

**College of Staten Island**

**School of Education**

**Graduate Handbook**

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## INTRODUCTION

Welcome to the School of Education at the College of Staten Island. We invite you to explore who we are and how we offer you outstanding opportunities to develop as a professional educator. Working with partners in the liberal arts and sciences, our expert faculty members expose students to rigorous content knowledge, universal principles of teaching and learning, and structured interactions with students in schools that culminate in a mentored student teaching experience.

Teaching is a vital profession, perhaps now more than ever. To do it well requires passion and dedication but also a fundamental understanding of children and learning, proficiency in a variety of pedagogies, the ability to formulate a sound plan, and the wisdom to know when to deviate from it. To do it well rewards you with deep relationships with children and adolescents, and pleasure in watching them learn and grow under your tutelage. The School of Education is committed to enhancing its academic and co-curricular programs in concert with these fundamental principles.

The School of Education prepares highly qualified, caring, and effective educators to meet the needs of students in diverse settings within the State of New York and beyond. We do so by linking theory, scholarship, and social justice. Our programs emphasize equity, academic excellence, reflective practice, curriculum integration, and advocacy. The programs promote meaningful fieldwork in which pre-service and in-service teachers engage with students, families, and other educators within diverse communities. Our students conduct research, understand educational policies, and develop the skills required to meet the needs of all students. Through their courses and fieldwork, our students develop the dispositions that guide and support their teaching and leading.

To actualize our vision and mission, we engage with our students in the classroom and in the field to:

- *Truly* listen to one another and see the world from different perspectives.
- Recognize how race, ethnicity, class, gender, family, and context shape human values and experience.
- Understand the relationship between students' academic achievement and their emotional well-being.
- Demonstrate dexterity in their use of curriculum theory, pedagogy, and assessment practices.
- Create classroom environments that respect all students and meet the needs of all learners.
- Conduct research with students, educators and school communities to generate new knowledge and strategies that contribute to the field.
- Critically analyze and thoughtfully engage in conversations around current educational policies that impact teaching and learning in classrooms.
- Develop professional dispositions that help them to recognize and utilize the "funds of knowledge" of culturally and linguistically diverse families and communities.
- Teach and lead in a wide range of local, state, regional, national, and international settings.

## PROGRAM OVERVIEW

### Master of Science in Education Programs

The School of Education offers programs leading to the Master of Science in Education (MSEd) in Childhood Education, Adolescence Education, Teaching of English to Speakers of Other Languages, Special Education Childhood (1-6), Special Education Adolescence Generalist (7-12). Also, we offer Post-Master's Advanced Certificate for Leadership in Education, the Post-Master's Advanced Certificate for Teaching of English to Speakers of Other Languages, Advanced Certificates in Special Education Childhood or Adolescence and Bilingual Extension.

The Childhood, Adolescence and Special Education programs will foster and enhance students' competence in teaching, understanding of current educational research and theory, and knowledge in selected areas of the liberal arts and sciences. They appreciate and recognize that education occurs across the lifespan in a variety of settings, and the courses reflect these understandings, work to foster these dispositions in students, and actualize these perspectives in practice. They are designed to serve dual functions through two distinct instructional sequences:

**Sequence 1:** This sequence is designed for those who have completed the course requirements for initial certification in education from the New York State Department of Education. Upon satisfactory completion of the program, students will have met the academic requirements for professional certification.

**Sequence 2:** This sequence is designed for college graduates who have not completed programs leading to initial certification in education and wish to become elementary school teachers. Upon satisfactory completion of the program, students will have met the academic requirements for initial certification. The *Teaching of English to Speakers of Other Languages* (TESOL) Master's level program will prepare teacher candidates to be certified to teach English language learners (ELLs) in public and private schools. This program prepares students to teach children and adolescents for whom English is an additional language. The program offers two pathways which will lead to New York State TESOL PreK-12 teacher certification. In addition, we offer an MSEd degree with a concentration in TESOL to individuals not seeking NYS teacher certification but who are seeking the MSEd degree to work with English language learners (ELLs) in a range of public and private settings (i.e. community-based NGOs, etc.).

