should follow the written instructions provided on the exam application, hiring pool instructions, or contact the HR Advisory Services unit in the Office of Human Resources Management in the Central Office.

**C. Employee Accommodations.**

1. Employees requesting an accommodation based on pregnancy, childbirth or a related medical condition should contact the Office of Human Resources at their College or unit. Employees may be required to submit an intake form. The employee and the Director of Human Resources, or a designee, will engage in an interactive process, also called a cooperative dialogue, which may include a consideration of a number of factors, such as the employee's limitations and the job functions and requirements, with the goal of finding an acceptable accommodation. The Director of Human Resources, or a designee, will initiate a cooperative dialogue even when an employee does not make an accommodation request when the College has (1) knowledge that the employee's performance at work has been affected or that her behavior at work could lead to an adverse employment action and (2) a reasonable basis to believe that the issue is related to pregnancy, childbirth or a related medical condition. Reasonable accommodations may include, but are not limited to, granting frequent bathroom breaks, providing the employee with a specialized chair, granting leaves of absence, changing work schedules to accommodate doctor's visits, temporary shift reassignments, providing light duties or assistance with manual labor for a period of time, or temporarily reassigning the employee to a vacant position for which she is qualified. A grant or denial of the employee's request must be made as soon as practicable, taking into account the urgency of the request, and sent to the employee in writing, either stating the accommodation, or for denials, the reason(s) the request was denied.
2. Employees may be required to submit medical documentation when requesting: (a) time away from work, including for medical appointments, other than the presumptive six (for a vaginal delivery) to eight (for a caesarian section) week period following childbirth for recovery from

childbirth, or (b) to work from home, either on an intermittent or a long-term basis. This requirement does not affect medical documentation requirements related to leave taken pursuant to the Family Medical Leave Act or other disability plans or policies.

**D. Appeals**

Employees and job applicants may appeal a denial of a request for an accommodation by filing a complaint with the Chief Diversity Officer. Students may appeal a denial of a written request for an accommodation and/or academic adjustment with the Title IX Coordinator. The Chief Diversity Officer, Title IX Coordinator, or a designee, will mediate to try to resolve the issues between the individual and the College or unit to find an acceptable accommodation. If a mutually acceptable accommodation cannot be determined, then the Chief Diversity Officer, Title IX Coordinator, or a designee, will investigate the complaint and make a recommendation to the College President, or if the employee works at the Central Office, then to the Vice Chancellor for Human Resources Management. Such President or Vice Chancellor for Human Resources Management shall make the final determination concerning the complaint. If the employee is covered by a collective bargaining agreement, she may discuss the matter with her union representative and exercise any rights available under such agreement.

**VI. Religious Accommodations**

**A. Requests for Accommodations**

1. Students requesting a religious accommodation should contact the Office for Student Affairs at the College or unit in which they are enrolled. The Chief Student Affairs Officer, or a designee, and the student will engage in an interactive process with the goal of finding an acceptable accommodation.
2. Consistent with New York State Education Law § 224-a, students who are absent from school because of a religious belief will be given the equivalent opportunity, without any additional fee charged, to register for classes or make up any examination, study or work requirements missed because of such absence on any particular day or days.
3. Employees and applicants requesting a religious accommodation should contact the Office of Human Resources at the College or unit where they are employed or applying. The Director of Human Resources, or a designee, and the employee/applicant will engage in an interactive process with the goal of finding an acceptable accommodation. Classified civil service candidates who are required to take an exam or attend a hiring pool and are seeking an accommodation should follow the written instructions provided on the exam application, hiring pool instructions, or contact the HR Advisory Services unit in the Office of Human Resources Management in the Central Office.



4. Individuals requesting accommodations may be required to submit an intake form. In the case of requests for religious accommodations, the interactive process may include a consideration of a variety of factors, such as the individual's religious practices and the functions and requirements of the academic program or job. Reasonable accommodations may include, but are not limited to, flexible arrival and/or departure times, permission to make up a test or lecture, leave or assignment changes, time and/or space to pray, or an accommodation relating to appearance or dress.
5. CUNY generally will not question that a request for religious accommodation is based on a sincerely held belief. However, if CUNY has genuine reason to doubt that a belief qualifies as religious, or is sincerely held, CUNY may make a limited inquiry, asking for supporting documentation. The documentation submitted may include the requestor's first-hand explanation, or explanations from others, such as a religious official or clergy member, who are aware of the religious practice or belief.
6. A grant or denial of the request must be made in as soon as practicable, taking into account the urgency of the request, and sent in writing to the individual making the request, either stating the accommodation, or for denials, the reason(s) the request was denied.

**B. Appeals**

Students, employees, and applicants may appeal a denial of their accommodation request by filing a complaint with the Chief Diversity Officer at their College or unit. The Chief Diversity Officer, or a designee, will mediate to try to resolve the issues between the individual and the College to find an acceptable accommodation. If a mutually acceptable accommodation cannot be determined, then the Chief Diversity Officer, or a designee, will investigate the complaint and make a recommendation to the College President, or if the employee works at the Central Office, then to the Vice Chancellor for Human Resources Management. The College President or Vice Chancellor for Human Resources Management will make the final determination concerning the complaint. If the employee is covered by a collective bargaining agreement, the employee may discuss the matter with a union representative and exercise any rights available under such agreement.

**VII. Accommodations based on Status as a Victim of Domestic Violence, Sex Offense, or Stalking.**

**A. Requests for Accommodations**

1. Individuals requesting an accommodation based on their status as a victim of domestic violence, sex offense, or stalking should contact the Title IX Coordinator at their College or unit. The Title IX Coordinator, or a designee, and the individual will engage in an interactive process with the goal of finding an acceptable accommodation. The Title IX Coordinator, or a designee, in appropriate situations, may develop a workplace safety plan as described in the CUNY Domestic Violence and The Workplace Policy.

2. Individuals may be required where appropriate to submit an intake form and/or provide appropriate documentation to support their status as a victim of domestic violence, sex offense or stalking and to help the College or unit determine a reasonable accommodation.
3. In cases involving a requested accommodation based on status as a victim of domestic violence, sex offense, or stalking, the interactive process may include a consideration of factors, such as the individual's personal safety and mental and physical health and the job or academic requirements. Reasonable accommodations may include, but are not limited to, a leave of absence, modified or flexible work schedules, confidentiality of addresses and phone numbers, transfer to another location, assisting in the enforcement of protective orders, such as posting a photograph of the abuser with the reception or security, or providing the individual with an escort into or out of buildings.
4. A grant or denial of the request must be made as soon as practicable, taking into account the urgency of the request, and sent in writing to the individual who made the request, either stating the accommodation, or for denials, the reason(s) the request was denied.
5. Victims of domestic violence, sex offense, or stalking should consult CUNY's Sexual Misconduct Policy, available on the CUNY website, to the extent they need immediate and supportive interim measures that are not addressed herein.

