CONTENTS continued

Satisfactory Academic Progress for New York State Financial Aid Programs.......16
Associate 2 Year Program: Student’s First NYS Award Payment in 2010-11 and After: Non-Remedial .................................................................16

ACADEMIC CALENDAR .................................................................................17
2013-2014 Guttman Community College Academic Calendar (as of 8/23/13)...17

ACADEMICS ........................................................................................................20
Educational Model .............................................................................................20
Learning Outcomes ..........................................................................................20
Summer Bridge ..................................................................................................21
Learning Communities/Instructional Teams .......................................................22
Faculty .............................................................................................................22
Student Success Advocates (SSAs) .................................................................22
Peer Mentors ....................................................................................................22
Graduate Coordinators ....................................................................................23
Librarians .........................................................................................................23
Partnerships AND Community Engagement ................................................23
First Year Experience: Core Curriculum .........................................................23
Guttman Community College Pathways Approved Courses .........................24
City Seminar ....................................................................................................24
City Seminar I .................................................................................................25
City Seminar II ...............................................................................................25
Ethnographies of Work I ..................................................................................26
Ethnographies of Work II ................................................................................26
Statistics ..........................................................................................................26
Composition I ..................................................................................................26
Composition II ................................................................................................26
Introduction to Biology: Life in New York City ..............................................27
Introduction to Chemistry ..............................................................................27
The Arts in New York City .............................................................................27
CONTENTS continued

Programs of Study ................................................................. 27
INFORMATION COMMONS/LIBRARY .............................................. 39
COURSE DESCRIPTIONS ............................................................... 40

ACADEMIC MATTERS ................................................................. 60

F Repeat Policy ................................................................. 60
Policy Regarding Permit Students ........................................... 60
Exit from Remediation ........................................................... 60
Grading Glossary and Guidelines ........................................... 60
Example of GPA calculation .................................................. 61
Policy on Graduation Requirements ........................................ 63
Honors List Criteria ................................................................. 63
Policy Regarding Repeated Courses and Grades ..................... 63
Committee on Academic Appeals and Policies ....................... 63
Policy Regarding Process for Determining Awarding of Non-Guttman Credit ..... 64

COLLEGE LIFE ................................................................. 66

Leadership Academy ............................................................. 66
Student Government and Clubs ............................................. 66
Health and Wellness .............................................................. 67
Textbooks ............................................................................. 67
Financial Matters ................................................................. 68
The HUB: Student Service Center ......................................... 68
One Stop Resource and Benefits Office ................................. 69
Information Technology ......................................................... 69
Facilities ............................................................................ 71
Campus Safety ...................................................................... 71
CONTENTS continued

GUTTMAN COMMUNITY COLLEGE FACULTY AND STAFF ................................................................. 73

UNIVERSITY POLICIES .................................................................................................................... 85

Non-Discrimination Policy ........................................................................................................... 85
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 ......................................................................................................................... 85
Title IX of the Education Amendments of 1972 - Non-discrimination on the Basis of Sex in the Operation of Educational Programs and Activities .......... 85
Policy against Sexual Harassment ................................................................................................. 86
Workplace Violence Policy and Procedures .................................................................................... 87
Policies and Procedures Concerning Sexual Assault, Stalking and Domestic and Intimate Partner Violence against Students ......................................................... 88
Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129-A of the Educational Law .................................................................................................................. 89
Student Records Access Policy and the Federal Family Educational Rights and Privacy Act (FERPA) ................................................................................................................................. 91
Policy on Withholding Student Records ........................................................................................ 92
Policy on Academic Integrity and Academic Dishonesty .............................................................. 93
Board of Trustees Bylaws – Article XV: Students and XVI: Student Activity Fees and Auxiliary Enterprises .......................................................................................................................... 96
Procedures for Handling Student Complaints about Faculty in Academic Settings .................. 104
Students’ Rights Concerning Religious Observances .................................................................... 106
Policy on Drugs and Alcohol ........................................................................................................ 107
No-Smoking Policy ........................................................................................................................ 108
Non-Discrimination of Students on the Basis of Pregnancy, Childbirth and Related Conditions ................................................................................................................................. 108
Immunization Requirements Policy .............................................................................................. 108
Medical Withdrawal and Re-entry Policy and Procedures Governing Student Behavior that Presents a Direct Threat of Harm to Self or Others or Substantially Disrupts the Learning or Working Environment of Others .... 109
CONTENTS continued

The City University of New York Policy on Acceptable Use of Computer Resources ........................................................................................................... 109
CUNY Access to Computer Resources .......................................................................................................................... 112
File Sharing and Copyright Infringement .................................................................................................................. 114
Online Etiquette and Anti-Harassment Policy ........................................................................................................... 114
Policy Regarding Use of College Facilities ......................................................................................................... 114
Notice of Access to Campus Crime Statistics, The Campus Security Report, and Information on Registered Sex Offenders .................................................. 115
ABOUT GUTTMAN COMMUNITY COLLEGE

MISSION STATEMENT
Stella and Charles Guttman Community College is an urban public institution that offers associate degree programs in an environment that nurtures student success. Based on extensive research, Guttman Community College integrates excellence in teaching, proactive and responsive student supports and external partnerships. Our primary objective is to increase the number of students, especially those not effectively served in higher education, who persist in their programs of study and attain a degree in a timely manner. We offer a clearly defined educational pathway including an integrated first-year curriculum that is inquiry-based and majors that prepare students for careers and baccalaureate study. Guttman programs are academically rigorous, multidisciplinary and experientially based.

Community is at the center of Guttman Community College’s mission, and students are at the center of the College. Guttman fosters an environment of cooperation and collaboration, where students, faculty and staff respect and appreciate each other’s perspectives, commonalities, differences and contributions. Students address compelling urban issues and move into the wider community through experiential learning and internships. Graduates will have the intellectual tools and confidence to be engaged citizens and responsible leaders.

College is a time and a place and an idea—an opportunity to cultivate the knowledge and experience required to meet intellectual, creative and professional goals. Guttman Community College supports students in developing the capacity to interpret and evaluate ideas they encounter both in and out of the classroom and to make informed judgments. Students will learn to express their ideas effectively and know that their voices are valued. They will graduate with a greater sense of responsibility for their academic success and personal growth, prepared to pursue additional studies, a career and lifelong learning.

VISION STATEMENT
Founded in the CUNY tradition of access to excellence, Stella and Charles Guttman Community College will support student achievement in a dynamic, inclusive and intellectually engaging environment. We will be recognized for the contributions of our students, faculty, staff and graduates to our communities and to a thriving, sustainable New York City.

INSTITUTIONAL GOALS
In 2011 the planners of the college articulated the following institutional goals:
• To maintain student learning as the primary driver for all decisions made throughout the institution.
• To develop and refine a model of community college education that successfully integrates developmental and credit-bearing coursework.
• To create innovative instructional and student support practices that are proactive, guided by inquiry and supported by research.
• To provide students with clearly defined pathways to degree completion, further education and entry to careers.
• To promote connections between college and the workplace by engaging partners from New York City business, non-profit organizations and governmental agencies; arranging experiential learning opportunities; and making use of the city as an extension of the classroom.
• To use ongoing assessment to inform student learning and professional development and to improve institutional practice.
• To equip students to use technology in their careers and throughout their lives.
• To recruit, support and retain a diverse faculty and staff committed to the mission of the college.
By pursuing these goals, Guttman Community College will make a tangible and enduring contribution to New York City by:

- achieving a three-year graduation rate of 35%;
- increasing degree attainment among those least likely to persist in higher education;
- enabling graduates to become active participants in New York City's workforce; and
- serving as a laboratory for research-based innovation in community college education.

HISTORY OF THE COLLEGE

Established on September 20, 2011, with Governor Andrew M. Cuomo's approval of A Master Plan Amendment, The New Community College at CUNY was the University's first new community college in more than 40 years. The second community college in Manhattan was inspired by Chancellor Matthew Goldstein's interest in improving graduation rates for CUNY's diverse urban students with a wide range of linguistic and cultural backgrounds. “There is no more urgent task in higher education than to find ways to help more community college students succeed,” the Chancellor has said.

The New Community College at CUNY officially opened its doors in midtown Manhattan overlooking Bryant Park on August 20, 2012, after four years of planning in consultation with experts from around the country and hundreds of faculty and staff across the University. At the college’s inaugural Convocation, CUNY Chancellor Matthew Goldstein awarded Mayor Michael R. Bloomberg the prestigious Chancellor's Medal from The City University of New York for his support and commitment to the development of this innovative new college. In accepting the medal the Mayor commented, “I think this school has the potential to be a game-changing model for community colleges across the country.”

The New Community College enrolled its inaugural class of 300 students in the fall of 2012. As an open-admissions institution, the college accepts applicants who have a high school diploma or a GED. Enrollment will grow to approximately 5,000 when the college moves to its permanent home at 59th Street and 10th Avenue.

In April 2013 The City University of New York received a $25 million gift from the Stella and Charles Guttman Foundation to support The New Community College at CUNY and two other community college initiatives to boost student retention and graduation rates. In honor of the $15 million endowment gift to the college, the foundation's largest and the largest ever given to a New York State community college, the CUNY Board of Trustees passed a resolution to rename The New Community College Stella and Charles Guttman Community College. The gift will provide support for activities such as paid internships, community service and experiential learning and for scholarships and student emergency funds.