### Post-Master's Advanced Certificates

**Post-Master's Advanced Certificate for Teaching of English to Speakers of Other Languages – TESOL.** Candidates must have a Masters' Degree with a minimum grade point average (GPA) of 3.0 (B) and have completed the courses required for a New York State initial certificate in early childhood, childhood or adolescence education or its equivalent from another state. Official transcripts and a copy of the certificate must be submitted when it is received from the New York State Department of Education. An interview with faculty of the program is required for all programs. Candidates must also have a baccalaureate degree in a liberal arts and sciences major, or 36 approved credits in a liberal arts and sciences concentration, and an overall grade point (GPA) at or above 3.0 (B).

**Post-Master's Advanced Certificate for Leadership in Education** – Candidates for the School Building Leader and School District Leader (SBL/SDL) track must have a Masters' Degree with a minimum grade point average (GPA) of 3.0 (B) and have evidence of four years' teaching experience in an accredited school or equivalent. Candidates for the School District Leader (SBL) track must hold a School Administrator and Supervisor (SAS) or School Building Leader (SBL) Certificate, must have completed 51 credits at the graduate level (for a total of 60 upon completion as required by NYSED), and have a Masters' Degree with a minimum grade point average (GPA of 3.0 (B).

**The Advanced Certificate for Bilingual Extension Certification** program will prepare teacher candidates to work with English language learners (ELLs), heritage language speakers of languages other than English (LOTE), and English proficient students in bilingual programs in public and private schools. This extension would allow students to teach in a bilingual education program.

#### **Advanced Certificates in Special Education**

The College of Staten Island offers an advanced certificate in Special Education Childhood or Adolescence to provide an appropriate set of academic and clinical experiences for teachers preparing to work with special needs children. The certificate consists of a sequence of four courses needed in the four areas (Foundations, Classroom Management, Assessment, and Pedagogy) required by the New York State Education Department, as well as two Practicum Mentorships in which teachers will be given an extensive opportunity to apply the principles of special education they learned in the courses into the school classroom.

#### **Advanced Certificate Program in Autism Spectrum Disorder (ASD)**

This program consists of 12 credits (four 3-redit courses). The coursework and fieldwork opportunities reflect a range of educational approaches and services available for persons with ASD. The approach is eclectic and will include, but not be limited to, Applied Behavior Analysis (ABA), natural learning paradigms, relationship-based developmental models, and common practices of teaching in the field of ASD.

The program was developed to provide additional education and training to post-baccalaureate students (with bachelor's or master's degree) in order to enable them to work with individuals with ASD and their families at a heightened level of expertise.

## **ADVISEMENT**

### **Advisement of Graduate students of Education:**

An Education faculty advisor is assigned to you when you enter your program.

#### **Education Faculty Advisor:**

1. Advises you about professional aspirations, career choices, intellectual growth, and unique opportunities.
2. Advises you about Education course content, academic and professional relationships, and other academic issues that arise.
3. Advises you if you are in academic difficulty (i.e., GPAs have fallen below minimum standards) in their Education courses.
4. Advises you if you seek an academic waiver for an Education requirement of any kind.

All graduate education students are given the School of Education Handbook and their program plan at the time of orientation. Your program plan will indicate all the courses required for your degree program. It is important to follow this plan and make sure you fulfill all requirements for graduation. Questions regarding your program plan or substitution of courses should be discussed with your faculty advisor.

## YOUR RIGHTS/SERVICES AS A STUDENT

### **Reasonable Accommodations:**

The City University of New York, in compliance with Section 504 of the Federal Rehabilitation Act of 1973 ("Rehabilitation Act"), the Americans with Disabilities Act of 1990 ("ADA"), New York State Executive Law §296, and New York City Human Rights Law, provides qualified individuals with disabilities the opportunity to participate in programs, activities, or employment.

The Office of Accessibility Services (OSA) at the College of Staten Island provides support services and accommodations such as academic advisement, testing accommodations, note-taking services, personal counseling, accessible technology and disability van service for registered students with disabilities.

### **How does a student receive services?**

In order to receive services, you must register with the Office of Accessibility Services (OAS). After you have been accepted for admission to the College of Staten Island, you must submit documentation verifying your disability to the Office of Accessibility Services in 1P-101 (These records are confidential and NOT a part of any permanent records).