**B. Appeals**

Students may appeal the denial of their request for an accommodation or academic adjustment by filing a complaint with the Office for Student Affairs at the campus in which they are enrolled or applying. Employees and applicants may appeal the denial of their request for an accommodation by filing a complaint with the Office for Human Resources at the campus where they are employed or applying for employment. The Chief Student Affairs Officer or Director of Human Resources, as the case may be, or a designee, will mediate to try to resolve the issues between the individual and the College or unit to find an acceptable accommodation/academic adjustment. If a mutually acceptable accommodation/academic adjustment cannot be determined, then the Chief Student Affairs Officer or Director of Human Resources, or a designee, will investigate the complaint and make a recommendation to the College President, or if the employee works at the Central Office, then to the Vice Chancellor for Human Resources Management. Such College President or Vice Chancellor for Human Resources Management shall make the final determination concerning the complaint. If the employee is covered by a collective bargaining agreement, the employee may discuss the matter with a union representative and exercise any rights available under such agreement.

#### VIII. Filing Complaints with Outside Agencies

Students, employees, and applicants who believe that a decision to deny the request for a reasonable accommodation or academic adjustment was based on unlawful discrimination may avail themselves of any and all of their rights under law without fear of retaliation, including 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  
<http://www.dhr.ny.gov/how-file-complaint>
- New York City Commission on Human Rights  
<http://www.nyc.gov/html/cchr/html/complaint/filing-complaint.shtml>

### Accommodation Request Chart

	Students	Employees	Applicants	Visitors
<b>Disability</b>				
Request	Student Disability Services	Human Resources	Human Resources	504/ADA Coordinator
Appeal	504/ADA Coordinator	504/ADA Coordinator	504/ADA Coordinator	504/ADA Coordinator
Final Determination	President	President/ Vice Chancellor for Human Resources Management	President/ Vice Chancellor for Human Resources Management	504/ADA Coordinator
<b>Pregnancy, Childbirth, or a Related Medical Condition</b>				
Request	Student Disability Services	Human Resources	Human Resources	N/A
Appeal	Title IX Coordinator	Chief Diversity Officer	Chief Diversity Officer	N/A
Final Determination	President	President/ Vice Chancellor for Human Resources Management	President/ Vice Chancellor for Human Resources Management	N/A
<b>Religion</b>				
Request	Student Affairs	Human Resources	Human Resources	N/A
Appeal	Chief Diversity Officer	Chief Diversity Officer	Chief Diversity Officer	N/A
Final Determination	President	President/ Vice Chancellor for Human Resources Management	President/ Vice Chancellor for Human Resources Management	N/A
<b>Victim of Domestic Violence, Sex Offense, or Stalking</b>				
Request	Title IX Coordinator	Title IX Coordinator	Title IX Coordinator	N/A
Appeal	Student Affairs	Human Resources	Human Resources	N/A
Final Determination	President	President/ Vice Chancellor for Human Resources Management	President/ Vice Chancellor for Human Resources Management	N/A

## Section 4

# AOTA Code of Ethics OT Curriculum Framework



# Occupational Therapy Code of Ethics (2015)

## Preamble

The 2015 *Occupational Therapy Code of Ethics* (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

## Core Values

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

## Principles and Standards of Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

### Beneficence

#### **Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.**

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).



## Related Standards of Conduct

### Occupational therapy personnel shall

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.
- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.
- D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
- E. Provide occupational therapy services, including education and training that are within each practitioner's level of competence and scope of practice.
- F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.
- G. Maintain competency by ongoing participation in education relevant to one's practice area.
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
- I. Refer to other providers when indicated by the needs of the client.
- J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

## Nonmaleficence

### Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

*Nonmaleficence* "obligates us to abstain from causing harm to others" (Beauchamp & Childress, 2013, p. 150). The Principle of *Nonmaleficence* also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of *due care* "requires that the goals pursued justify the risks that must be imposed to achieve those goals" (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

## Related Standards of Conduct

### Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.
- E. Address impaired practice and when necessary report to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client's family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one's own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

## Autonomy

### **Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.**

The Principle of *Autonomy* expresses the concept that practitioners have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care, and to protect the client's confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. However, respecting a person's autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person's right "to hold views, to make choices, and to take actions based on [his or her] values and beliefs" (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.
- J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

## **Justice**

### **Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.**

The Principle of *Justice* relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services to secure access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
- N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
- O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

## Veracity

### **Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.**

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of *Veracity* refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.
- D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.
- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.
- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.

J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.

## **Fidelity**

### **Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.**

The Principle of *Fidelity* comes from the Latin root *fidelis*, meaning loyal. *Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
- H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.

- I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
- J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.
- K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions.
- L. Refrain from actions that reduce the public's trust in occupational therapy.
- M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

## References

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- Veatch, R. M., Haddad, A. M., & English, D. C. (2010). *Case studies in biomedical ethics*. New York: Oxford University Press.

## Ethics Commission (EC)

- Yvette Hachtel, JD, OTR/L, EC Chair (2013-2014)  
 Lea Cheyney Brandt, OTD, MA, OTR/L, EC Chair (2014-2015)  
 Ann Moodey Ashe, MHS, OTR/L (2011-2014)  
 Joanne Estes, PhD, OTR/L (2012-2015)  
 Loretta Jean Foster, MS, COTA/L (2011-2014) Wayne L. Winistorfer, MPA, OTR (2014-2017)  
 Linda Scheirton, PhD, RDH (2012-2015)  
 Kate Payne, JD, RN (2013-2014)  
 Margaret R. Moon, MD, MPH, FAAP (2014-2016)

Kimberly S. Erler, MS, OTR/L (2014–2017) Kathleen McCracken,  
MHA, COTA/L (2014–2017)  
Deborah Yarett Slater, MS, OT/L, FAOTA, AOTA Ethics Program Manager

*Adopted by the Representative Assembly 2015 April C3.*

*Note.* This document replaces the 2010 document *Occupational Therapy Code of Ethics and Ethics Standards (2010)*, previously published and copyrighted in 2010 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 64, S17– S26. <http://dx.doi.org/10.5014/ajot.2010.64S17>

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American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69 (Suppl. 3).



# Section 5

## Forms



## **Addendum to the Occupational Therapy Student Handbook**

To our returning Occupational Therapy Students:

Welcome to Occupational Therapy Program at York College. This handbook has been designed as a supplement to the York College Bulletin; please note that it does not replace the information in the Bulletin. It has prepared to assist you in the Occupational Therapy Program.