The Stella and Charles Guttman Foundation focuses much of its grantmaking on educational programs and social services to support low-income New York City children, youth and families. The son of immigrants, Charles Guttman was raised on the Lower East Side and attended public school until age 13, when he began working odd jobs to help support his family. In adulthood he built a successful business, The Paddington Corp. In 1959, he and his wife, Stella Rappaport Guttman, established the Guttman Foundation for the “improvement and benefit of mankind, and the alleviation of human suffering.” Upon their deaths in 1969, without leaving descendants, the Guttmans bequeathed substantially all of their assets to the Foundation.

ACCREDITATION

On June 21, 2011, the New York State Board of Regents approved an amendment to the long-range master plan of The City University of New York authorizing the establishment of Stella and Charles Guttman Community College, formerly The New Community College at CUNY, in Manhattan and authorizing the College to offer initially associate degree programs in six discipline areas of business, the health professions, the humanities, the physical sciences, engineering, and the social sciences.

A year and half later, on Tuesday, December 11, 2012, the Board of Regents voted to grant accreditation to Guttman Community College for a period of five years with the condition that the college submit an interim report at the end of three years confirming effective implementation of program plans and student outcomes, including student persistence, graduation rates, and transfers to four-year baccalaureate programs in their field of study.
Currently Guttman Community College has registered programs leading to associate degrees in eight content areas of study, which include:

- Associate in Arts (A.A.) in Business Administration, Human Services, Liberal Arts and Sciences, and Urban Studies;
- Associate in Science (A.S.) in Environmental Science;
- Associate in Applied Science (A.A.S.) in Energy Services Management, Health Information Technology and in Information Technology.

Guttman currently offers programs in Business Administration, Human Services, Information Technology, Liberal Arts and Sciences and Urban Studies. The College will offer programs in Environmental Science, Health Information Technology and Energy Services Management when enrollments grow sufficiently to support additional majors. Guttman Community College has initiated the multi-year accreditation process with the Middle States Commission on Higher Education (MSCHE), the same entity that accredits all other units in the CUNY system. The College is confident it will meet the MSCHE’s rigorous standards and earn accreditation at the earliest possible date.

VISITING GUTTMAN COMMUNITY COLLEGE

Guttman Community College is located at 50 West 40th Street in midtown Manhattan across from Bryant Park. This location is easily accessible by public transportation, situated between Grand Central on the east side and Times Square on the west side. Visitors can take advantage of Bryant Park, the New York Public Library and other activities within this vibrant neighborhood.

**Nearest subway stops:**
- Take the B, D, M or F to 42nd Street-Bryant Park.
- Take the N, Q or R to Times Square-42nd Street.
- Take the 7 to Fifth Avenue-Bryant Park.
- Take the 1, 2 or 3 to Times Square-42nd Street.

**Buses within Manhattan that stop near Guttman Community College:**
- From the East Side, take the M1, M2, M3, M4 or M5.
- From the West Side, take the M6, M7, M10, M20, M42, and M104

**Parking garages near Guttman Community College:**
- **Icon Parking**
  - 38 W. 43rd Street, between Fifth and Sixth Avenues
- **Icon Parking**
  - 59-61 W. 36th Street, between Fifth and Sixth Avenues
- **Central Parking System**
  - 38 West 46th Street, between Fifth and Sixth Avenues
ADMISSIONS

OVERVIEW
Since it was founded in 1847, The City University of New York has maintained its commitment to providing first-rate academic opportunities for students of all backgrounds. As an institution of the larger University system, the requirements for admission to Stella and Charles Guttman Community College remain true to the mission of the open admissions policy maintained by the University's community colleges. Specifically, applicants for freshmen admission are required to demonstrate they are on a path to earning a high school diploma or a GED high school equivalency diploma. Documentation of having earned such diploma must be provided prior to enrollment. In addition to meeting this initial criterion, applicants are required to complete a multistep admissions process designed to help them determine if Guttman Community College is the right fit to meet their educational needs.

Application to Guttman Community College is a multi-step process. To begin the process for admission, applicants submit the University's Application for Freshman Admission. On this form, applicants select Guttman Community College as one of six colleges to which they are applying. Applicants to the College are accepted on a rolling basis. For best consideration, students are encouraged to submit their application by February 1 for enrollment the following fall. Applications submitted after the deadline will still be considered and acceptance will be dependent upon enrollment availability. Guttman Community College does not currently admit new students in the spring semester. Once the application has been submitted, students must attend both a group information session and an individual information session to complete the admissions process. The goal of this multi-step process is to help students make intentional informed choices and understand the commitment of enrolling in Guttman Community College, as well as facilitate students' connections with members of the college community.

GROUP INFORMATION SESSION
As part of the application process, Guttman Community College requires applicants to attend an information session during which they become familiar with the College's educational model, including the required summer bridge program and full-time attendance in the first year, the structured degree programs, and financial aid process. This session is intended to provide students with additional information with which to determine the fit of Guttman Community College with their educational and professional goals.

INDIVIDUAL INFORMATION SESSION
Following the group information session, applicants are required to participate in a thirty-minute meeting to engage in a deeper conversation about their educational goals as they relate to their commitment to attend Guttman Community College. Applicants meet with faculty, staff, and Peer Mentors to discuss their academic and professional aspirations and construct a plan for how to achieve those goals should they attend Guttman Community College.

CUNY POLICY ON THE SUBMISSION OF FRAUDULENT DOCUMENTS
The submission of documents in support of applications for admission such as transcripts, diplomas, test scores, references, or the applications themselves, that are forged, fraudulent, altered from the original, materially incomplete, obtained under false pretenses, or otherwise deceptive (collectively referred to as fraudulent documents) is prohibited by The City University of New York (CUNY) and may be punishable by: a bar on applying for admission, suspension, and/or expulsion. The term “applications for admission” includes transfer applications.

Materially incomplete applications include applications that fail to include all prior post-high school college level courses, regardless of whether (i) the courses were taken at a post-secondary institution in the United States or outside the United States, (ii) the applicant received a degree at the post-secondary institution (iii) the applicant is seeking credit for such courses, or (iv) the applicant is changing majors/careers.

More information on this policy and the procedures for imposing sanctions can be accessed online: http://policy.cuny.edu/manual_of_general_policy/article_vii/policy_7.1/text/#Navigation_Location
AFTER ADMISSION
Upon acceptance to Guttman Community College, students must complete the following requirements for enrollment:
• Accept Guttman’s Offer of Admission
• Take the CUNY Assessment Tests
• Attend Orientation
• Submit Proof of Graduation
• Satisfy N.Y.S. Immunization Requirements
• Complete the Summer Bridge Program

COMMITMENT DEPOSIT
To secure enrollment, students who have been accepted to Guttman Community College must submit a commitment form and a non-refundable, non-transferrable commitment deposit of $100.00.* This deposit will be applied to the tuition bill.
Payment must be submitted in the form of a check or money order and students should make the check payable to Guttman Community College. Cash will not be accepted. The deadline to submit the deposit is May 1, 2014, for the 2014-2015 academic year.
*Students who submitted a Free Application for Federal Student Aid (FAFSA) and are determined to have an Expected Family Contribution (EFC) below $3,000 can request to waive the deposit.

CUNY ASSESSMENT TESTS
In compliance with The City University of New York, all students entering Guttman Community College are required to demonstrate proficiency in reading, writing, and mathematics. Students are not permitted to register for courses without taking the required assessment tests or demonstrating proof of exemptions from testing.
A student can demonstrate proficiency by:
• Scoring a 480 or above on the critical reading component of the SAT, or
• Scoring a 75 or higher on English Regents examination, or
• Passing the CUNY Assessment Tests in Reading and Writing, and
• Passing the CUNY Assessment Tests in Mathematics
• Scoring 500 or higher on the mathematics component of the SAT
• Earning at least an 80 on any New York State Mathematics Regents exam and complete high school Algebra 2/Trigonometry or a higher level course.
Applicants are registered to take the CUNY Assessment Tests during the final step in the admissions process at their individual meeting. For additional information about CUNY’s testing policies and proficiency policies, visit http://www.cuny.edu/academics/testing/cuny-assessment-tests/faqs.html#1.

ORIENTATION
Entering first year students are required to attend orientation prior to beginning the Summer Bridge Program. During this time, students learn how to access their Guttman email accounts, take photos for ID cards and learn about the various resources that are available to support the transition to the college.
Students who have submitted a commitment form can register to attend orientation at yourPlace, a customized portal page used throughout the admissions and enrollment process.
PROOF OF GRADUATION

Students who have committed to enrolling in Guttman Community College are required to present proof of high school graduation. The following documents are accepted as proof of secondary school graduation:

- New York City Department of Education (DOE) Final High School Transcript: With the exception of a limited number of high schools, CUNY will receive a copy of students’ final transcript with the date of graduation.
- Non-Doe High Schools: A final high school transcript, indicating the date of graduation and type of diploma received, must be submitted by August 4, 2014.

