



**BOROUGH OF MANHATTAN COMMUNITY COLLEGE**

The City University of New York

**Social Sciences, Human Services & Criminal Justice Department**

**CRJ 102 – 110W | Criminology | Zero Textbook Cost (ZTC) course | Writing Intensive Course**

**In Person**

**3 Lecture Hours | 3 Credits | Fall 2022 Syllabus**

**Meets: Tuesdays/Thursdays 11:00 AM – 12:15 PM (Fiterman 614)**

Prof. **Satenik Margaryan, Ph.D.**

**Office Hours:** Mondays 1 pm -2 pm on [ZOOM](#)

Tuesdays and Thursdays **9:45am to 10:45am** in person (Office N-656 at 199 Chambers)

**Phone:** 212 776 6391

**Email:** [smargaryan@bmcc.cuny.edu](mailto:smargaryan@bmcc.cuny.edu)

### **Course Description**

This is an introductory and foundational course in the study of crime and justice. It is designed to introduce students to the various historical and contemporary theories and empirical research used to understand deviant and criminal behavior. This course takes a critical approach to the study of the definition and measurement of crime, as well as applications of these theories to practice and in policy. Offending and victimization, as these relate to specific crime types (i.e., white collar crime, violent crime, sex crime, drug related crimes, etc.) will be explored.

**Prerequisites:** SOC 100 (Introduction to Sociology)

### **What makes this course a Zero Textbook Cost course?**

This course does not require students to purchase textbooks, using materials that are freely available or are available through the Library. In this course, you will access all materials through OpenLab.

## **What makes this course a Writing Intensive Course?**

This is a Writing Intensive course that fulfills the WI requirement for graduation. Writing-intensive courses pay special attention to developing critical reading, writing, and analytic skills to prepare students for college-level coursework in general. Both informal and formal writing will be designed to maximize your understanding of the subject matter. Formal writing assignments, at least 10-12 pages total, account for a significant portion of your grade and will include opportunities for revision.

## **DATA ANALYSIS RESEARCH PROJECT**

The instructor in this class is participating in a CUNY-wide initiative, supported by the National Science Foundation, to infuse data analysis across the curriculum. As part of this initiative, faculty in courses across CUNY are administering assessments in their classes. These assessments are designed to measure students' attitudes and skills relating to data analysis and quantitative reasoning. There will be an assessment administered very early in the semester and one at the end of the semester. These assessments count for 10% of your class grade (each assessment is 5%), but you are NOT graded on your performance. That said, we do ask that you try your best since student performance on these assessments speaks to the skills and talents of CUNY students. Before you take the assessment, you have the option of indicating whether or not you want your assessment data to be used for research purposes. If you opt to allow the data to be used for research purposes, you will be compensated \$5 for each assessment you complete. Additional information about the assessments will be provided in OpenLab.

## **Required Texts**

All of the required readings for this course are listed in the course timeline below and will be posted to OpenLab. You **must** access these materials for the course on OpenLab, so make sure you have access today. Visit this [site](#) for assistance accessing OpenLab.

## **Use of Technology**

### **I. BMCC OpenLab**

[BMCC's OpenLab](#) is an online platform where the College's students, faculty and staff can come together to learn, work, play, share ideas and build community.

All our course materials will be posted on BMCC OpenLab site: <https://openlab.bmcc.cuny.edu/crj-102-110w-criminology-fall-2022/>

Please follow these steps to register for the course on the OpenLab:

1. Sign up for an OpenLab account with your BMCC email address– it’s a quick and easy process! Here are the instructions.
2. Go to our course site here: <https://openlab.bmcc.cuny.edu/crj-102-110w-criminology-fall-2022/>
3. Click on “Request Membership” under the logo of the class.

Once you are a member of the class, you will be able to view all the course materials and post and comment on the site. If you have any trouble with any of these steps, you can email me.

## **II. BMCC Blackboard**

Once you register for the course, you will be enrolled in BMCC Blackboard site for the class. You will find the course syllabus and first few announcements on Blackboard. You will use Blackboard to take your exams and submit your written assignments. Your grades will also be posted on Blackboard. Please note that all teaching materials will be placed in OpenLab only.