As a new student in our program one of the first responsibilities you have is to acquaint yourself with the information in this handbook. We expect that you will read this carefully. When you have completed reading the handbook please tear off, fill out and hand in the bottom on this sheet. Please be prepared to hand this in at the first class you attend in our program on you will not be allowed to enter.

-----

I, (print name) \_\_\_\_\_ have read and understand the Addendum  
to the Occupational Therapy Student Handbook.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date





## Addendum to the Occupational Therapy Student Handbook

To our returning Occupational Therapy Students:

Welcome to Occupational Therapy Program at York College. This handbook has been designed as a supplement to the York College Bulletin; please note that it does not replace the information in the Bulletin. It has prepared to assist you in the Occupational Therapy Program.

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-----

I, (print name) \_\_\_\_\_ have read and understand the Addendum to the Occupational Therapy Student Handbook.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



# York College Policy on Academic Integrity

STUDENT COPY

(Excerpted from the York College Academic Integrity Policy and Procedures, 2007)

<p><b>Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:</b></p>	<ul style="list-style-type: none"> <li>• Copying from another student during an examination or allowing another to copy your work.</li> <li>• Unauthorized collaboration on a take home assignment or examination.</li> <li>• Using notes during a closed book examination.</li> <li>• Taking an examination for another student, or asking or allowing another student to take an examination for you.</li> <li>• Changing a graded exam and returning it for more credit.</li> <li>• Submitting substantial portions of the same paper to more than one course without consulting with each instructor.</li> <li>• Preparing answers or writing notes in a blue book (exam booklet) before an examination</li> <li>• Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.</li> <li>• Giving assistance to acts of academic misconduct/ dishonesty.</li> <li>• Fabricating data (all or in part).</li> <li>• Submitting someone else’s work as your own.</li> <li>• Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.</li> </ul>
<p><b>Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:</b></p>	<ul style="list-style-type: none"> <li>• Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source</li> <li>• Presenting another person’s ideas or theories in your own words without acknowledging the source.</li> <li>• Using information that is not common knowledge without acknowledging the source.</li> <li>• Failing to acknowledge collaborators on homework and laboratory assignments. Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting &amp; pasting” from various sources without proper attribution.</li> </ul>
<p><b>Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means it is an exhaustive list:</b></p>	<ul style="list-style-type: none"> <li>• Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.</li> <li>• Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.</li> <li>• Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.</li> <li>• Intentionally obstructing or interfering with another student’s work.</li> </ul>

I acknowledge that I have received and read the information from the York College Academic Integrity Policy and Procedures which defines cheating, plagiarism and obtaining Unfair Advantage. I understand that such action may result in penalties, including failing grades, suspension, and expulsion, as provided by the procedures of the Department and the College.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date





## York College Policy on Academic Integrity

(Excerpted from the York College Academic Integrity Policy and Procedures, 2007)

<p><b>Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:</b></p>	<ul style="list-style-type: none"> <li>• Copying from another student during an examination or allowing another to copy your work.</li> <li>• Unauthorized collaboration on a take home assignment or examination.</li> <li>• Using notes during a closed book examination.</li> <li>• Taking an examination for another student, or asking or allowing another student to take an examination for you.</li> <li>• Changing a graded exam and returning it for more credit.</li> <li>• Submitting substantial portions of the same paper to more than one course without consulting with each instructor.</li> <li>• Preparing answers or writing notes in a blue book (exam booklet) before an examination</li> <li>• Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.</li> <li>• Giving assistance to acts of academic misconduct/ dishonesty.</li> <li>• Fabricating data (all or in part).</li> <li>• Submitting someone else’s work as your own.</li> <li>• Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.</li> </ul>
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I acknowledge that I have received and read the information from the York College Academic Integrity Policy and Procedures which defines cheating, plagiarism and obtaining Unfair Advantage. I understand that such action may result in penalties, including failing grades, suspension, and expulsion, as provided by the procedures of the Department and the College.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## BS/MS OCCUPATIONAL THERAPY PROGRAM

### **Essential Functions for Admission and Matriculation to the York College**

Students enrolled in the York College B.S./ M.S. Program in Occupational Therapy are expected to meet standards in addition to academic competence, that reflect personal characteristics necessary for successfully completing our course of study. These functions are not related to one's ability to function in a specific role as an occupational therapist, but rather to be able to function in any role as an occupational therapist, in any practice setting. In order to succeed in our program, students must be able to demonstrate multiple skills and abilities that span the academic, motor, emotional, and social nature of our profession.

Please review the essential functions<sup>1</sup> as described in this document, and verify with your signature that you have the capability to meet these standards. This document must be signed and returned to our office the first day of classes to be placed in your file.

If you have any questions regarding this document, please contact Dr. Andrea Krauss, Program Director.

---

<sup>1</sup> These standards were derived from documents prepared by the American – Occupational Therapy Association (Educating Students with Disabilities: What Academic and Fieldwork Educators Need to Know, 1997) and from the New York Institute of Technology (Technical Standards for Admission Matriculation to the Occupational Therapy Program / Student Handbook, 1998).



## BS/MS OCCUPATIONAL THERAPY PROGRAM

### Essential Functions for Occupational Therapy Students

- The commitment to work in an intense setting which challenges the individual to meet the needs of people of diverse cultures, age groups, and challenges. These individuals may severely injured, limited by cognitive, emotional, and functional deficits and whose behavior may create at times an aversive reaction. This ability to interact with these individuals without being judgmental or prejudiced is critical in establishing ones professionalism and therapeutic relationship.
- The ability and commitment to work with individuals without regard to the nature of their illness or disability, culture, or age group.
- The ability to communicate verbally and in writing, using appropriate grammar and vocabulary, in order to build relationships with faculty, advisors, fellow graduate students, coworkers, and client and their significant others. Proficiency I communication includes transactions with individuals and groups in learner, collegial, consultative, leadership, and task roles. Students must be able to elicit information, gather information, describe findings, and understand non-verbal behavior.
- The ability to meet the challenges of any environment that requires a readiness for immediate and appropriate response without interference of personal or medical problems. This requires training for emergencies (e.g., infection control).
- The ability to travel independently to and from classes and fieldwork assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames.
- Commitment to the adherence of policies of the college, the occupational therapy program, and the fieldwork sites. This includes matters ranging from professional dress and behavior, to attending to the occupational therapy program's academic schedule, which may differ from the college's academic calendar and is subject to change at any time.
- Emotional health for full utilization of intellect, the exercise of good judgment, prompt completion of responsibilities, and the development of mature sensitive and effective relationships with others. Working with persons in need often requires taxing workloads and adaptation to changing and challenging environments requiring flexibility and a spirit of cooperation.