IMMUNIZATION REQUIREMENTS

N.Y.S. Health Law #2165 requires all students entering a post-secondary institution to demonstrate proof of immunization against measles, mumps, and rubella. This law applies to students born on or after January 1, 1957, who are registered for 6 or more credits at a CUNY campus.

New York State Public Health Law #2167 requires all post-secondary institutions to provide information on Meningitis and the Meningitis vaccine. All students (regardless of age) must complete a form indicating that they received and read the information. Vaccination is NOT mandated; however, completion of the Meningitis Response Form is required. Proof of immunization must be submitted by July 12, 2013.

For additional information, view the Immunization Handbook for New York State Post-secondary Institutions.

SUMMER BRIDGE

All first year students begin their transition to Guttman Community College in a non-credit bearing Summer Bridge Program that meets for twelve days. The program provides an opportunity for students to become acquainted with the college’s educational model and begin to meet their peers and members of the college community before fall classes begin. During this program, students participate in daily team-building activities led by Peer Mentors, begin to develop their ePortfolio with work assignments similar to those they will experience in the first year program, and continue to explore the campus and community.

Attendance is required. For the 2014-2015 academic year the program is tentatively scheduled for August 18–September 3, 2014.
TUITION AND FEES

TUITION

Effective Fall 2013

<table>
<thead>
<tr>
<th>Type of Student</th>
<th>New York State Residents</th>
<th>Out-of-City Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$4,200 per year</td>
<td>$8,400 per year, $280 per credit*</td>
</tr>
<tr>
<td>Part-time</td>
<td>$180 per credit</td>
<td>$280 per credit</td>
</tr>
</tbody>
</table>

*Tuition based on taking 15 credits per semester

FEES

During your time at Guttman Community College, you will be required to pay certain student fees. Take a look at the breakdown below to see which apply to you and avoid being charged unnecessarily.

1. Application fee: $65
   This is CUNY's one-time, non-refundable fee required for your application as a first-year student with Guttman Community College.

2. Consolidated services fee: $15 per semester or summer term
   This fee, charged every semester, covers the external processing of financial aid applications, the immunization program, the job location/development program, system wide tuition and fee collections, and the administration of various tests such as the skills assessment tests.

3. Student activity fee: $55 per semester for full-time students; $20 for part-time students
   This fee covers the student government and other student activities. It is nonrefundable unless you withdraw from the college before the first day of the semester. If the college cancels a course that causes you to fall below full time, you would be entitled a refund of the difference between the fees for full- and part-time students. Claims for refunds must be made in the same semester.

4. University Student Government fee: $0.85 Fall 2013; $1.45 Spring 2014
   The University Student Government fee is separate from the college student government fee. It helps cover the operation of CUNY's University Student Senate.

5. Technology fee: $100 per semester for full-time students; $50 for part-time students
   Each semester, you will be charged a $100 technology fee if you are enrolled full time and $50 if you are enrolled part time. While the technology fee is generally nonrefundable, a partial refund is available in special circumstances, such as the college canceling a course and your becoming a part-time student as a result. It is also refundable if you withdraw from the college before the first day of the semester. You must file a claim for a refund during the same semester. If you register as a part-time student but later become full time, you must pay the difference in the fee. If you drop or withdraw from a course after the first day of classes and thus become a part-time student, you are not entitled to a refund.
   In cases of extreme financial hardship, you may apply to have your technology fee waived.

6. Material fees: $35
   You might be charged for materials in courses where you will own the end product of the work made with them. These fees must be approved every two years by the CUNY Board of Trustees, or if the fee changes, whichever happens first. The college course catalogue must clearly state the nature and amount of a charge associated with a given course.
7. **Returned check processing fee: $15**  
If you bounce a check, you will be charged $15, plus any penalty that the bank imposes on the college. If a check is returned because of a bank error and the bank acknowledges the mistake in writing, the fee will be waived.

8. **Late payment fee: $15**  
If you are late paying your tuition or any other fees, you will be charged $15 for each missed due date. If you are doing a pre-payment plan with an outside provider (AMS), the provider will charge you a late fee for each missed payment. If you fail to pay AMS but pay the college directly, you will still be charged the late payment fee.

9. **Make-up final exam fee: $25; $5 thereafter**  
If you miss a final exam, you will be charged $25 to take a make-up test. Each additional make-up final exam you need to take that semester will cost $5.

10. **Duplicate document processing charges**  
- Diploma: $15 for each duplicate diploma or certificate in place of a duplicate diploma
- I.D. /library card replacement: $5; does not include the CUNY Card
- CUNY Card replacement: $10. This fee is higher than the usual lost card fee because the CUNY Card has many multifunctional features requiring replacement as quickly as possible by the college so that you do not lose any services.
- Bursar receipt/bill or other college record: $5. This fee covers the administrative costs for issuing a duplicate bursar’s receipt/bill, class confirmation or other college record. When you request copies of your records under the Federal Privacy Act, you will be charged 25 cents per page for each uncertified copy.

11. **Transcript fee: $7; no charge if transcript is being sent to another CUNY college**  
Each time you request that we provide a copy of your transcript, you will be charged $7, unless we are supplying your transcript to other CUNY colleges and affiliated units (Mount Sinai School of Medicine, CUNY Medical School, City University School of Law at Queens College), in which case the service is free.
FINANCIAL AID AND STUDENT FINANCIAL SUPPORT

Room: Third floor (Part of the Hub)
Telephone: 646-313-8011
E-Mail: Financial.Aid@guttman.cuny.edu
Website: http://guttman.cuny.edu/financial/financialaid.html
Director: Vera Senese, 646-313-8058
Financial Aid Manager: Cristina Ortiz-Harvey, 646-313-8077

The Financial Aid Office administers all institutional, federal, state, city and any other types of financial aid programs. Services include: Assisting prospective and currently enrolled students in planning for and meeting the expenses associated with attending Guttman Community College; providing information about the types of financial aid currently available at the College and in the future; providing counseling to prospective and currently enrolled students and their families about establishing and maintaining eligibility for institutional, federal, state and other sources of financial assistance; assisting with FAFSA and TAP application completion; assistance in applying for the CUNY Scholar Support Card; and offering Financial Literacy information.

APPLICATION PROCESS
2. First apply for a PIN number at http://www.pin.ed.gov. Parent(s) will also need to apply for a PIN number if their income is included on the FAFSA.
3. Within one week of submitting a FAFSA, an email confirmation will be sent to the applicant with a link to their 2013-2014 Student Aid Report (SAR) from the U.S. Department of Education. The SAR is an online document acknowledging the processing of the FAFSA. It should be reviewed for accuracy.
4. Once the FAFSA is completed, a New York State Tuition Assistance (TAP) application should be filed by logging on to: www.hesc.ny.gov and entering the College’s NY state code of 1421.
5. Guttman Community College will then calculate the amount of financial aid the applicant will be awarded based on the FAFSA submission. A financial aid award letter will then be emailed to the applicant.
6. Some applicants may be required to submit additional documentation to the Financial Aid Office either because they were chosen for a process called Verification, or because there is some discrepant information provided that must be resolved before financial aid can be disbursed. Documents can include IRS Tax Transcripts, copies of Social Security forms, copies of Naturalization or Resident Alien documents, proof of independent status, etc.

TYPES OF FINANCIAL AID BEING OFFERED FOR THE 2013-2014 ACADEMIC YEAR
• Federal Title IV Aid – This includes Federal Pell grants, Supplemental Educational Opportunity grants, Federal Work Study, Federal Direct Student Loans and the Federal Perkins Loan
• New York State Aid – this includes the New York State Tuition Assistance Program (TAP) and the Aid for Part Time Study (APTS).
• Success Stipend - Every entering student will also receive a “Success Stipend” funded through the generous support of the Robin Hood Foundation. This stipend will provide all incoming students, regardless of need, with weekly Metro Cards, lunch and $100 stipends during the Summer Bridge Program. There will also be a stipend of $250 for both the Fall and Spring semesters.
SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID

Students must make satisfactory academic progress towards the completion of your degree in order to remain eligible for state and federal financial aid.

Financial aid is awarded with the expectation that all students will attend and do well in classes for the entire period for which the aid is awarded. Withdrawing from classes can have both short term and long term effects on financial aid eligibility. If a student withdraws from one class or all of his/her classes, an immediate short term effect can be the complete removal or reduction of a financial aid payment in the current semester. A possible long term effect of withdrawing from a class or classes may cause the student not to meet the satisfactory academic progress requirements for the next semester or the semester after that.

SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL FINANCIAL AID PROGRAMS

• To be in good academic standing must earn a minimum GPA based on attempted credits as follows: for 0.5-12 credits a minimum GPA of 1.5, for 13-24 credits a minimum GPA of 1.75 and over 24 credits at least a GPA of 2.0.
• You must earn a certain number of credits based on the amount of credits you have attempted. For baccalaureate degree programs: accumulated (or earned) credits must be equal to or greater than \( \left\lfloor \left( 0.75 \times \text{cumulative credits attempted} \right) - 18 \right\rfloor \). For associate degree programs: accumulated credits must be equal to or greater than \( \left\lfloor \left( 0.875 \times \text{credits attempted} \right) - 21 \right\rfloor \).
• The credits a student has attempted are no more than 150% of the credits normally required for the degree. For example: If the credits needed for the degree is 120, you can attempt no more than 180 credits.