## **III. Google/Gmail Account**

In this course, we will be utilizing key data collection and analysis tools in Google Sheets. As a result, all students will need to register for a Google account: <https://accounts.google.com/signup>

## **Class Objectives**

*Students will gain an understanding of:*

- A. the core literature and debates that makeup the discipline of criminology.
- B. the key components of criminological theory and the ability to apply theory to specific contexts.
- C. reasoned and informed judgment on issues relating to crime and punishment
- D. the nature and causes of crime.
- E. how well theory is supported by empirical evidence.
- F. theory’s implication for social policy.
- G. logic underlying the kinds of casual factors each theory identifies as important for explaining criminal behavior.
- H. the concepts and methods of the social sciences and applied research strategies
- I. Understand and gain skills in interpreting quantitative data regarding crime statistics.

## **II. Student Learning Outcomes & Means of Assessment**

| <b>Course Student Learning Outcomes</b><br>Students will be able to:   | <b>Types of Assessments</b><br>(for goals listed in first column)   |
|--|---|
| 1. <b>Describe</b> the history, structures and purpose of criminology.<br>2. <b>Identify</b> the extent to which the theories of criminology have been applied both in practice and in policy.<br>3. <b>Discuss</b> the theories that characterize criminology.<br>4. <b>Explain</b> all of the preceding in a coherent manner in both oral and written formats. | <ul style="list-style-type: none"> <li>• Essay exams and written assignments</li> <li>• Multiple choice exams</li> <li>• Discussion board posts</li> <li>• Research papers</li> </ul> |

### III. General Education Outcomes & Means of Assessment

Below are the college's general education goals that will be covered and assessed in this course.

| <b>General Education Goals</b>  | <b>Types of Assessments</b><br>(for goals listed in first column)   |
|---|---|
| <b>Social &amp; Behavioral Sciences –</b><br>Students will understand and apply the concepts and methods of the social sciences.<br>Student behaviors include being able to: <ul style="list-style-type: none"> <li>• demonstrate an understanding of the unique theories and methods of a social or behavioral science</li> <li>• analyze and interpret a social, economic, political, cultural, philosophical, or historical issue</li> </ul> | <ul style="list-style-type: none"> <li>• Essay exams or assignments</li> <li>• Multiple choice exams</li> <li>• Quizzes</li> <li>• Discussion board posts</li> <li>• Research papers</li> </ul> |
| <b>Information &amp; Technology Literacy-</b><br>Students will collect, evaluate and interpret information and effectively use information technologies.  | <ul style="list-style-type: none"> <li>• Discussion board posts</li> <li>• Research papers</li> </ul>   |

### IV. Writing Intensive Outcomes and Means of Assessment

| <b>Writing Intensive Goals</b> | <b>Types of Assessments</b><br>(for goals listed in first column) |
|--------------------------------|---|
|--------------------------------|---|

|  |   |
|--|---|
| <p>Student will be able to complete (a) formal writing assignment(s) of at least 10-12 pages in length that has/have gone through the revision process (e.g. research paper, content-related report, essay.)</p> | <p>Scaffolded Term Paper</p>  |
| <p>Student will be able to generate pieces of informal writing in response to a variety of prompts, concepts, situations or reading assignments.</p>   | <ul style="list-style-type: none"> <li>● Low stakes written assignment, including summaries of theories covered in class and in readings</li> </ul> |

## V. COURSE FORMAT

This is a fully in-person course. However, you will need to log into the class on a daily basis to access reading materials and assignments via OpenLab and Blackboard (“Bb”). Regular Internet access is essential for the successful completion of the course.

The typical class structure will consist of learning modules, which include:

- Short Videos/PowerPoint Lectures
- Readings
- Quizzes/Exams
- Written Exercises

## **V. COURSE REQUIREMENTS: YOUR KEYS TO SUCCESSFUL COMPLETION**

### **1. Class Participation**

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student’s responsibility to be familiar with and follow the participation policies for each course.

Participation is essential to your success in this class. In online education courses, you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for

participation, you will have to attend and actively participate in classes, complete your discussion assignments, lesson assignments, and quizzes on a timely basis. Consistent failure to participate in the class will result in a low grade for participation.

*In other words: Ask questions. Be curious. You are more than welcome to have a different interpretation of the reading/video/issue than a classmate or me; just be sure to share your perspective in a productive and supportive manner.*

## 2. Exams

Four exams will be given at regular intervals. The four exams will count for 30% of your grade.