- Critical thinking skills in order to able to problem solve creatively, to master abstract ideas, and to synthesize information in order to handle the challenges of the academic, laboratory, and fieldwork settings.
- Physical coordination to be able to handle moving clients and to direct clients in varied practice settings. Visual acuity and independent mobility, fine and gross movements, equilibrium, and the use of touch are essential to safety of clients, significant others, and staff.
- Commitment to the code of ethics of the profession and behavior that reflects a sense of right and wrong in the helping environment.

.....

**I have reviewed the essential functions for the Occupational Therapy Program at York College. My signature below indicates that, to the best of my knowledge, I am able to meet these standards.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

## BS/MS OCCUPATIONAL THERAPY PROGRAM

### **Essential Functions for Occupational Therapy Students**

- The commitment to work in an intense setting which challenges the individual to meet the needs of people of diverse cultures, age groups, and challenges. These individuals may severely injured, limited by cognitive, emotional, and functional deficits and whose behavior may create at times an aversive reaction. This ability to interact with these individuals without being judgmental or prejudiced is critical in establishing ones professionalism and therapeutic relationship.
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- The ability to travel independently to and from classes and fieldwork assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames.
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- Commitment to the code of ethics of the profession and behavior that reflects a sense of right and wrong in the helping environment.

-----

**I have reviewed the Essential functions for the Occupational Therapy Program at York College. My signature below indicates that, to the best of my knowledge, I am able to meet these standards.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name



**CHANGE OF PERSONAL INFORMATION FORM**

Program: Occupational Therapy Program

Name: \_\_\_\_\_  
Student Name - Print Clearly

EMPL ID: \_\_\_\_\_

Please be advised that as of \_\_\_\_\_ the following information has changed:  
(date)

**Check all that apply:**

- Name: \_\_\_\_\_
- Address \_\_\_\_\_
- Home Phone Number: \_\_\_\_\_
- Cell Phone Number: \_\_\_\_\_
- E-Mail: \_\_\_\_\_
- Emergency Contact Person: \_\_\_\_\_
- Other:

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*It is the student's responsibility to notify Registrar, Bursar, and any other departments of any changes.*



**CHANGE OF PERSONAL INFORMATION FORM**

Program: Occupational Therapy Program

Name: \_\_\_\_\_  
Student Name - Print Clearly

EMPL ID: \_\_\_\_\_

Please be advised that as of \_\_\_\_\_ the following information has changed:  
(date)

**Check all that apply:**

- Name: \_\_\_\_\_
- Address \_\_\_\_\_
- Home Phone Number: \_\_\_\_\_
- Cell Phone Number: \_\_\_\_\_
- E-Mail: \_\_\_\_\_
- Emergency Contact Person: \_\_\_\_\_
- Other:

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*It is the student's responsibility to notify Registrar, Bursar, and any other departments of any changes.*





OCCUPATIONAL THERAPY DEPARTMENT
STUDENT PROFESSIONAL DEVELOPMENT FORM

Student Name: \_\_\_\_\_ Fall [ ] Spring [ ]

Advisor: \_\_\_\_\_ Year: \_\_\_\_\_

STUDENT TO COMPLETE

Current copy of York College transcript: [ ] Yes [ ] No

OT GPA from last semester completed listed on transcript: \_\_\_\_\_

Current Academic Progress:

Midterm Status:

As of date: \_\_\_\_/\_\_\_\_/\_\_\_\_ my work has been: [ ] Satisfactory [ ] Unsatisfactory

Have you ever been on probation? [ ] Yes [ ] No

(If yes, which year/semester?): \_\_\_\_\_

Indicate courses in which you've have/had difficulty:

\_\_\_\_\_

When completing this form think about your strengths and areas of needed growth related to becoming a professional and competent in OT technical skills.

MY STRENGTHS:

AREAS NEEDING FURTHER DEVELOPMENT:

PLANS AND GOALS: Professional Skill Development: (Cooperation, Organization, etc.) (Students who are on academic probation are to attach a detailed plan to support their academic success to achieve the required GPA and academic success their course.)

Technical Skill Development (growth in a content area, completing readings etc.):

Strategies for achievement of above goals (ideas you have to achieve your goals):

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

# STUDENT EVALUATION SUMMARY

## FACULTY TO COMPLETE

Student's Name: \_\_\_\_\_ Fall [ ] Spring [ ]

Advisor: \_\_\_\_\_ Year: \_\_\_\_\_

### Review of Student Professional Plan:

Progress toward Professional Goal(s):

Progress toward Technical Skill Competence Goal(s):

### Additional Comments: (From faculty or student)

-----

I have read and discussed all of the above with a faculty member of the Department of Occupational Therapy at York College- CUNY.

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

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*IMPORTANT: Attach student's transcript to this form

adapted from the USD handbook

**OCCUPATIONAL THERAPY DEPARTMENT  
STUDENT PROFESSIONAL DEVELOPMENT FORM**

**Student Name:** \_\_\_\_\_ **Fall** [ ] **Spring** [ ]

**Advisor:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**STUDENT TO COMPLETE**

Current copy of York College transcript:  Yes  No

OT GPA from last semester completed listed on transcript: \_\_\_\_\_

**Current Academic Progress:**

Midterm Status:

As of date: \_\_\_\_/\_\_\_\_/\_\_\_\_ my work has been:  Satisfactory  Unsatisfactory

Have you ever been on probation?  Yes  No

(If yes, which year/semester?): \_\_\_\_\_

Indicate courses in which you've have/had difficulty:

\_\_\_\_\_

**When completing this form think about your strengths and areas of needed growth related to becoming a professional and competent in OT technical skills.**

**MY STRENGTHS:**

**AREAS NEEDING FURTHER DEVELOPMENT:**

**PLANS AND GOALS:** Professional Skill Development: (Cooperation, Organization, etc.) (Students who are on academic probation are to attach a detailed plan to support their academic success to achieve the required GPA and academic success their course.)

**Technical Skill Development** (growth in a content area, completing readings etc.):

**Strategies for achievement of above goals** (ideas you have to achieve your goals):

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# STUDENT EVALUATION SUMMARY

## FACULTY TO COMPLETE

Student's Name: \_\_\_\_\_ Fall [ ] Spring [ ]

Advisor: \_\_\_\_\_ Year: \_\_\_\_\_

### Review of Student Professional Plan:

Progress toward Professional Goal(s):

Progress toward Technical Skill Competence Goal(s):

### Additional Comments: (From faculty or student)

-----

I have read and discussed all of the above with a faculty member of the Department of Occupational Therapy at York College- CUNY.