* Attempted credits are courses you registered for and did not drop before the last official withdrawal date.

SATISFACTORY ACADEMIC PROGRESS FOR NEW YORK STATE FINANCIAL AID PROGRAMS

• Attain a minimum GPA as specified in the chart below for each payment requested.
• You are allowed a total of 48 TAP points for your entire undergraduate degree. You use 6 points for every full-time TAP payment. You may receive up to 6 semesters as an associate degree student. For some special programs you can earn up to 10 semesters and 60 credits allowed for a total of 60 points.
• You must be enrolled full-time, that is, enrolled for at least 12 credits or equated credits that meet the requirements of your curriculum/major.
• In your first TAP semester, you must be taking at least 3 degree credits as part of your full-time course load. You must take a minimum of 6 degree credits every semester after your first TAP payment.
• If you repeat a course that you previously passed, you may not count the repeated course towards full-time enrollment for TAP purposes. If you repeat a course that you previously failed, you may include that course towards full-time enrollment for TAP purposes.
• Remedial courses may be counted toward either full-time or part-time enrollment for TAP purposes. However, to qualify for TAP, you must always be registered for a certain number of degree credit courses.
• To receive TAP payments you must make academic progress towards a degree. The minimum academic requirements are indicated in the chart below.

ASSOCIATE 2-YEAR PROGRAM: STUDENT’S FIRST NYS AWARD PAYMENT IN 2010-11 AND AFTER: NON-REMEDIAL

<table>
<thead>
<tr>
<th>Before Being Certified for This Payment</th>
<th>1ST</th>
<th>2ND</th>
<th>3RD</th>
<th>4TH</th>
<th>5TH</th>
<th>6TH</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Student Must Have Accrued at Least This Many Credits</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>27</td>
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<td>With at Least This Grade Point Average</td>
<td>0</td>
<td>1.3</td>
<td>1.5</td>
<td>1.8</td>
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</table>

Additional information regarding financial aid eligibility and requirements can be found at:

# ACADEMIC CALENDAR

## 2013-2014 GUTTMAN COMMUNITY COLLEGE ACADEMIC CALENDAR (as of 8/23/13)

### 2013 Summer Bridge Program

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 19-23 (M-F)</td>
<td>First Week</td>
</tr>
<tr>
<td>August 26-30 (M-F)</td>
<td>Second Week</td>
</tr>
<tr>
<td>Sep. 2 (M)</td>
<td>Labor Day – College Closed</td>
</tr>
<tr>
<td>Sept. 3-4 (T-W)</td>
<td>Third Week</td>
</tr>
</tbody>
</table>

### Fall I

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep. 6 (F)</td>
<td>End of 100% Refund Period</td>
</tr>
<tr>
<td>Sept. 7 (S)</td>
<td>Saturday Classes begin</td>
</tr>
<tr>
<td>Sept. 9 (M)</td>
<td>Weekday Classes Begin</td>
</tr>
<tr>
<td>Sept. 12 (R)</td>
<td>End of 75% Refund Period</td>
</tr>
<tr>
<td></td>
<td>Last Day to Add a Class</td>
</tr>
<tr>
<td>Sept 13 (F)</td>
<td>Verification of Enrollment Rosters Available to Faculty</td>
</tr>
<tr>
<td>Sept. 13-14 (F-S)</td>
<td>No Classes</td>
</tr>
<tr>
<td>Sept. 18 (W)</td>
<td>End of 50% Refund Period</td>
</tr>
<tr>
<td>Sept. 23 (M)</td>
<td>End of 25% Refund Period/Census Date</td>
</tr>
<tr>
<td></td>
<td>Last Day to Change or Declare a Major for Fall 2013</td>
</tr>
<tr>
<td></td>
<td>Verification of Enrollment Rosters Due to Registrar</td>
</tr>
<tr>
<td></td>
<td>Last Day to Drop a Class without the Grade of W</td>
</tr>
<tr>
<td>Sept. 24 (T)</td>
<td>Withdrawal Period Begins; Grade of W Assigned</td>
</tr>
<tr>
<td>Oct. 14 (M)</td>
<td>Columbus Day: College Closed</td>
</tr>
<tr>
<td>Oct. 22-23 (T-W)</td>
<td>Community Days</td>
</tr>
<tr>
<td>Nov. 6 (W)</td>
<td>Last Day to Withdraw from a Class with a Grade of W</td>
</tr>
<tr>
<td>Nov. 27 (W)</td>
<td>Friday Classes Meet</td>
</tr>
<tr>
<td>Nov. 28-Dec. 1 (R-U)</td>
<td>Thanksgiving Recess: College Closed</td>
</tr>
<tr>
<td>Dec. 7 (S)</td>
<td>Last Day of Weekend Classes</td>
</tr>
<tr>
<td>Dec. 9-10 (M-T)</td>
<td>Assessment</td>
</tr>
<tr>
<td>Dec. 11 (W)</td>
<td>Last Day of Weekday Classes</td>
</tr>
<tr>
<td>Dec. 12-14 (R-S)</td>
<td>Assessment</td>
</tr>
<tr>
<td>Dec. 18 (W)</td>
<td>Grades Due</td>
</tr>
<tr>
<td>Dec. 24-25 (T-W)</td>
<td>College Closed</td>
</tr>
<tr>
<td>Dec. 31 (T)</td>
<td>College Closed</td>
</tr>
</tbody>
</table>

**Key:**

- M=Monday;
- T=Tuesday;
- W=Wednesday;
- R=Thursday;
- F=Friday;
- S=Saturday;
- U=Sunday
### Fall II 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 1 (W)</td>
<td>New Year’s Day: College Closed</td>
</tr>
<tr>
<td>Jan. 2 (R)</td>
<td>End of 100% Refund Period</td>
</tr>
<tr>
<td>Jan. 3 (F)</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Jan. 7 (T)</td>
<td>Last Day to Add a Class</td>
</tr>
<tr>
<td>Jan. 8 (W)</td>
<td>End of 50% Refund Period</td>
</tr>
<tr>
<td>Jan. 14 (T)</td>
<td>Verification of Enrollment Rosters Available to Faculty</td>
</tr>
<tr>
<td>Jan. 15 (W)</td>
<td>End of 25% Refund Period/Census Date</td>
</tr>
<tr>
<td>Jan. 20 (M)</td>
<td>Martin Luther King, Jr., Day: College Closed</td>
</tr>
<tr>
<td>Jan. 24 (F)</td>
<td>Monday Classes Meet</td>
</tr>
<tr>
<td>Feb. 5 (W)</td>
<td>Last Day to Withdraw from a Class with a Grade of W</td>
</tr>
<tr>
<td>Feb. 8 (S)</td>
<td>Last Day of Saturday Classes</td>
</tr>
<tr>
<td>Feb. 12 (W)</td>
<td>Lincoln’s Birthday: College Closed</td>
</tr>
<tr>
<td>Feb. 14 (F)</td>
<td>Last Day of Weekday Classes</td>
</tr>
<tr>
<td>Feb. 15 (S)</td>
<td>Assessment for Saturday Classes</td>
</tr>
<tr>
<td>Feb. 17 (M)</td>
<td>Presidents’ Day: College Closed</td>
</tr>
<tr>
<td>Feb. 18-19 (T-W)</td>
<td>Assessment</td>
</tr>
<tr>
<td>Feb. 21 (F)</td>
<td>Grades Due</td>
</tr>
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</table>

### Spring I 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 28 (F)</td>
<td>End of 100% Refund Period</td>
</tr>
<tr>
<td>March 1(S)</td>
<td>Saturday Classes Begin</td>
</tr>
<tr>
<td>March 3 (M)</td>
<td>Weekday Classes Begin</td>
</tr>
<tr>
<td>March 6 (R)</td>
<td>End of 75% Refund Period; Last Day to Add a Class</td>
</tr>
<tr>
<td>March 7 (F)</td>
<td>Verification of Enrollment Rosters Available to Faculty</td>
</tr>
<tr>
<td>March 12 (W)</td>
<td>End of 50% Refund Period</td>
</tr>
<tr>
<td>March 17 (M)</td>
<td>End of 25% Refund Period/Census Date</td>
</tr>
<tr>
<td>March 18 (T)</td>
<td>Withdrawal Period Begins; Grade of W Assigned</td>
</tr>
<tr>
<td>Apr. 13-22 (U-T)</td>
<td>Spring Recess</td>
</tr>
</tbody>
</table>

**Key:** M=Monday; T=Tuesday; W=Wednesday; R=Thursday; F=Friday; S=Saturday; U=Sunday
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 23-24 (W-R)</td>
<td>Community Days</td>
</tr>
<tr>
<td>May 2 (F)</td>
<td>Last Day to Withdraw from a Class with a Grade of W</td>
</tr>
<tr>
<td>May 24-26 (S-M)</td>
<td>Memorial Day Weekend: College Closed</td>
</tr>
<tr>
<td>May 31 (S)</td>
<td>Last Day of Saturday Classes</td>
</tr>
<tr>
<td>June 6-7 (F-S)</td>
<td>Assessment</td>
</tr>
<tr>
<td>June 9 (M)</td>
<td>Last Day of Weekday Classes</td>
</tr>
<tr>
<td>June 10-12 (T-R)</td>
<td>Assessment</td>
</tr>
<tr>
<td>June 16 (M)</td>
<td>Grades Due</td>
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</table>