**Exam Policy:** A review document will be provided to all students to assist in preparing for the exams, although the best preparations are through reading and outlining the book chapters, powerpoint presentations, videos and taking notes. Exams will consist of a combination of multiple choice and short answer questions, as well as vignette test questions. Assigned articles and discussion topics will be included in the exam questions.

## 3. DARE Project Description

As a member of this course, you are a participant in a CUNY-wide initiative funded by the National Science Foundation and designed to improve students' quantitative reasoning skills. Your participation is defined by the completion of a multi-step research project on crime and safety in your neighborhoods. For this project, you will download and analyze data from FBI and other sources. Both your data collection and individual analysis of this data will connect to course concepts, theories, and readings in the field of criminology. You will be guided through each of the steps of the data collection and analysis process, including developing a research question and hypothesis; downloading available data into Google Sheets; creating data tables and graphs, and data analysis and write-up. Along the way, you will think about the advantages and disadvantages of official crime data and their use in criminological research. You will also learn how to utilize key data collection and analysis tools in Google Sheets. **(As a result, all students will need to register for a Google account.)** Given the cumulative nature of this project, you must prioritize on-time completion of the deliverables at each project step.

**DARE Learning Goals:** As part of an initiative to integrate quantitative reasoning into college curricula and improve students' quantitative skills, this assignment has several specific goals. You will learn how to:

- Develop a clear and focused research question.
- Select appropriate sources to gather data for answering a research question.
- Import data into Google Sheets.

- Analyze quantitative data using Google Sheets
- Present findings using tables and graphs
- Understand the importance and usefulness of quantitative data analysis for addressing a variety of problems in the real world.

**Here is what I want you to do:** For this assignment, I would like you to think about crime and safety in your own neighborhood or another community. You will develop a clear research question - a question around which you will center your research on the issues of crime and safety in your neighborhood. You will access crime and census data for your community for 10 years. Once you find data, you would need to copy data into Google Sheets. Once data are in Google Sheets, I would like you to analyze data, including preparing tables and graphs to represent this data in a form that is understandable to your peers. Finally, I would like you to publish a research report in OpenLab that will include the tables and graphs and a narrative description of your interpretation of the data. Your peers will have the opportunity to comment on your work.

**Here is why I want you to do it:** This exercise would allow you to use quantitative reasoning skills, to understand how we measure crime in the United States and better understand the safety of your neighborhood or another community.

#### SCAFFOLDED DARE ASSIGNMENT STEPS

- Step One: Complete DARE Methods Pre-Test (Due 9/1)

- ❑ Step Two: Determine Research Interest (DUE 9/6)
- ❑ Step Three: Develop a Research Question (Due 9/13)
- ❑ Step Four: Develop a Research Hypothesis (Due 9/20)
- ❑ Step Five: Download Data from NYPD and FBI (Due 9/27)
- ❑ Step Six: Download Neighborhood Profile Data from NYU Furman Center's New York City Neighborhood Data Profiles (Due 10/13)
- ❑ Step Seven: Analysis - Graphs and Tables (Due 10/20)
- ❑ Step Eight: Draft of the Research Report (Due 11/15)
- ❑ Step Nine: Submit Final Version of Research Report (Due 12/13)
- ❑ Step Ten: Complete DARE Methods Post-Test (Due 12/15)

### Grading

This scaffolded assignment will be graded based on the following table, where each step is worth a certain percentage. This will 50% of your overall grade for the course (the other half will come from 4 exams).

| <b>Assignment</b> | <b>Grade</b> |
|-------------------|--------------|
| Step One          | 5%           |
| Step Two          | 10%          |
| Step Three        | 10%          |
| Step Four         | 10%          |
| Step Five         | 10%          |
| Step Six          | 10%          |
| Step Seven        | 10%          |
| Step Eight        | 15%          |
| Step Nine         | 15%          |
| Step Ten          | 5%           |
| TOTAL             | 100%         |

### **EVALUATION OF REQUIREMENTS OF STUDENTS**

I may revise this grading pattern. Final grades may be determined as follows:



|                       |      |
|-----------------------|------|
| Exams (1, 2, 3, 4)    | 50%  |
| DARE Research Project | 50%  |
| TOTAL                 | 100% |

In order to understand what is expected of you for each assignment, please check out the rubric attached to each ASSIGNMENT for the grading criteria.