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

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*IMPORTANT: Attach student's transcript to this form

adapted from the USD handbo



**STUDENT PROGRESSION AND  
RETENTION COMMITTEE APPEALS  
COVER SHEET**

Student's Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

CUNYfirst ID Number: \_\_\_\_\_ Major: \_\_\_\_\_ Email: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: Home: \_\_\_\_\_ Work: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

**All requests are made in writing (formally typed, double spaced, dated and signed and include CUNYfirst ID number) and attach any supporting documents. Attach this cover sheet to appeal letter and supporting documentation.**

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supporting Documents- Check (✓) all that apply:**

**Personal Statement**       **Documentation of Extenuating Circumstances**       **Transcript**

**Other:** \_\_\_\_\_

**I am NOT submitting Supporting Documentation**



# STUDENT HANDBOOK APPENDICES



# Appendix A: Course of Study



## OCCUPATIONAL THERAPY PLAN OF STUDY

FALL CREDITS		SPRING	CREDITS
<b>THIRD YEAR</b>			
<b>OT 313</b> Fundamentals of Occupational Therapy	3	<b>OT 318</b> Clinical Kinesiology/Lect. & Lab	4
<b>OT 315</b> Functional Human Anatomy/ Lect. & Lab	4	<b>OT 319</b> Common Medical Conditions	3
<b>OT 316</b> Functional Human Physiology/ Lect. & Lab	4	<b>OT 423</b> Collaboration in Occupational Therapy	4
<b>OT 321</b> Occupational Analysis/ Lect. & Lab	3	<b>OT 424</b> Professional Development I	1
<b>OT 322</b> Occupation Through the Life Span	3	<b>OT 432</b> Neuroscience	3.5
<b>Total:</b>	<b>17</b>	<b>Total:</b>	<b>15.5</b>
<b>FOURTH YEAR</b>			
<b>OT 403</b> Advanced Occupational Analysis	3	<b>OT 505</b> Occupational Therapy Process I: Physical Intervention/ Lect. & Lab	4
<b>OT 411</b> Occupational Therapy Process I: Pediatric Intervention/ Lect. & Lab	4	<b>OT 508</b> Occupational Therapy Process I: Psychosocial Intervention/ Lect. & Lab	4
<b>OT 417</b> Research Methods	3.5	<b>OT 517</b> Research Design	3
<b>OT 404</b> Advanced Neuroscience and Cognitive Rehabilitation	4	<b>OT 518</b> Research Seminar I	
		<b>*OT 647</b> Assistive Technology	2
<b>Total:</b>	<b>14.5</b>	<b>Total:</b>	<b>14</b>
<b>FIFTH YEAR</b>			
<b>OT 506</b> Occupational Therapy Process II: Physical Intervention/ Lect. & Lab	4	<b>OT 641</b> Fieldwork II (Full-time Internship Experience) OT Practice I	5
<b>OT 507</b> Professional Development II	1		
<b>OT 509</b> Occupational Therapy Process II: Psychosocial Intervention/ Lect. & Lab	4	<b>OT 642</b> Fieldwork II (Full-time Internship Experience) OT Practice II	5
<b>OT 513</b> Systems Management	3		
<b>OT 519</b> Research Seminar II	1		
<b>*OT 523</b> Use of Orthotics in Occupational Therapy Practice	1		
<b>*OT 524</b> Use of Physical Agent Modalities in Occupational Therapy Practice	1		
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>10</b>
<b>SIXTH YEAR</b>			
<b>OT 522</b> Research Seminar IV	2		
<b>OT 643</b> Capstone Community Experience	4		
<b>OT 644</b> Advanced OT Theory & Practice	3		
<b>OT 645A</b> Occupational Therapy Practice (Lect./Lab)	3		
<b>OT 645B</b> Web Occupational Therapy Practice			
<b>Total:</b>	<b>12</b>	Total Credits in OT Major: <b>98</b>	





# Appendix B

## Scholarship Information



## SCHOLARSHIP INFORMATION

(Scholarship Office AC-4DA1)

### **Department Of Education Scholarship**

Students in the York College BS/MS Program of Occupational Therapy of good standing may apply for Department of Education scholarships after attending one year. See the program Director Dr. Andrea Krauss for more details.

### **(New) Sallie Mae Fund Unmet Need Scholarship Program: (5/31)**

For undergraduate students who demonstrate financial need of more than \$1,000 without loans, have a combined family income of \$30,000 or less, and have a cumulative grade point average between 2.5 and 3.0. Eligible students must submit both a copy of the student application and financial aid administration form. Contact: Scholarship America, 1505 Riverview Road, P.O. Box 297, St. Peter, MN 56082/WEB: <http://www.thesalliemaefund.org/>

### **J.W. Saxe Memorial Fund: (3/15)**

\$1,500 offered to graduate and undergraduate students working in public service fields. The award is meant to enable students to gain practical experience in public service by taking a low paying or no pay job internship by supplementing their income. Preference given to students who already have an internship lined up. Contact: 1524 31<sup>st</sup> St. N.W. Washington, DC 20007/WEB: <http://www.saxefund.org>

### **Leopold Schepp Foundation: (no deadline)**

Applicants must be citizens of the U.S. or permanent residents and have a minimum GPA of 3.0. Award is based on character, ability, and financial need. Undergraduate age limit is 30. To receive an application the applicant must write the Leopold Schepp Foundation. A personal interview in New York is part of the application process. No funds are provided for travel. Contact: 551 Fifth Ave. Ste. 3000 New York, NY 10176-2597 for a brochure with more details.