**Spring II: 2014**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>June 18 (W)</td>
<td>End of 100% Refund Period</td>
</tr>
<tr>
<td>June 19 (R)</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>June 23 (M)</td>
<td>Last Day to Add a Class</td>
</tr>
<tr>
<td>June 24 (T)</td>
<td>End of 50% Refund Period</td>
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<tr>
<td></td>
<td>Verification of Enrollment Rosters Available to Faculty</td>
</tr>
<tr>
<td>June 30 (M)</td>
<td>End of 25% Refund Period/Census Date</td>
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<tr>
<td></td>
<td>Last Day to Drop a Class without a Grade of W</td>
</tr>
<tr>
<td></td>
<td>Verification of Enrollment Rosters Due to Registrar</td>
</tr>
<tr>
<td>July 1 (T)</td>
<td>Withdrawal Period Begins; Grade of W Assigned</td>
</tr>
<tr>
<td>July 4 (F)</td>
<td>Independence Day: College Closed</td>
</tr>
<tr>
<td>July 21 (M)</td>
<td>Last Day to Withdraw from a Class with a Grade of W</td>
</tr>
<tr>
<td>July 30 (W)</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>July 31-August 5 (R-T)</td>
<td>Assessment</td>
</tr>
<tr>
<td>August 7 (R)</td>
<td>Grades Due</td>
</tr>
</tbody>
</table>

**Key:** M=Monday; T=Tuesday; W=Wednesday; R=Thursday; F=Friday; S=Saturday; U=Sunday
EDUCATIONAL MODEL
The design of Guttman Community College focuses on supporting students as they pursue their associate degree. Students benefit from an educational model that responds to their unique academic and personal needs. Defining features of the college include:

- Individual and group admissions meetings to help students understand the unique features of the new college prior to enrollment.
- A summer bridge program that builds community and supports students as they transition to college.
- First-year learning communities that develop a nurturing environment and encourage cross-disciplinary thinking and analytical reasoning.
- Full-time attendance in the first year to help students gain momentum as they begin to earn college credits.
- Integrated first-year courses that merge developmental and disciplinary coursework and focus on building college-level reading, writing, and math skills.
- A commitment to experiential learning within New York City to engage students and connect them with city resources.

LEARNING OUTCOMES
Guttman Community College’s learning outcomes (or GLOs) encourage students to aim high and provide them with a framework for their entire educational experience. These outcomes are an inclusive framework for a contemporary liberal education, defined not as a selected set of disciplines, but as a set of knowledge and skills for all aspects of life: school, work, citizenship, and social responsibility. They are reflective of the College’s mission and values. Students are expected to demonstrate progress in achieving these outcomes throughout their course of study. Thus, these institutional learning outcomes will be addressed at both the course and program level, providing students with multiple opportunities to demonstrate their increased proficiency. Student progress towards fulfilling these goals will be based on integrative learning in and beyond the classroom and will be assessed via students’ coursework as collected and presented in their e-portfolios.

1. Broad, Integrative Knowledge: General Education
   a. Demonstrates engagement issues that have contemporary, historical, scientific, economic, technological, or artistic significance.
   b. Exhibits an understanding of how different disciplines create knowledge and approach problem-solving.
   c. Describes multiple perspectives on key debates and connects these debates to societal concerns.
   d. Connects prior knowledge and experience to ideas and concepts across different courses, majors, and forms of experiential learning.
   e. Expresses curiosity about the essential questions that drive personal, academic, and professional inquiry.

2. Specialized Knowledge: The Majors
   a. Recognizes the scope and principal features of the field of study, including its main theories and practices.
   b. Understands and uses the vocabulary specific to the field of study.
   c. Connects content and concepts of specialized knowledge to the ideas studies in the City Seminars, Ethnographies of Work and other Guttman general education courses.
   d. Demonstrates knowledge of problem-solving techniques and the ability to form hypotheses for research purposes.
3. Intellectual Skills for Lifelong Learning
   a. Demonstrates the ability to analyze ideas, theories and issues by breaking them down, identifying the component elements and explaining how they relate.
   b. Communicates effectively using substantially error-free language in oral and written formats.
   c. Presents accurate mathematical calculations and operations, and explains how they are used to solve problems and to interpret data.
   d. Utilizes both quantitative and qualitative data to explore and understand important issues.
   e. Locates, evaluates and cites multiple information resources in projects, papers and presentations.
   f. Demonstrates ability to use appropriate technologies, acquire new ones and to resolve technology problems to meet academic, professional and personal goals.
   g. Displays ability to assess own work and its relative value.

4. Civic learning, Engagement, and Social Responsibility
   a. Identifies and explains his or her own civic and cultural background, including its origins, development and assumptions.
   b. Understands and respects diversity and cross-cultural perspectives and demonstrates how they influence interpretations of key problems in politics, society or the arts.
   c. Describes various historical and contemporary positions on democratic values or practices, and presents his or her position on specific problems.
   d. Takes an active role in a community context, such as work, service, or co-curricular activities, and examines the civic issues encountered with the insights gained from the community experience.
   e. Demonstrates integrity, honesty and ethical reasoning in academic and professional contexts.

5. Applied Learning
   a. Uses creativity, content knowledge, research and analytical skills to identify, clarify and provide solutions to real-world problems.
   b. Collaborates effectively with others to solve problems and complete projects.

SUMMER BRIDGE
To make sure students are prepared for their coursework in the fall, the College requires all new students to attend our three-week Summer Bridge Program in August. During this program, students learn what is expected of a Guttman student academically and explore their strengths and challenges as a learner. They work with faculty, staff, and peer mentors to develop strategies for success and gain practice completing assignments similar to those that will be required during the first-year program. Summer Bridge is a time of self-discovery and an opportunity for students to develop relationships with faculty, staff, and their peers.
Activities during the Summer Bridge Program include:
- an introduction to college reading, writing and mathematics
- a mini-project where students practice working with their peers
- creation of an electronic portfolio, where college work will be archived
- field experiences that explore New York City as an extended classroom.
LEARNING COMMUNITIES/INSTRUCTIONAL TEAMS

Instructional Teams are comprised of faculty, Student Success Advocates, Mentors, Graduate Coordinators, and library staff who are associated with the first year learning communities to provide support as you work towards your associate’s degree. Each Instructional Team oversees a House which is comprised of three Cohorts of 25 students. During Summer Bridge, each House develops its own set of standards and core values to foster a sense of community, peer accountability and teamwork.

The Instructional Team conducts weekly meetings to support student learning by discussing curricula, instructional strategies and students' strengths and challenges. The responsibilities of the Instructional include: planning and adapting classroom and out-of-classroom activities and assignments; reviewing student progress and problems; coordinating follow-up with Peer mentors and college staff on the progress and well-being of students; and generating ideas for improving the learning community experience for Guttman students, faculty and staff.

FACULTY

Guttman’s faculty members are committed to student-centered learning and to working collaboratively with their academic colleagues, staff, Peer Mentors and administrators to encourage and celebrate your progress and achievement. As experts in their fields, they will introduce you to the purposes, methods and content of your courses. As teachers, they will model habits, strategies and ways of knowing that contribute to your success in the classroom and beyond. Faculty members are responsible for making subject matter engaging, awakening your curiosity and belief in your abilities and inviting you into broader academic and civic conversations. Faculty offices are located in the Mezzanine on the second floor.

STUDENT SUCCESS ADVOCATES (SSAs)

In your first year, advisement is an educational process where you and your assigned Student Success Advocate (SSA) work together to set and attain academic goals. You are encouraged to use your SSA as a primary resource on campus. Your SSA also facilitates LaBSS (Learning about Being a Successful Student), a seminar that is linked to your Ethnographies of Work course.

Individual SSA meetings occur several times throughout the semester to help you develop an academic plan, begin mapping your career, and identify courses to take during the next semester. Your SSA will help you define, achieve and maintain your success during your first year.

PEER MENTORS

The Peer Mentor Program is an integral component of the academic and student life experience at Guttman Community College. Peer Mentors are fulltime students who have completed at least one year at Guttman or another CUNY community or senior college. Peer Mentors work between 12-15 hours per week and participate in ongoing leadership development activities throughout the academic year. Peer Mentors are visible, active and invested in the development of an inclusive, academically-focused community.

There are three types of Peer Mentors:

- Leadership & Service Peer Mentors (LSPMs) engage students in campus life by planning and implementing a variety of student-centered workshops and activities to foster a sense of social responsibility. LSPMs also provide ongoing guidance and programmatic support to the Student Government Association (SGA) and emerging student organizations.
• Admissions & Access Peer Mentors (AAPMs) provide prospective students with a clear understanding of the Guttman Community College experience and guide them through our unique admissions process. AAPMs are instrumental in the planning and implementation of Admissions & Access events, including group and individual information sessions, orientation programs and various social activities.