**Office of Accessibility Services** () Center for the Arts (1P), Room 101  
Phone: (718) 982.2510, Fax: (718) 982.2117  
Email: [Access@csi.cuny.edu](mailto:Access@csi.cuny.edu)

**Academic Freedom:** The City University subscribes to the American Association of University Professors' 1940 Statement of Principles on Academic Freedom, the College of Staten Island respects the academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community.

### **Center for Advising and Academic Success (CAAS):**

(<https://www.csi.cuny.edu/students/academic-advisement>): CAAS is open to students daily 9-4:30pm.

### **Office of Academic Support:** (<https://www.csi.cuny.edu/students/academic-assistance/office-academic-support>)

The Office of Academic Support coordinates a series of programs and services to support CSI students in their goals of achieving academic excellence, including Study Centers (tutoring).

### **CSI Student Handbook** (<https://www.csi.cuny.edu/students/student-handbook>)

CSI Student Handbook provides a variety of resources for CSI students.

- For Your Information

- Getting Involved
- Succeeding in Academia
- Services for You
- Fun Things to Do
- Student Rights & Responsibilities and College Policies

### **Services within the School of Education**

**Tutoring for Education Courses:** Federal Work study students are hired every semester to provide help with Education courses in writing, mathematics, or ESL.

For information contact [Gail.rosenberg@csi.cuny.edu](mailto:Gail.rosenberg@csi.cuny.edu)

### **The Federal Teacher Education Assistance for College and Higher Education**

**(TEACH) Grant funds at CSI:** (<https://www.csi.cuny.edu/admissions/paying-college/financial-aid/federal-aid-programs-requirements/teach-grant>) The program provides grants of up to \$4000 a year to students who are planning to become teachers in a high-need field in a low-income school.

### **LEAP To Teacher Program:** (<https://slu.cuny.edu/worker-education/leap-to-teacher/at-csi/>)

The main purpose of the LEAP to Teacher program at the School of Education, CSI is to enable employed paraprofessionals in the NYC Department of Education (D.O.E) to further pursue their education and advance their career. In addition, the LEAP program offers the following workshops for the students of the School of Education:

NYS Teacher Certification preparation  
 Math for Elementary Educators  
 MYS Teaching Assistant Certification  
 Dignity for All Students Act  
 Student Success Workshop

For assistance contact [Jonathan.rubin@slu.cuny.edu](mailto:Jonathan.rubin@slu.cuny.edu)

**Grade Appeals:** (<https://www.csi.cuny.edu/students/academic-advisement/students/grade-appeals>) Appeal of grades other than WU or FIN are handled at the academic department level. It is your responsibility to submit your appeal in writing to the department chairperson within 60 school days after the end of the semester the grade was awarded. A Grades Appeal Committee in the School of Education will review the materials of your appeal.

**Support with Technology:** Computer lab in 3S-206

[Bryan.mcguickin@csi.cuny.edu](mailto:Bryan.mcguickin@csi.cuny.edu)

[Walter.palmer@csi.cuny.edu](mailto:Walter.palmer@csi.cuny.edu)

Two staff members are available to help you with your technology needs, the videotaping of your lessons, your video edits and with uploads on Anthology Portfolio.

**Support with Fieldwork:** rm. 3S-205

[Joanne.german@csi.cuny.edu](mailto:Joanne.german@csi.cuny.edu)

Here you receive support with fingerprinting and related needs to fieldwork, student teaching and practicum.

## YOUR RESPONSIBILITIES AS A STUDENT

**Maintain High GPA:** Make sure you maintain a GPA of 3.00 throughout your studies. If your GPA falls below 3.00 you are placed on probation.

Understanding the probation policy is very important.

While you are on probation your advisor and other faculty will meet once a semester and review your progress in a meeting called Candidate Monitoring and Support System (CMSS). Monitoring of your performance and support on how to improve your academic performance will be conducted through one of the faculty who will be in close touch with you.

Students on academic probation who meet the college's academic standards at the end of the probation semester will be removed from the academic probation.

Students dismissed from the college are unable to petition for readmission for at least one semester.