### **The Karla Scherer: (send for application by March 1)**

Open to any age or geographic location-female students in finance or economics with plans for a corporate business career in the private sector. Contact: 737 North Michigan Ave., Suite 2330, Chicago, IL 60611/Phone: (312)-943-9191/WEB: <http://comnet.org/kschererf>

### **Scholarship Research Institute: (no deadline)**

Student must either be attending or planning to attend an institution of higher education. Write a short essay responding to the question: What is your understanding of Cultural Diversity and why is it important? Phone: (5007) 453-3675/WEB: <http://www.angelfire.com/biz/funding>

### **Scripps Howard Foundation: (12/1)**

Must be a full time undergraduate with a major that will lead to a career in the communications industry, primarily print and electronic journalism. Contact: 312 Walnut St. 28<sup>th</sup> Flr. P.O. Box 5380, Cincinnati, OH 45201-5380/Phone: (513) 977-3035

### **Sertoma: (5/1)**

Student must have a clinically significant bilateral hearing loss. Must be enrolled in a degree-seeking program with a 3.2 GPA. Contact: Sertoma International, \$1,000 Scholarship for

Hearing Impaired Students, 1912 East Meyer Blvd., Kansas City, MO 64132-1174/WEB: <http://www.sertoma.org/>

**(New) The Charles Shafae' Scholarship Fund: (9/1)**

You must be a legal resident of the U.S. or an international student with a valid visa. Age 18-22 with GPA 3.2 or more. Essay covering these three questions: What degree do you plan on attaining and what are your goals once you have it? Using your college or university education, how do you intend to make your mark on the world? How is your new degree going to affect your career goals? *SUBMIT ON-LINE ONLY*. Contact: 1-866-693-EDIT(3348)/WEB: <http://www.papercheck.com/scholarships.html>

**Sigma Alpha Iota: (varies)**

Various awards available for Sigma Alpha Iota members. Contact: 7 Hickey Drive, Framingham Ctr, MA 01701-8812/Phone: (508) 872-0735

**Society for Technical Communications (2/15)**

Student should be studying communication of information about technical subjects such as: technical writing, editing, graphical design, interface design, and Web design. Must be full-time students who have completed at least one year of post-secondary education and have one full year of academic work remaining. Students seeking Bachelor's, Master's, or a Doctorate degree are eligible. Contact: Society for Technical Communication, 901 N. Stuart St., Suite 904, Arlington, VA 22206-1822/Phone: 9703) 522-4114/WEB: <http://www.stc.org/>

**Society of Daughters of the United States Army: (3/1)**

Must have a minimum GPA of 3.0. Must be the daughter or granddaughter of a career warrant or commissioned officer of the U.S. army who 1) is currently on active duty; 2) retired after 20 years of service; or 3) was medically retired after 20 years of service; 4) died while on active duty or retiring with 20 or more years of active service. The U.S. army must have been the primary occupation of the father or grandfather. Must send SASE for application. Contact: Scholarship Chairman, 7717 Rockledge Court, Springfield, VA 22152-3854

**Society of Exploration Geophysicists: (3/1)**

Offers scholarships for Hispanic engineering students. Contact: P.O. Box 702740, Tulsa, OK 74170-2740/Phone: (918) 497-5530/WEB: [www.seg.org](http://www.seg.org)

**Society of Hispanic Professional Engineers: (4/15)**

Offers scholarships for Hispanic engineering students. Contact: 5400 East Olympic Blvd., Suite 210, Los Angeles, CA 90022/Phone: (213)888-2080

**Society of Manufacturing Engineers: (2/1)**

Full-time students studying manufacturing engineering, manufacturing technology or a related field may apply for various scholarships. Please refer to website or old application for specific criteria for each scholarship. WEB: [www.sme.org](http://www.sme.org)

**Society of Mexican American Engineers and Scientists: (MAES National) (10/15)**

Offers a variety of scholarships to its members. Contact: P.O. Box 6650, Torrance, CA 90504/Phone: (310) 988-6585/WEB: [www.maes-natl.org/](http://www.maes-natl.org/)

OT Screening Spring 07/Scholarship Information/c

**Society of Women Engineers: (2/1 & 5/15)**

Offers scholarships for women engineering or computer science majors who are currently in the specified year that the scholarship asks. Students must have a 3.5 GPA or higher. Contact: 120 Wall Street, 11<sup>th</sup> Floor, New York, NY 10005/3902/Phone: (212) 509-9577/WEB: [www.swe.org](http://www.swe.org)

**Soroptimist Foundation:** (12/1)

The Women's Opportunity Award is open to female heads of household who demonstrate financial need and are motivated to achieve educational and career goals. Must be attending college. Note: This is a monetary award that is taxable. WEB: [www.soroptimist.org](http://www.soroptimist.org)

**Spina Bifida Association of America:** (4/2)

Applicant must have spina bifida, must be a high school graduate or possess a GED, and applicant must be enrolled in or accepted to an accredited college, junior college, vocational school, or business school. Contact: 4590 MacArthur Boulevard NW, Suite 250, Washington, DC 20007-4226/Phone: (202) 944-3285/WEB: [www.sbaa.org](http://www.sbaa.org)

**(New) State Farm Companies Foundation Exceptional Student Fellowship:** (2/15)

Must be a full-time student majoring in a business related field that demonstrates leadership to extracurricular activities. Must apply during the junior or senior year. Must have 3.6 or higher GPA and be a U.S. citizen. Contact: Lori Manning, Assistant Secretary, Foundation Board, State Farm Companies Foundation, One State Farm Plaza, Bloomington, IL 61710-0001/PHONE: 309-766-2161/WEB: <http://www.statefarm.com/foundation/awards.htm>

**(New) Patrick Stewart Human Rights Scholarship:** (3/15)

Awards are for summer internships or short-term human rights projects to gain practical experience in the field. Amnesty International USA awards scholarships to be used for travel, materials and other expenses for hands-on experience as an activist. Must be a U.S. citizen and a college student. Propose a specific project or internships that addresses a human rights issue that you have interest or experience in. Contact: Amnesty International Field Program, 600 Pennsylvania Ave. SE, 5<sup>th</sup> Floor, Washington, DC 20003/PHONE: (202) 544-0200/WEB: <http://www.amnestyusa.org/patrickstewart/>

**(New) Sunshine Lady Foundation:** (on-going)

Must be a woman who has survived domestic (partner abuse) violence. Must be a U.S. citizen or legal resident of the U.S., exhibit financial need, and have a desire to upgrade skills for career advancement or reenter the job market. Officially accepted in an accredited U.S. college/university. Contact: 4900 Randall Parkway, Suite H, Wilmington, NC 28403/PHONE: 910-397-7742/WEB: <http://www.sunshineladyfdn.org/index.htm>

**Talbots Women's Scholarship Fund:** (3/4)

Must be a woman, currently residing in the U.S. who is enrolled or planning to enroll in a full- or part-time undergraduate course of study at an accredited two- or four-year college, university, or vocational-technical school. Must have graduated from high school before September 1002. Must have at least two semesters or a minimum of 24 credits left to complete undergraduate

degree as of beginning of fall 2002. Contact: 1505 Riverview Rd. P.O. Box 297 St. Peter, MN 56082/Phone: (507) 931-1682/WEB: <http://www.talbots.com.about/scholar.asp>

**TextbookX.com** (12/15)

Available to U.S. college students, legal residents of U.S., or an international student with a valid visa. Write a 250-750 word essay: Does science leave room for faith? Does faith leave room for science? Make reference to one book that has influenced your thoughts. ONLINE APPLICATION ONLY. WEB: <http://www.textbookx.com/scholarship/>