You can view your grades using the GRADES button in the course navigation links. Please check your grades regularly to make certain that I have received all your assignments. If you have a question about a grade, email me. Please do not post your personal concerns in a discussion forum.

The final grades will be calculated according to the Grading Scale table below.

### GRADING SCALE

|                 |           |            |             |
|-----------------|-----------|------------|-------------|
| A 93% and above | A- 90-92% | B+ 87-89%  | B 83-86%    |
| B- 80 - 82%     | C+ 77-79% | C 73-76%   | C- 70-72%   |
| D+ 67-69%       | D 63-66%  | D - 60-61% | F Below 60% |

**NOTE: YOU MUST HAVE ACCESS TO OPENLAB AND BLACKBOARD! YOU MUST CHECK OPENLAB AND BLACKBOARD FOR ANNOUNCEMENTS, ASSIGNMENTS, SUBMISSIONS OF ASSIGNMENTS AND EXAMS.**

### Outline of Topics and Calendar

| DATES                                  | TOPICS   | ASSIGNMENTS DUE  |
|--|--|--|
| <b>WEEK 1:</b><br>8/25 & 8/30<br>& 9/1 | <b>Course Introduction and Overview</b><br><b>DARE Project Overview</b>  | 1. Join OpenLab<br>2. Review the syllabus<br>3. Get Gmail Account<br>4. Step One: Complete Quantitative Reasoning Pre-Assessment (DARE research) (DUE 9/1) |
| <b>WEEK 2:</b><br>9/6 & 9/8            | <b>What Is Crime? What is Criminology?</b><br><br><b>Readings:</b><br>Bernard, Thomas J. and Mannheim, Hermann.<br>"Criminology". Encyclopedia Britannica, 18 Oct. | Step Two: Determine Research Interest (DUE 9/8)  |

2019,  
<https://www.britannica.com/science/criminology>

\*Open University. The Meaning of Crime:  
<https://www.open.edu/openlearn/society-politics-law/sociology/the-meaning-crime/content-section-0?active-tab=content-tab>

### DARE Research Project Report Review

**WEEK 3:**  
9/13 & 9/15

#### Studying Crime and Crime Trends

##### Readings:

\*Federal Bureau of Investigation  
Crime Data Explorer: <https://www.fbi.gov/cde>

\*Pew Research Center (2020). What the data says (and doesn't say) about crime in the United States:  
<https://www.pewresearch.org/fact-tank/2020/11/20/facts-about-crime-in-the-u-s/>

DARE Research Project: Introduction to  
FBI Crime Data Explorer

Step Three: Develop a Research Question  
(Due 9/15)

**WEEK 4**  
9/20 & 9/22

#### Social Science Research Overview

##### Reading:

The Principles of Research in Criminology from  
Crow, Iain, and Natasha Semmens. Researching  
Criminology, McGraw-Hill Education, 2007.  
ProQuest Ebook Central,  
<https://ebookcentral.proquest.com/lib/bmcc/detail.action?docID=332713>.

No classes on  
9/27/2022  
9/29/2022

Step Four: Develop a Research Hypothesis  
(Due 9/22)

**WEEK 5**  
10/6

#### Classical Thought: Beccaria and Bentham

##### Reading:

Chapter 10 in The Handbook of the History and  
Philosophy of Criminology, edited by Ruth Ann  
Triplett, John Wiley & Sons, Incorporated, 2018.  
ProQuest Ebook Central.  
<https://ebookcentral.proquest.com/lib/bmcc/reader.action?docID=5144712&ppg=223>

No classes on  
10/4/2022

Step Five: Download Data from NYPD  
and FBI (Due 10/6)

**EXAM 1**

**WEEK 6**  
10/11 & 10/13

#### BioSocial Bases of Criminal Behavior

##### Readings:

\*Chapter 3 in The Handbook of the History and  
Philosophy of Criminology, edited by Ruth Ann  
Triplett, John Wiley & Sons, Incorporated, 2018.  
ProQuest Ebook Central,  
<https://ebookcentral.proquest.com/lib/bmcc/reader.action?docID=5144712&ppg=78>

\*Introduction. In The Nurture Versus Biosocial  
Debate in Criminology : On the Origins of Criminal  
Behavior and Criminality, edited by Kevin M.  
Beaver, et al., SAGE Publications, 2014. ProQuest  
Ebook Central,  
<https://ebookcentral.proquest.com/lib/bmcc/detail.action?docID=1680058>.