• Academic Success Peer Mentors (ASPMs) assist students in areas including study skills, test taking skills, time management, organization, syllabus comprehension and general academic competencies by role modeling positive academic practices and sharing personal strategies for success. ASPMs attend selected City Seminar classes and co-facilitate weekly Studio sessions with Graduate Coordinators.

GRADUATE COORDINATORS
Graduate Coordinators are doctoral candidates who help first-year students in statistics, reading, writing and the development of critical thinking through group and individual tutoring. They work closely with the Academic Success Peer Mentors to facilitate Studio, a weekly 90-minute collaborative study session. Studio is designed to help you with time management, organization strategies, test-taking and other helpful skills to become an effective student. Graduate Coordinators also work with the faculty to develop the curriculum, assignments, and classroom and out-of-class activities.

LIBRARIANS
The librarians work closely with faculty to ensure your course assignments are supported with current digital and print resources. They will help you discover the most relevant and accurate information for your class projects.

PARTNERSHIPS AND COMMUNITY ENGAGEMENT
The Office of Partnerships & Community Engagement (OPCE) works closely with faculty and the Student Success Advocates to establish relationships with businesses, organizations and professionals in the New York City area to enhance your college experience and prepare you for future career opportunities. OPCE sponsors activities such as Professionals in the Classroom, career panels, networking events, service learning, workshops to prepare students for employment and community-based activities. OPCE also works with you to create a professional action plan to help you achieve your goals.

FIRST YEAR EXPERIENCE: CORE CURRICULUM
Guttman Community College isn’t just a school located in New York City. It’s a school with New York City as its central theme. All students start with a core curriculum during the first year that explores what it takes to maintain and improve the vibrancy of New York – and the ways in which students themselves contribute to these goals. The courses are designed to help students develop the skills they will need to be successful in college and prepare students for coursework in the majors. In order to ensure that students have access to the support they need and have flexibility in their schedules, each semester at the College has two sessions:

- Fall I, 12 weeks
- Fall II, 6 weeks
- Spring I, 12 weeks
- Spring II, 6 weeks

During the 12-week session, students complete the courses included in the first year core curriculum. The 6-week session at the end of the semester enables students who have successfully completed the first year coursework to take additional courses and advance in their program of study. Those students who need more time to complete the courses included in the first year program can do so during the six week session without adding additional time to their college program. All students are required to attend full time during the first year in order to become acquainted with the school, develop a supportive social network, and access the resources and support students need to be successful.
The Fall I schedule consists of the following courses:

- City Seminar I- 10.5 hours per week
- Ethnographies of Work I- 4.5 hours per week
- Statistics- 6 hours per week

The Spring I schedule consists of the following courses:

- City Seminar II- 7.5 hours per week
- Ethnographies of Work II- 4.5 hours per week
- Composition I- 3 hours per week

Students also take Composition II, part of our core curriculum, during the second year. The classes students complete during Fall II and Spring II depend upon their performance during the 12-week sessions.

**GUTTMAN COMMUNITY COLLEGE PATHWAYS APPROVED COURSES**

<table>
<thead>
<tr>
<th>Core</th>
<th>Common Core Area</th>
<th>Approved Pathways Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>English Composition</td>
<td>ENGL 103 Composition I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENGL 203 Composition II</td>
</tr>
<tr>
<td></td>
<td>Math &amp; Quantitative Reasoning</td>
<td>Math 103 Statistics</td>
</tr>
<tr>
<td></td>
<td>Life &amp; Physical Sciences</td>
<td>Biology 122 Introduction to Biology: Life in New York City</td>
</tr>
<tr>
<td>Flexible</td>
<td>World Cultures &amp; Global Issues</td>
<td>LASC 101 City Seminar I</td>
</tr>
<tr>
<td></td>
<td>US Experience in its Diversity</td>
<td>LASC 102 City Seminar II</td>
</tr>
<tr>
<td></td>
<td>Creative Expression</td>
<td>LASC 200 Arts in New York City</td>
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<td></td>
<td>Individual &amp; Society</td>
<td>SOSC 111 Ethnographies of Work I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOSC 113 Ethnographies of Work II</td>
</tr>
<tr>
<td></td>
<td>Scientific World</td>
<td>CHEM 110 Introduction to Chemistry</td>
</tr>
</tbody>
</table>

Changes to the general education requirements were made to align the college curriculum with the CUNY Pathways Common Core requirements. Students who pursue transfer degree programs in Business Administration, Human Services, Liberal Arts and Sciences, and Urban Studies will be required to fulfill all 30-credit general education requirements in addition to fulfilling their program requirements. Students in the A.A.S. degree programs (Health Information Technology and Information Technology) should review the general requirements for those programs.

**CITY SEMINAR**

Each City Seminar course is comprised of four different components. Each component is designed to enhance students’ understanding of an issue of central importance to the New York City community through the lens of different disciplines including the Humanities, Social Sciences, and Mathematics. The components include:

1. **Critical Issue**

The City Seminar anchors the first-year core and presents students with a problem or issue that they will examine over the course of the semester. With content rooted in issues of historical and current significance to the City, the Critical Issue component of the course is designed to introduce students to interdisciplinary perspectives in the liberal arts and sciences. The cases included in Critical Issue delve into subjects that form New York’s distinctive character as a complex urban system. During this component of the course, the instructional team works with students to develop the problem-solving, analytical thinking, and research skills typically utilized in liberal arts and sciences coursework.

2. **Reading and Writing: Composition I**

In City Seminar I, a reading and writing component focuses on developing the skills and strategies needed to read a variety of nonfiction texts that students will encounter in their first-year seminar (and which few students encounter in
traditional high-school English classes). Students engage with a variety of texts (including newspaper articles, policy briefs, journal articles, census data and government reports) around the topic of New York City. In this component, students have the opportunity to work with the instructional team to strengthen their writing and literacy skills so they can successfully complete college-level reading and writing requirements. Students continue to receive this type of support in the second semester through Composition I.

3. Quantitative Reasoning
The City Seminar's Quantitative Reasoning component emphasizes the development of computational knowledge and skills. Each week, faculty and students examine quantitative problems associated with the case studies presented in the Case Study component of City Seminar. These problems are used as a means for teaching specific mathematical skills and concepts that prepare students for more advanced quantitative study (e.g., percentages, negative numbers, exponentiation, coordinate systems). The Quantitative Reasoning component also presents students with techniques used to depict and analyze data in more advanced settings.

4. Studio
The Group Workspace component of the Guttman Community College model has evolved into an enriched learning environment called Studio. The Studio City Seminar Portfolio, part of the City Seminar course, is designed for students to practice, reflect and develop the skills essential to engaging in the craft of successful academic study. Working alongside Graduate Coordinators and Peer Mentors, students work in an environment of overt practice and instruction of the techniques essential to successful academic work.

The Portfolio includes in-progress and final drafts of integrated City Seminar assignments, as well as Studio exercises students complete throughout the semester. The exercises will be developed by the Studio teams and will feature clear and specific objectives derived from the City Seminar learning outcomes and skills spines. The exercises will give students opportunities to practice core academic skills. Students create a virtual learning community through the ePortfolio by sharing work-in-progress and commenting and reflecting on one other's work.

CITY SEMINAR I
City Seminar I emerges from the field of urban studies and takes a comparative, multidisciplinary approach to introduce students to complex global issues such as sustainability, global economic development, and social and environmental justice. Following a critical research model, the course challenges students to examine the historical, cultural, and social contexts of urban problems; to gather and analyze evidence from multiple stakeholders and perspectives; and to propose evidence-based solutions in written, oral, and digital media formats. While each offering of the course features a specific theme, every City Seminar I builds on students' prior knowledge of the distinctive character, institutions, and socio-economic composition of New York City. To deepen students' understanding of urban life around the world, the City's physical, social, environmental, and political realities are situated in relation to other urban centers. Through its emphasis on evaluating the unevenly distributed consequences of local, national, and international policies and practices, the course equips students with the skills to conduct thoughtful, critical analyses and to develop actionable proposals responsive to specific urban circumstances.

CITY SEMINAR II
City Seminar II introduces students to a variety of perspectives on U.S. society and its diversity. In this course, students read and gather information from a range of sources, including published research, historical accounts, fiction, first person narratives, and research briefs to explore a range of perspectives on a topic of importance in the United States. Students examine current and past issues related to housing, education, labor, and other issues related to the topic, and how they impact diverse groups within U.S. society. They will develop critical thinking skills by analyzing and synthesizing major themes and findings from research and readings, and produce a research project by the end of the semester.

Each City Seminar II will feature a specific topic. The topic for this instance of the course is the immigrant experience in the United States. Students will explore the topic of immigration through a historical perspective; they will also be introduced to multiple theories relevant to the academic study of immigration (various assimilation theories, social capital theory, and cultural-ecological theory). They will explore contemporary debates on immigration and investigate what services are available for immigrants in New York City.
ETHNOGRAPHIES OF WORK I
Ethnographies of Work I introduces students to sociological and anthropological perspectives on work as they investigate a range of careers. The course approaches work as a cultural system invested with meanings, norms, values, customs, behavioral expectations, and social hierarchies. Students pose key questions through the lens of ethnography in order to investigate workplaces, occupations, and career pathways in an urban context. Guided by the ethnographer’s assumption that there’s “always more than meets the eye,” students are encouraged to uncover myths and stereotypes about the work world and gain appreciation of how and why work matters to individuals in a range of occupations. Students explore dimensions of work life in the context of contemporary dynamics of disruption, uncertainty, innovation, and diversity, and draw connections between the self and work through readings, films, interviews, and fieldwork. The centerpiece of the course is for students to compose and present ethnographic accounts of workplace relations and vocational pathways as they contemplate their own career journeys.