All credits taken are factored into the cumulative GPA calculation. A GPA calculator can be found on

<https://www.cuny.edu/about/administration/offices/cis/technology-services/>

### **Demonstrate Professional Dispositions:**

Every Spring semester your instructors at the School of Education give you feedback on your professional dispositions by completing a rubric that corresponds to each of your Education courses. This feedback is available to you through Anthology Portfolio (see description below). It is your responsibility to use this feedback to improve your professional dispositions. Professional dispositions are also discussed by faculty on a semesterly basis during their CMSS meeting.

## ANTHOLOGY PORTFOLIO

### **Use Anthology Portfolio to Upload Key Assignments** (<https://csi.chalkandwire.com/>)

To assure the quality of our education programs and compliance with state and national accreditation standards, CSI's School of Education collects information from the students in our programs. This information is used to assess the operations of the programs and overall school, not individual students.

### **Directions on how to Use Anthology Portfolio (formerly Chalk & Wire)**

Students submit all materials to Anthology Portfolio through Blackboard. In other words, you do not need to log into the Anthology Portfolio website; instead, you must log into Blackboard and go to your course page. When you click on the Anthology Portfolio dashboard link on Blackboard, it will automatically take you to Anthology Portfolio website. Therefore, you must have access to Blackboard to submit fieldwork hours timesheet and view instructor's feedback.

Students use the Anthology Portfolio for the following purposes:

<b>Requirements</b>	<b>When Completed</b>
Submit Key Assignments through Anthology Portfolio	Throughout Program
Submit the fieldwork hours timesheet	Every semester
Receive feedback on professional disposition by instructors	Every Spring semester
Review the Student Teaching/Practicum Feedback from the College Supervisor/Cooperating Teacher(s)	Throughout the Student Teaching/Practicum
Complete the Student Teaching/Practicum Self-Evaluation	At the end of Student Teaching/Practicum
Complete the Evaluations of the College Supervisor and Cooperating Teachers	At the end of Student Teaching/Practicum

### **Update the CSI Email Address on Blackboard (REQUIRED)**

Before you start using Anthology Portfolio, make sure your email address on Blackboard is a correct CSI email. Anthology Portfolio uses email address to match the record on Blackboard; thus, you will NOT be directed to the correct Anthology Portfolio page if the emails on Blackboard and Anthology Portfolio don't match. If you have trouble being redirected to the Anthology Portfolio website, updating the email address most likely resolve the issue.

To update your email on Blackboard, go to Blackboard Home page, and scroll down. Below "My Courses" box, you will find "Tools" box. Click on "Update

Email” and enter your CSI email and save.

**Anthology Portfolio Account**

All Education courses that involve fieldwork hours require the \$7 Materials fee, which is used to purchase the bulk Anthology Portfolio account code. (Note. Some courses have \$22 Materials Fee for additional course materials, \$7 of which will be used towards the Anthology Portfolio.) For further information about how to navigate the Anthology Portfolio, go to “Assessment Requirements” under each program on the School of Education website.

### **EDUCATIONAL RESEARCH SEMINAR (EDD 630/631 or EDP 640/642 or EDD 695)**

Graduate students in all education programs are required to complete a two-semester research seminar. For students in all programs except Special Education, this course only runs from fall to spring. It is important to remember you can only register for the first part of the course in the fall. Special Education research courses generally run either fall/spring and winter/spring. You will need to obtain permission to register for the course from the professor teaching the section you wish to enter. It is important to speak with your faculty advisor about your interests prior to taking the research seminar.

Starting in Fall 2023, students in Adolescence English and Social Studies Education students can take one semester research course, EDD 695: Teacher Research Seminar instead of EDD 630/631. Total number of credits required for the degree remains the same. You will need to obtain permission to register for the course from the professor teaching the course; course offering varies by year.

## FIELDWORK

All education students in the sequence 2 childhood and adolescence program, as well as, special education programs and TESOL programs must complete a **minimum** of 150 hours of observation. This is a New York State requirement. These hours must be completed **before** student teaching or applying for the Internship Certificate. The State requires that the student is exposed to a variety of school settings while observing. Your observations will include the following: hours in a diverse, high-need school (Title 1), hours with students with disabilities (in a special education setting), and observation of English Language Learners (ELL). **Paraprofessionals** may observe in their own classes, as long as they are at the appropriate developmental levels.