Step Six: Download Neighborhood Profile  
Data from NYU Furman Center's New  
York City Neighborhood Data Profiles  
(Due 10/13)

|   |   |   |
|---|---|---|
| <b>WEEK 7</b><br>10/18 & 10/20  | <b>Psychological and Psychiatric Foundations of Criminal Behavior</b>   | Step Seven: Analysis - Graphs and Tables<br>(Due 10/20) |
| <p><b>Reading:</b><br/> *<b>Chapter 2</b> in Gadd, David, and Jefferson, Tony. Psychosocial Criminology. London: SAGE Publications, 2007. Accessed January 24, 2021. ProQuest Ebook Central,<br/> <a href="https://ebookcentral.proquest.com/lib/bmcc/reader.action?docID=370523&amp;ppg=21">https://ebookcentral.proquest.com/lib/bmcc/reader.action?docID=370523&amp;ppg=21</a></p>           |   |   |
| <b>WEEK 8</b><br>10/25 & 10/27  | Criminology of W.E.B. DuBois  |   |
| <p><b>Reading:</b><br/> *Gabbidon, S. L. (2001). W.E.B. Du Bois: Pioneering American Criminologist. Journal of Black Studies, 31(5), 581–599</p>  |   |   |
| <b>WEEK 9:</b><br>11/1 & 11/3   | <b>Theories of Strain and Anomie</b><br><b>Durkheim, Merton and Agnew</b>   | <b>EXAM 2</b>   |
| <p><b>Reading:</b><br/> * <b>Chapter 3: Anomie.</b> In Tierney, John. Key Perspectives in Criminology, McGraw-Hill Education, 2009. ProQuest Ebook Central,<br/> <a href="https://ebookcentral.proquest.com/lib/bmcc/detail.action?docID=480635">https://ebookcentral.proquest.com/lib/bmcc/detail.action?docID=480635</a>.</p>   |   |   |
| <b>WEEK 10:</b><br>11/8 & 11/10   | <b>The Social Disorganization Theories</b>  |   |
| <p><b>Reading:</b><br/> *<b>Chapter 4: Chicago School.</b> In Tierney, John. Key Perspectives in Criminology, McGraw-Hill Education, 2009. ProQuest Ebook Central,<br/> <a href="https://ebookcentral.proquest.com/lib/bmcc/detail.action?docID=480635">https://ebookcentral.proquest.com/lib/bmcc/detail.action?docID=480635</a></p>   |   |   |
| <b>WEEK 11</b><br>11/15 & 11/17   | <b>The Social Learning Theories</b>   | Step Eight: Draft of the Research Report<br>(Due 11/15) |
| <p><b>Reading:</b><br/> <b>Chapter 8 in Piquero,</b> Alex R. The Handbook of Criminological Theory, edited by Melissa L. Rorie, John Wiley &amp; Sons, Incorporated, 2015. ProQuest Ebook Central.<br/> <a href="https://ebookcentral.proquest.com/lib/bmcc/reader.action?docID=4035968&amp;ppg=254">https://ebookcentral.proquest.com/lib/bmcc/reader.action?docID=4035968&amp;ppg=254</a></p> |   |   |
| <b>WEEK 12:</b><br>11/22  | <b>Control Theories</b>   | <b>EXAM 3</b>   |
| No class on 11/24   | <p><b>Reading:</b><br/> *<b>Chapter 6: Control Theories.</b> In Tierney, John. Key Perspectives in Criminology, McGraw-Hill Education, 2009. ProQuest Ebook Central,<br/> <a href="https://ebookcentral.proquest.com/lib/bmcc/detail.action?docID=480635">https://ebookcentral.proquest.com/lib/bmcc/detail.action?docID=480635</a></p> |   |