**Third Wave Scholarship for Young Women:** (5/1 & 10/1)

For full or part time students age 30 or younger who are enrolled at or have been accepted to an accredited college, university, or community college. The primary criterion for this scholarship is financial need. Students should also be involved as activists, artists, or cultural workers working on issues such as racism, homophobia, sexism, or other forms of inequality. Contact: 511 W 25<sup>th</sup> St. Suite 301, New York, NY 10001/Phone: 212-675-0700/E-mail: [info@thirdwavefoundation.org](mailto:info@thirdwavefoundation.org)/WEB: <http://www.thirdwavefoundation.org/programs/scholarships.html>

**Transgender Scholarship and Education Legacy Fund:** (2/1, 8/1)

Applicants must be transgender identified who will be enrolled in a post-secondary program in helping and caring such as social work, health care, religious services or law. Applicants must not be a prior winner of this award and must be living full time in a gender or sex role that is different from the one assigned to them at birth. Contact: TSELF Award Committee, P.O. Box 540229, Waltham, MA 02454-0229/(781) 899-2212.WEB: [www.ifge.org](http://www.ifge.org)

**Harry S. Truman Foundation:** (12/2)

Must be nominated by the college and be a junior or senior working toward a career in government or public service and show an exemplary community service record. Contact: 712 Jackson Place, NW Washington, DC 20006/Phone: (202) 395-483/WEB: [www.truman.gov/](http://www.truman.gov/)

**Tylenol Scholarship Fund:** (1/15)

Many scholarships available for undergraduate level study at an accredited two or four year college or university or a vocational-technical school. Selection based on academic record, leadership responsibilities in school and community, and a clear statement of education goals. Contact: 1505 Riverview Road, P.O. Box 88 St. Peter, MN, 560882/WEB: <http://www.tylenol.com/scholarship/>

**Ulman Cancer Fund for Young Adults: (4/1)**

Matt Stauffer Memorial Scholarship supports the financial needs of college students who are battling, or have overcome cancer and who display financial need. Contact: PMB #505, 4725 Dorsey Hall Drive, Suite A, Ellicott City, MD 21042/PHONE: 410-964-0202/E-mail:

[scholarship@ulmanfund.org](mailto:scholarship@ulmanfund.org)/ WEB:

[http://www.ulmanfund.org/html/scholarship\\_matt\\_information.htm](http://www.ulmanfund.org/html/scholarship_matt_information.htm)

**An Uncommon Legacy Foundation, Inc. (7/1)**

Outstanding lesbian students in either graduate or undergraduate studies. Consideration will be given based on the following factors: academic performance, honors, personal/financial hardship, and service to the gay and lesbian community. Contact: P.O. Box 33727, Washington, DC 20033/PHONE: (202) 265-1926/WEB: <http://www.uncommonlegacy.org/>

**Union Plus Scholarship (1/31)**

Must be a spouse or dependant of a union participating in the Union Plus program. Participating union members from Puerto Rico, Canada, Guam and Virgin Islands and U.S. citizens are eligible. Contact: Union Privilege, 1125 15<sup>th</sup> St., N.W., Suite 300, Washington, DC 20005/WEB: <http://www.unionplus.org/benefits/education/scholarships/up.cfm>

**Unity Founders Scholarship: (4/20)**

Must be a Unity member. Also must be a college junior or seniors majoring in journalism or mass communications at an accredited college or university. Contact: PHONE: (703) 469-2100, EXT. 99/WEB: [www.unityjournalists.org](http://www.unityjournalists.org)

**Elie Wiesel Prize in Ethics Essay Contest: (12/2)**

Must be a full time student in junior or senior year enrolled in an accredited college or university in the US or Canada. Essay of 3,000-4,000 words must be student's original, unpublished work. Contact: The Elie Wiesel Foundation for Humanity, 529 Fifth Avenue, Suite 1802, New York, NY 10017/WEB: <http://www.eliewieselfoundation.org/>

**Thomas Wolfe Student Essay Prize: (1/15)**

All essays must be related to Thomas Wolfe or his works. Winner will deliver this essay at 2003 meeting of the Thomas Wolfe Society in Burlington, VT, June 6-7, 2003. Contact: Dr. James Clark, Jr., 809 Gardner St., Raleigh, NC 27607/WEB:

<http://www.ncsu.edu/chass/extension/wolfe/>

**Women Band Directors National Association: (12/1)**

Scholarships for women enrolled in music program with the intention of being a band director. Contact: Linda Moorhouse, Department of Bands, School of Music, Louisiana State University, Baton Rouge, LA 70803

**Women Helping Women Inc.: (7/1)**

Must be a single mother and full-time student who needs financial assistance in order to stay in college. Contact: Women Helping Women Inc., 6100 W. 350 N, Muncie, IN 47304/E-mail: <mailto:Womenhelpwomen@aol.com>/WEB: <http://www.womenhelpwomen.org/>

**Women in Aviation: (12/8)**

Scholarship applicants must be enrolled in Women In Aviation Program and must not reply for no more than two scholarships. Applicants must reference individual application for specific qualifications. Contact Mary Ann Eiff at [eiff@gte.net](mailto:eiff@gte.net) or Women In Aviation, International Scholarship P.O. Box 11287, Daytona Beach, FL 32120

**Women In Defense: (7/1, 12/1)**

Must be a U.S. citizen and obtained junior year status in an accredited university. Must be pursuing a career in Engineering, Computer Science, Physics, Mathematics, Business, Law, International Relations, Political Science, Operations Research, or Economics. Others will be considered if the applicant can successfully demonstrate relevance to a career in the areas of national security or defense. Contact: HORIZONS Foundation, c/o National Defense Industrial Association, 2111 Wilson Blvd., Suite 400, Arlington, VA 22201-3061/PHONE: 703-247-2552/WEB: [wid.ndia.org/horizon/index.htm](http://wid.ndia.org/horizon/index.htm)

**Women's Forum of Colorado Foundation, Inc.: (6/15)**

Must be a U.S. citizen in a graduate program pursuing a course of study not adequately represented by women in policy-making positions. Must have financial need. Contact: Maria Guajardo Lucero, P.O. Box 469, Kiowa, CO 80117/PHONE: 303-621-9422/E-mail: [womenforum@aol.com](mailto:womenforum@aol.com)

**Women of the Evangelical Lutheran Church of America: (ELCA) (4/1)**

Several scholarships for Undergraduate and Graduate students who are over 21 years old and a member of an ELCA congregation. Contact: 8765 W. Higgins. R., Chicago, IL 60631/PHONE: 1-800-638-3522/WEB: <http://www.elca.org/wo/scholpro.html>