At the beginning of each semester a letter of introduction along with a time sheet will be given to each student. This letter is to be taken to the school when you observe and the time sheet is to be signed by the classroom teacher you are observing. Your class will be assigned a partner school host site for fieldwork. These are schools with which we have strong relationships. You will be expected to attend that school. Any exceptions must be discussed in advance with the Director of Clinical Collaboration. Once you receive an assigned school, it is your responsibility (unless your professor made other arrangements) to email the contact person and arrange a schedule – usually after the first two weeks of the semester.

**IMPORTANT:** You are guests in the schools and first impressions are critical. You MUST dress appropriately, meaning “business casual”. Shorts and tank tops are NOT acceptable. Even if other teachers in the school are under-dressed, you must adhere to professional standards. In addition, **cell phone** use is **strictly prohibited** during observation for any purpose, including texting. If you have an emergency, you must step out of the classroom. Failure to observe these guidelines will threaten future fieldwork, including student teaching.

***All Students doing fieldwork observations must be fingerprinted and have background check clearance. You will schedule a fingerprint appointment once you have been registered in PETS and have completed the additional background questionnaire forms in the DOE’s Applicant Gateway. Please contact Joanne German for further instructions about fingerprinting – [joanne.german@csi.cuny.edu](mailto:joanne.german@csi.cuny.edu).***

If you are fingerprinted by the City, or will be fingerprinted by the City for student teaching, employment or a substitute license, you must submit the OSPRA 104 form to have your clearance sent to the state; the City does not automatically forward your clearance to the State. You can find the form on the state’s website. Here is the link to the form:

<http://www.nysed.gov/common/nysed/files/ospra104.pdf> Please email it to: [HRCServiceCenter@schools.nyc.gov](mailto:HRCServiceCenter@schools.nyc.gov)



## STUDENT TEACHING/ INTERNSHIP CERTIFICATE/PRACTICUM

**Note: Handbooks are available with detailed information**

### Requirements for Student Teaching

Candidates in initial teacher education programs at the College of Staten Island need to meet the following requirements in order to student teach. Candidates must have:

- Maintained an overall GPA of 3.0.
- Successfully completed 100 hours of fieldwork in a variety of settings including special education and a Title One school. Evaluation sheets and time sheets must be on file with the Office of Clinical Collaboration.
- **It is highly recommended that you have taken and passed the NYS Certification test - the CST.**

Candidates wishing to apply for student teaching must begin the process early during the previous semester. Deadlines are firm and candidates must gather required information well in advance. To apply for student teaching candidates must:

- Have completed all of the above requirements and be able to document it. Courses must appear on transcripts as completed or in progress. Timesheets must be on file.
- Complete and submit an application form to the Office of Clinical Collaboration. Look for emails and flyers in September and February. The application process takes place the semester BEFORE student teaching.
- Complete and submit an application essay. These will be shared with the building administrator and cooperating teacher at the assigned school.
- Gather 2 letters of recommendation from **full-time** education faculty. Adjunct faculty recommendations must be pre-approved with the Director of Clinical Collaboration. Candidates in adolescence education must have one recommendation from a subject area professor.
- Attend a student teacher orientation session at the College.
- Interview with the Director of Clinical Collaboration, or designee.

### Requirements for Internship Certificate

Completion of the Sequence 2 graduate programs requires that a student either student teach for one semester or obtain a full-time teaching position.

Obtaining a full-time teaching position is possible with the receipt of an Internship Certificate from New York State. Students in the Special Education, TESOL (tracks 1 and 2) and all Sequence 2 graduate students are eligible to apply for a *New York State Internship Certificate* upon completion of at least one-half of the graduate program. The Internship Certificate is issued by New York State to the student upon the College's recommendation. It is valid for two years or until graduation and allows the student to be hired as a full-time

teacher in the New York City Public School system.

The procedure for applying is as follows: students fill-out an application and submit it to the Program Administrator with a one-page statement on why they are ready to enter the classroom to the School of Education. The student's faculty advisor then reviewed the application. If approved the college will submit an electronic recommendation to New York State on behalf of the student. The application for the certificate is done on-line and you will be given the directions on how to apply at the time of approval.