|                                    |  |
|------------------------------------|--|
| <b>WEEK 13:</b><br>11/29 &<br>12/1 | <b>Labeling Theory</b><br><br><b>Reading:</b><br>* <b>Chapter 10: Labeling Theory.</b> In Tierney, John. Key Perspectives in Criminology, McGraw-Hill Education, 2009. ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/bmcc/detail.action?docID=480635">https://ebookcentral.proquest.com/lib/bmcc/detail.action?docID=480635</a>   |
| <b>WEEK 14:</b><br>12/6 &<br>12/8  | <b>Critical and Radical Criminology and Feminist Criminology</b><br><br><b>Readings:</b><br><br>*A Critical Perspective on Violence by Gregg Barak. In Advancing Critical Criminology: Theory and Application, edited by Walter S. DeKeseredy, and Barbara Perry, Lexington Books, 2006. ProQuest Ebook Central, <a href="http://ebookcentral.proquest.com/lib/bmcc/detail.action?docID=1331606">http://ebookcentral.proquest.com/lib/bmcc/detail.action?docID=1331606</a> .<br><br>*Transgressing Criminology Boundaries: Feminist Perspectives in Criminology by MaDonna R. Maidment. Advancing Critical Criminology : Theory and Application, edited by Walter S. DeKeseredy, and Barbara Perry, Lexington Books, 2006. ProQuest Ebook Central, <a href="http://ebookcentral.proquest.com/lib/bmcc/detail.action?docID=1331606">http://ebookcentral.proquest.com/lib/bmcc/detail.action?docID=1331606</a> . |
| <b>WEEK 15:</b>                    | <b>Bringing It All Together: Burning Issues in Criminology</b><br><br>Where do we go from here?<br><br>Step Nine: Submit Final Version of Research Report (Due 12/13)<br><br>Step Ten: Complete DARE Methods Post-Test (Due 12/15)<br><br><b>EXAM 4</b>  |

## VI. HELPFUL INFORMATION

### BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college bulletin (also available online).

## **Gender-Inclusivity**

BMCC community members have the right to use and be referred to according to their preferred name, title, and/or personal pronouns. Everyone also has the right to use all spaces according to their self-identification, including restrooms and locker rooms. To learn more about how to change your preferred name and affirm your gender identity at CUNY (including requesting a new ID card and/or email address), go here:

<https://www.bmcc.cuny.edu/student-affairs/lgbtq/>

Anyone who has experienced harassment related to gender or sexual identification, who needs assistance, or who wishes to file a complaint, can contact the Office of Compliance and Diversity:

<https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity/>.

## **FREE BMCC STUDENT SUPPORT SERVICES**

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

**Advocacy and Resource Center (ARC)** <https://www.bmcc.cuny.edu/student-affairs/arc/> room S230, 212-220-8195, [arc@bmcc.cuny.edu](mailto:arc@bmcc.cuny.edu). If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, contact the Advocacy and Resource Center (formerly Single Stop) for assistance. Please contact us at [arc@bmcc.cuny.edu](mailto:arc@bmcc.cuny.edu), call 212-220-8195, or come by the office at room S230. You may also contact the Office of Student Affairs, S350, 212-220-8130, [studentaffairs@bmcc.cuny.edu](mailto:studentaffairs@bmcc.cuny.edu), for assistance.

**Counseling Center** [www.bmcc.cuny.edu/counseling](http://www.bmcc.cuny.edu/counseling), room S343, 212-220-8140, [counselingcenter@bmcc.cuny.edu](mailto:counselingcenter@bmcc.cuny.edu). Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

**Office of Compliance and Diversity** <https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity>, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email [olevy@bmcc.cuny.edu](mailto:olevy@bmcc.cuny.edu), or [twade@bmcc.cuny.edu](mailto:twade@bmcc.cuny.edu). If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

**Office of Accessibility** [www.bmcc.cuny.edu/accessibility](http://www.bmcc.cuny.edu/accessibility), Students who need academic accommodations in connection with a disability must initiate the request with BMCC's Office of Accessibility (OA). Students need to register with the Office of Accessibility in order to officially disclose their disability status to the College and to determine eligibility for appropriate reasonable accommodations (including any prior IEPs or 504s). Please contact the OA at the start of the semester (or as soon as possible) to coordinate any accommodation request/s: [www.bmcc.cuny.edu/accessibility](http://www.bmcc.cuny.edu/accessibility), Room N360 (accessible entrance: 77 Harrison Street), 212-220-8180, [accessibility@bmcc.cuny.edu](mailto:accessibility@bmcc.cuny.edu).

**HAVE A HEALTHY FALL 2022 SEMESTER!**