ETHNOGRAPHIES OF WORK II
Ethnographies of Work II is the second course of a two-course sequence that uses social science concepts, perspectives, and methods to increase student understanding of the work world and the processes and contexts that link the self and work. The focus for the second semester is to conduct an ethnographic investigation on an occupation of interest to the student. Students will conduct fieldwork at a work site; they will use observation, interviewing, and artifact analysis as methods to learn to identify and reflect on personal, cultural, social, structural, and economic aspects of the work experience. Students will also research quantitative data on occupations and employment trends to better understand the depth of particular careers. Throughout the semester, students will add more in-depth ethnographic writings to their body of ethnographic works and continue to reflect on their own journey toward deciding a career path.

STATISTICS
This course will provide students with an in-depth understanding of the fundamental concepts and computational methods of statistics. These concepts will be developed through the question of how to estimate an unknown quantity using sample data. Students will learn to incorporate the foundational concepts of mathematics with statistical analysis to describe and solve real-life problems and questions. Students will be taught to use estimation as well as to be precise and accurate. The course will also focus on teaching math study skills so students may assess and enhance their learning, their processes and their results. Students will use statistical software, graphing calculators, Microsoft Excel, MyMathLab and MyStatsLab to carry out a semester-long project involving data description and analysis. Students will work collaboratively and write using appropriate mathematical and non-mathematical language in order to successfully complete their project.

COMPOSITION I
Composition I is a course in critical thinking, reading and writing. It will provide a thorough introduction to the writing process and academic discourse: generating ideas, developing a thesis, supporting a thesis with evidence, and revising and editing. Students will be introduced to a variety of research resources, including the NYPL and CUNY library systems and learn basic research techniques. Because good writing starts with good reading, attention will be paid to critical reading strategies. The reading and writing assignments in Composition I will be coordinated with the City Seminar II theme.

COMPOSITION II
The purpose of this course is to enhance students’ abilities to write in different genres, with an emphasis on developing a project involving research. With readings and writing assignments drawn from a range of disciplines, the course will prepare students for professional writing in scientific, technical, business, humanities or public service fields. Throughout the semester, students will practice skills such as gathering information through library research, analyzing and evaluating outside sources, integrating others’ ideas into their own writing, creating evidence-based arguments, and seeking and receiving feedback on work in progress. The course will also further develop elements
of the writing process: generating ideas, developing a thesis, supporting a thesis with evidence, and revising and editing. Staged research and writing activities will give students opportunities to develop strategies for writing in the disciplines. In close consultation with the instructor, students will develop, investigate, draft and refine a practical research project on a topic of relevance to their major. The semester will conclude with public presentations of student projects.

**INTRODUCTION TO BIOLOGY: LIFE IN NEW YORK CITY**
This introductory course will provide students with an understanding of the variety of life forms in New York City. Students will explore the relationships between diverse organisms and their impact on life in New York City. This all laboratory class will provide field observation and data collection experiences that include research practices focusing on observing, describing and analyzing various kinds of living organisms.

**INTRODUCTION TO CHEMISTRY**
Introduction to Chemistry is a course designed for non-science majors. The course presents the basics of the science of chemistry in a contextualized manner in order to give students the opportunity to understand scientific concepts and applications beyond a disciplinary framework. Topics will be connected to real-world events, phenomena, and technologies in order to illustrate and underscore chemistry’s relevance to our everyday lives, our health, our public policies, and our future. Texts and films will be used to strengthen understanding of course content and encourage student engagement. Laboratory work is integral to this course and experiments will reinforce concepts learned during lecture presentations while also introducing safety protocols and basic methods and practices that are important to scientific research.

**THE ARTS IN NEW YORK CITY**
The Arts in New York City introduces students to a range of artistic forms, venues, media, and movements in the arts mecca that is New York City. In this semester long course, students will be exposed to visual and performance arts as well as public, private, and community-based arts institutions. They will explore a broad range of art forms through texts, images, and experiential components (visits to museums, art walks, film screenings). Students will be introduced to and develop visual literacy skills by closely and carefully examining works of art, discussing their observations, and supporting their views using evidence from the art works. Students will develop the critical visual literacy skills needed to discuss meaning and interpretation, audience, source, access, and the impact of works of art on the individual. Course assignments include interpretation, analysis, and synthesis of creative work of many forms.

**PROGRAMS OF STUDY**

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<th>Program Name</th>
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<th>HEGIS Code</th>
<th>Degree Awarded</th>
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Business Administration

The Associate in Arts degree in Business Administration combines the study of liberal arts and sciences with exposure to basic business disciplines and issues. It is designed to encourage critical thinking in a business environment, problem-solving, effective writing and speaking, quantitative and technological competency, and the ability to respond ethically in business situations. Students become familiar with the basic analytical tools of business and have opportunities to use the techniques involved in analyzing and evaluating business problems and finding effective solutions. Graduation from the Business Administration program prepares students for transfer to baccalaureate degree business program or employment in retail, entrepreneurship, and administrative support.

Requirements

General Requirements, 30 credits

- BIOL 122 Introduction to Biology: Life in New York City (3 credits)
- CHEM 110 Introduction to Chemistry (3 credits)
- ENGL 103: Composition I (3 credits)
- ENGL 203: Composition II (3 credits)
- LASC 101: City Seminar I (3 credits)
- LASC 102: City Seminar II (3 credits)
- LASC 200: The Arts in New York City (3 credits)
- MATH 103: Statistics (3 credits)
- SOSC 111: Ethnographies of Work I (3 credits)
- SOSC 113: Ethnographies of Work II (3 credits)

Business Administration Program Requirements, 30 credits

- ACCT 121: Principles of Accounting I (3 credits)
- ACCT 201: Principles of Accounting II (3 credits)
- BUSI 102: Introduction to Business (3 credits)
- BUSI 201: Business Law and Ethics (3 credits)
- ECON 201: Macroeconomics (3 credits)
- ECON 203: Microeconomics (3 credits)
- ECON 204: Contemporary Economic Issues (3 credits)
- INFT 203: Introduction to Management Information Systems (3 credits)
- MATH 120: College Algebra and Trigonometry or MATH 201: Precalculus or LAS elective (3 credits)

Electives, 3 or 4 credits

Depending on proficiency in mathematics, students may take one elective from among:
- GOVT 201: Urban Politics: New York City Government (3 credits)
- GOVT 202: American Government & Politics (3 credits)
- MATH 210: Calculus (4 credits)

Articulations with senior colleges:
Brooklyn College, Department of Finance and Business Management, B.B.A. in Business Administration
Sample Schedule for Business Administration

FIRST YEAR
Fall I (September-December)
• City Seminar I
• Ethnographies of Work I
• Statistics
Fall II (January-February)
• The Arts in New York City
Spring I (February-June)
• City Seminar II
• Ethnographies of Work II
• Composition I
• College Algebra and Trigonometry or Precalculus
Spring II (June-July)
• Introduction to Management Information Systems

SECOND YEAR
Fall I (September-December)
• Introduction to Biology: Life in NYC
• Precalculus or Calculus or LAS Elective*
• Microeconomics
• Composition II
• Introduction to Business
Fall II (January-February)
• Principles of Accounting I
Spring I (February-June)
• Macroeconomics
• Principles of Accounting II
• Introduction to Chemistry
• Business Law and Ethics
Spring II (June-July)
• Contemporary Economic Issues
*LAS Electives (choose one):
• Urban Politics: New York City Government
• American Government & Politics
Human Services

The Human Services major provides an overview of the field and its historical context through exploration of issues and dynamics within the social services and the healthcare delivery systems. The program gives students a solid foundation in the principles and theories of the field and helps them build competencies in interventions, strategies, technologies, and resources for the delivery of human services. Combining academic courses and work-based learning experiences, the program helps students understand the challenges faced by clients and the organizations with which they will work and gives them a sense of the policies and programs that govern the distribution of healthcare and social services. Students learn to create innovative solutions for problems that interfere with providing adequate health and social services in their communities. Graduates will be prepared for transfer to a baccalaureate program in Human Services, Social Work, Community Health, Public Health and the various social sciences such as psychology, sociology, or anthropology. They will also have the skills needed to obtain entry-level positions in agencies and institutions which provide social, community, educational, and health services.