### **Requirements for Special Education Practicum – EDP 630**

The special education practicum course has two components: Fieldwork mentored by a faculty member and a weekly seminar. Students complete 40 days (a total of 240 instructional hours) or the equivalent in a mentored teaching experience with 20 days in lower grades and 20 days in upper grades as outlined by their specific education program. Students currently employed as teachers work with a faculty member, a cooperating teacher, and the school principal or designee to enhance learning for individual and groups of children of varying abilities. Students meet once a week for two hours in a seminar to reflect upon the educational philosophies they have studied and the methodologies they are currently implementing in their own classrooms as they develop their own approaches to teaching and learning. The teacher's role in developing environments that are safe and nurturing as well as intellectually stimulating and challenging for all students is examined.

A Practicum Handbook will be distributed to you upon registration for the course.

## **NEW YORK STATE CERTIFICATION**

New York State teachers are required to hold a New York State certificate in order to be employed in the State's public schools. The certificates are issued by the Office of Teaching Initiatives and certify that an individual has met required degree, coursework, assessment, and experience requirements.

Certification requires the passing of all New York State Teacher Certification Exams. The exams required for certification are:

- Educating All Students Exam (EAS) – recommend to take after core courses
- Content Specialty Exam (this exam differs depending upon the certification you are requesting) (CST) – recommended to take after core course

Information on the exams can be found on the New York State Teacher Certification Exam website (<http://www.nystce.nesinc.com/index.asp>)

### **How to apply for New York State Certification online**

In order to apply for your New York State Certification, you will enter TEACH online services via the Office of Teaching Initiatives Web site at [www.highered.nysed.gov/tcert](http://www.highered.nysed.gov/tcert) and create a TEACH login and password at the New York State Directory Services site. Once you have created your login and password this step is completed and you never have to repeat this process (unless you forget your password).

Be informed that certification is **not** an automatic process. You are responsible to submit your application to the state. Certification Information Sheets for all programs are available from the School of Education. The NYSED will notify you online about your evaluation history and issuing of your certificate. You must monitor your account. You can only apply for certification in the area that has been endorsed on your transcript.

### **Frequently Asked Questions About Certification**

#### **When should I begin the application process for certification?**

You can begin the semester of graduation. Once you have registered with TEACH, you will be able to see what is on your record with the State.

#### **How soon will my certificate be issued?**

Initial certificates are often issued automatically on line once all requirements have been met. Professional certificates take longer because a NYSED certification specialist has to manually credit for the teaching experience you list.

**My application states it is still “Pending Final Review” or “Not Ready for Review.” What should I do?** If you can view the evaluation history, this will often tell you which of your requirements are still deficient. Applications will not be ready for review if fees have not been paid, institutional recommendations not given, all certification exams are not passed, or if you have applied for a certificate but have not yet graduated.

**Why don't I have institutional recommendation from The College of Staten Island on my TEACH record?**

Institutional recommendations are given electronically and online once your graduation has been officially posted by the Office of the Registrar. Note that it may take up to two weeks for the college to process and enter your recommendation.

**It states that the State does not have my fingerprint clearance on file, but I was fingerprinted by the New York City Department of Education. What should I do?**

The New York City Department of Education and the New York State Education Department are separate entities and do not share criminal history of applicants due to privacy issues. If you have been cleared by the NYCDOE, you must submit an OSPRA 104 form to the City in order to authorize your clearance to be forwarded to the State; there is no fee with this form.

**How do I apply for my Professional Certificate online?**

If you completed a master’s degree at the college for the area you are requesting the Professional Certification, an institutional recommendation will be submitted for you upon graduation. You will need to apply for the certification on the [TEACH website](#) and you must provide a letter from the principal that you completed “3 years of continuous satisfactory teaching.” If you did not complete a graduate degree at the college for the certification area, you will need to apply for the certificate online via “[Certificate Progression](#)” [pathway](#). The application fee is \$100.00.

## **GRADUATION**

The time has come and you are almost finished with your courses!

Now you must apply for graduation. You are eligible to apply for graduation through the CUNYfirst Self-Service Center. There is no fee and you must apply before the deadline in the semester you will complete your final requirements:

March 1st – Spring and Summer

October 1st – Fall

If you experience issues with applying for graduation, please email [degreeaudit@csi.cuny.edu](mailto:degreeaudit@csi.cuny.edu) for assistance.