**Women's Research and Education Institute: (2/15)**

Offers a fellowship to enable women graduate students to work in the field in a congressional office. Contact: 1750 New York, Ave., NW, Suite 350 Washington, DC 20006/ Phone: (202) 628-0444

**Women's Sports Foundation Journalism Awards: (3/3)**

Awards issued for journalistic pieces in newspaper, television, radio, magazine, or film, about women in athletics, the female as an athlete or athletic achiever. Must send in the piece with an entry form. Contact: Eisenhower Park, East Meadow, NY 115544/Phone: 1-800-227-3988

**World Studio Foundation: (4/27)**

Provides scholarships to minority and economically disadvantaged students who are studying the design/arts disciplines. Recipients are selected for ability and need and for demonstrated commitment to giving back to the larger community through their work. Contact: 225 Varick St., Ninth Floor, New York, N.Y. 10014/PHONE: (212) 366-1317/WEB: [www.worldstudio.org](http://www.worldstudio.org)

**Writers of the Future: (1/1, 10/1, 4/1, 7/1)**

New and amateur writers of new short stories or novelettes of science fiction or fantasy. Original, unpublished prose up to 17,000 words. No works intended for children. May submit quarterly. Contact: L. Ron Hubbard's Writers of the Future Contest. P.O. Box 1630, Los Angeles, CA 90078/WEB: <http://www.writersofthefuture.com/>

**Xerox Technical Minority Scholarship: (9/15)**



Scholarship for minority students enrolled in one of the technical sciences or engineering disciplines. Must be a U.S. citizen or permanent resident visa. Contact: 907 Culver Road, Rochester, NY 14609/WEB: [www.xerox.com](http://www.xerox.com)

**Zeta Phi Beta Sorority, Inc.:** (2/1)

Offers a variety of graduate and undergraduate scholarships for women, both members and non-members of Zeta Phi Beta Sorority, Inc. Areas of study include medicine, education, counseling, and anthropology. Contact: Zeta Phi Beta Sorority, Inc., National Educational Foundation, 1734 New Hampshire Avenue, NW, Washington, DC 20009/WEB: <http://www.zphib1920.org/nef.html>

**Zonta International/Jane M. Klausman Women in Business Scholarship:** (April)

Must be a woman pursuing business degree at the undergraduate level. International scholars will be chosen from the district recipients. Women of any nationality are eligible. Must be eligible to enter the third or fourth year of an undergraduate degree program. Must have achieved an outstanding academic record and demonstrate intent to complete a program in business. **To apply, please contact the Zonta Club nearest you or e-mail your name and contact information to Zonta International Headquarters. The local Zonta Club must nominate applicants.** Contact: 557 West Randolph Street, Chicago, IL 60661/PHONE: (312) 930-5848/WEB: <http://www.zonta.org/>

## ADDITIONAL SCHOLARSHIP OPPORTUNITIES

1. Ron Brown Scholarships Leadership, community service, all fields.  
<http://www.RonBrown.org>
2. Jackie Robinson Foundation Scholarships All Fields  
<http://www.JackieRobinson.org>
3. Project Excellence Scholarships Community Service, all fields  
<http://www.project-excellence.com>
4. United College Fund Scholarships Awards Vary (Details at Site)  
<http://www.uncf.org/programs>
5. Kodak Scholarships (Those studying film, cinematography at U.S. Colleges)  
<http://www.kodak.com/US/en/motion/programs/student/scholarships.html>
6. Intel Science Talent Search Scholarships (Must present a scientific research project)  
<http://www.sciserv.org>
7. National Action Council For Minorities in Engineering (NACME) Engineering majors  
<http://www.nacme.org/schindex.html>
8. Gates Millennium Scholarships Based on Financial need  
<http://www.gmsp.org>
9. National Society of Black Engineers (NSBE) Engineering majors  
<http://www.nsbe.org/scholarships>
10. ARMY Scholarships (For Historically Black Colleges) Must be enrolled in Army ROTC  
<http://www.usarotc.com/index.html>
11. American Institute of Certified Public Accounts Scholarships (AICPA)  
Undergraduates majoring in accounting at U.S.  
<http://www.aicpa.org/members/div/career/muni/smas.html>
12. Developmental Fund for Black Students in Science and Technology Science or Engineering majors at HBCUs.  
<http://www.ourworld.compuserve.com/homepages/dlhinspnsch.html>
13. Coca-Cola Scholars Scholarships Scholars with academic, leadership, and talent qualities.  
<http://www.coca-colascholars.org>
14. Ambassadorial Scholarships Bilingual Students (Any language)  
[http://www.rotary.org/foundafipn/education/amb\\_scho.html](http://www.rotary.org/foundafipn/education/amb_scho.html)
15. Ronald McDonald House Charities & The United Negro College Fund  
Must be studying at a HBCU that is member of the UNCF  
<http://www.mcdonalds.com/countries/usa/community/education/scholarshipindex.html>

16. Xerox Technology Minority Scholarship (Type "Scholarship" in search engine)  
Chemistry Majors  
<http://www.xerox.com>
17. Alpha Kappa Alpha Scholarship  
<http://www.akaefg.org/scholarshipprogram>
18. NCAA Scholarships (National Collegiate Athletic Association) Student Athletes  
<http://www.nca.org/about/scholarships.html>
19. National Alliance for Excellence Scholarship -Students competitors with talent  
<http://www.excellence.org/progrprms.html>
20. Harry S. Truman Scholarship  
For students who intend to pursue a career in public service or government  
<http://www.truman.gov>
21. National Association of Hispanic Journalist Students who are interested in journalism as career  
<http://www.nahj.org/html/studentssvcs.html>
22. National Association of Black Journalists  
Students who are majoring in journalism-print, photography, radio or television  
<http://www.nabj.org/org/html/studentssvcshtml>
23. Hispanic College Fund Scholarships  
Hispanic Students who are majoring in business-related areas.  
<http://hispanicfund.org/hcf-scholar.html>
24. Arts Recognition And Talent Search Awards  
For those who show talent in Music; arts, writing and other creative areas between the ages of 17 and 18 years of age.  
<http://artsawards.org>
25. Society of Women Engineers Scholarships  
For women who are majoring in engineering or computer science  
<http://swe.org/SWE/StudentServices/Scholarship/brochure.html>
26. American Institute of Architects Minority Disadvantaged Scholarship  
For minority students enrolling in architecture programs  
<http://www.e-architect.com/institute/scholar.html>