Requirements

**General Requirements, 31 credits**

- CHEM 110 Introduction to Chemistry (3 credits)
- ENGL 103: Composition I (3 credits)
- ENGL 203: Composition II (3 credits)
- LAS 101: City Seminar I (3 credits)
- LASC 102: City Seminar II (3 credits)
- LASC 200: The Arts in New York City (3 credits)
- MATH 103: Statistics (3 credits)
- SOSC 111: Ethnographies of Work I (3 credits)
- SOSC 113: Ethnographies of Work II (3 credits)
- BIOL 212 Human Biology (4 credits)

**Human Services Program Requirements, 29 credits**

- GOVT 202: American Government & Politics (3 credits)
- GOVT 213: Health and Human Services Policy (3 credits)
- HSVC 103: Introduction to Human Services (3 credits)
- HSVC 113: Methods of Intervention for the Human Services (2 credits)
- HSVC 201, HSVC 203: Fieldwork & Integrative Seminars I & II (2 semesters, 6 credits total)
- HSVC 204: Special Topics in Fields of Practice or elective (3 credits)
- SOCI 102: Introduction to Sociology (3 credits)
- SOCI 231: Introduction to Urban Community Health or HSVC 204: Special Topics in Fields of Practice or elective (3 credits)
- UBST 201: Urban Anthropology: Poverty & Affluence (3 credits)

**Electives, 3 credits**

Students must take one elective from among:

- HSVC 223: Introduction to Disability Studies (3 credits)
- INFT 203: Introduction to Management Information Systems (3 credits)
- SOCI 201: Crime & Justice in Urban Society (3 credits)
SOCI 214: Social Determinants of Health (3 credits)
SOCI 203: Community Organizing (3 credits)

**Articulations with senior colleges:**
Lehman College, Social Work Department, B.A. in Social Work

**Sample Schedule for Human Services**

**FIRST YEAR**

**Fall I (September-December)**
- City Seminar I
- Ethnographies of Work I
- Statistics

**Fall II (January-February)**
- The Arts in New York City
- Introduction to Urban Community Health

**Spring I (February-June)**
- City Seminar II
- Ethnographies of Work II
- Composition I
- Human Biology

**Spring II (June-July)**
- Introduction to Sociology

**SECOND YEAR**

**Fall I (September-December)**
- Methods of Intervention
- Composition II
- Fieldwork & Integrative Seminar I
- Introduction to Human Services

**Fall II (January-February)**
- American Government and Politics
- Special Topics in Fields of Practice or Elective*

**Spring I (February-June)**
- Urban Anthropology: Poverty & Affluence
- Health & Human Services Policy
- Fieldwork & Integrative Seminar II
- Elective*

**Electives (choose one):**
- Social Determinants of Health
- Introduction to Management Information Systems
- Community Organizing
- Introduction to Disability Studies
- Crime & Justice in Urban Society
Information Technology

The program in Information Technology introduces students to the knowledge base and skills necessary to support the computer technology needs of businesses, government, healthcare companies, schools, and other organizations. The program provides in-depth study of fundamental topics in Information Technology, including hardware, software, programming, networking, databases, and web-based systems, as well as opportunities to see how these come together in the context of business environments. Employing a hands-on approach, the program cultivates logical and analytical thinking and engages students in developing skills in written and oral communication, problem-solving, group work, and customer service. As a result of this foundation, students understand both how technology is used by real businesses and how to function effectively in a business environment. Upon graduation, students are prepared for entry-level employment supporting the computing infrastructure of a variety of businesses and organizations.

Requirements

General Requirements, 24 credits
ENGL 103: Composition I (3 credits)
ENGL 203: Composition II (3 credits)
LAS 101: City Seminar I (3 credits)
LASC 102: City Seminar II (3 credits)
LASC 200 The Arts in New York City (3 credits)
MATH 103: Statistics (3 credits)
SOSC 111: Ethnographies of Work I (3 credits)
SOSC 113: Ethnographies of Work II (3 credits)

Information Technology Program Requirements, 27 credits
BIOL 122: Introduction to Biology: Life in New York City (3 credits)
BUSI 102: Introduction to Business (3 credits)
INFT 102: Hardware & Software (3 credits)
INFT 202: Database Management & Design (3 credits)
INFT 201: Networking & Data Communications (3 credits)
INFT 203: Introduction to Management Information Systems (3 credits)
INFT 211: Programming I (3 credits)
INFT 221: Web Technologies & Multimedia (3 credits)
INFT 233: Systems Analysis & Design (3 credits)
MATH 120: College Algebra or elective (3 credits)

Electives, 9 credits
Depending on proficiency in mathematics, students must take three (3) 3-credit electives from among:
BIOL 122 Introduction to Biology: Life in New York City (3 credits)
BUSI 204: Fundamentals of Project Management: (3 credits)
INFT 213: Special Topics in Information Technology (3 credits)
INFT 223: Programming II (3 credits)
INFT 204: Internship in Information Technology (3 credit)
INFT 244: Information Technology Independent Project (3 credit)
MATH 201: Precalculus (3 credits)
Articulations with senior colleges:
New York City College of Technology, Department of Computer Systems Technology, B.T. in Computer Systems

Sample Schedule for Information Technology

FIRST YEAR
Fall I (September-December)
- City Seminar I
- Ethnographies of Work I
- Statistics

Fall II (January-February)
- The Arts in New York City

Spring I (February-June)
- City Seminar II
- Ethnographies of Work II
- Composition I
- College Algebra or Elective*

Spring II (June-July)
- Elective*

SECOND YEAR
Fall I (September-December)
- Programming I
- Hardware & Software
- Web Technologies & Multimedia
- Introduction to Business

Fall II (January-February)
- Database Management & Design

Spring I (February-June)
- Networking & Data Communications
- Introduction to Management Information Systems
- Composition II
- Systems Analysis & Design
- Elective*

Spring II (June-July)
- Elective*

Electives (choose four):
- Precalculus
- Introduction to Biology: Life in NYC
- Programming II
- Fundamentals of Project Management
- Special Topics
• Internship in Information Technology
• Information Technology Independent Project

**Liberal Arts and Sciences**

The A.A. degree in Liberal Arts and Sciences connects the methods of inquiry and bodies of knowledge within the humanities and social sciences to students’ lived experience in New York City. Students evaluate the similarities and differences in the questions that frame the social sciences and humanities and the ways in which disciplines in both domains address these questions. Students are introduced to the fundamental assumptions and theories of the social sciences and humanities through investigations of complex social issues drawn from urban life and the world of work. Grounding in disciplinary ways of knowing, the program helps students develop competencies applicable to further study and careers, notably: critical thinking, analysis and evaluation, oral and written communication, and quantitative reasoning. Elective internships provide opportunities to apply new knowledge and skills and to reflect on those work experiences. Graduates are prepared for transfer to a baccalaureate program in a variety of social sciences and humanities disciplines as well as employment in retail, sales, hospitality, and a wide range of administrative support positions.

**Requirements**

**General Requirements, 30 credits**
BIOL 122 Introduction to Biology: Life in New York City (3 credits)
CHEM 110 Introduction to Chemistry (3 credits)
ENGL 103: Composition I (3 credits)
ENGL 203: Composition II (3 credits)
LASC 101: City Seminar I (3 credits)
LASC 102: City Seminar II (3 credits)
LASC 200: The Arts in New York City (3 credits)
MATH 103: Statistics (3 credits)
SOSC 111: Ethnographies of Work I (3 credits)
SOSC 113: Ethnographies of Work II (3 credits)

**Liberal Arts Program Requirements, 27 credits**
ECON 223: Economics of Social Issues (3 credits)
ENGL 213: 20th Century American Literature: Ethnicity & Immigration (3 credits)
LASC 103: Foundations in the Humanities (3 credits)
LASC 201: Environmental Ethics (3 credits)
LASC 254: Capstone Seminar in the Liberal Arts & Sciences (3 credits)
PSYC 201: Psychology: Social and Behavioral Studies or GOVT 202: American Government and Politics or SOCI 102: Introduction to Sociology (3 credits)
SOSC 110: Foundations in the Social Sciences (3 credits)
HIST 201: Who Built New York? New York City History (3 credits)
UBST 201: Urban Anthropology: Poverty and Affluence (3 credits)

**Electives, 3 credits**
Students must take one elective from among:
LASC 243: Internship Seminar (3 credits)
MATH 150: The Real Basics of Mathematics (3 credits)
ENGL 211: Cities in Film and Literature (3 credits)

Articulations with senior colleges:
CUNY School of Professional Studies, B.A. in Communication and Culture
John Jay College of Criminal Justice, Department of Political Science, B.A. in Political Science

Sample Schedule for Liberal Arts and Sciences

FIRST YEAR
Fall I (September-December)
• City Seminar I
• Ethnographies of Work I
• Statistics
Fall II (January-February)
• The Arts in New York City
• Introduction to Biology: Life in NYC or Introduction to Chemistry
Spring I (February-June)
• City Seminar II
• Ethnographies of Work II
• Composition I
• Environmental Ethics
Spring II (June-July)
• Foundations in the Social Sciences

SECOND YEAR
Fall I (September-December)
• Foundations in the Humanities
• Who Built New York? New York City History
• Composition II
• Introduction to Chemistry or Introduction to Biology: Life in NYC
Fall II (January-February)
• Psychology: Social and Behavioral Studies or American Government and Politics or Introduction to Sociology
Spring I (February-June)
• Urban Anthropology: Poverty and Affluence
• The Economics of Social Issues
• 20th Century American Literature: Ethnicity & Immigration
• Capstone Seminar in the Liberal Arts & Sciences or Elective*
Spring II (June-July)
• Capstone Seminar in the Liberal Arts & Sciences or Elective*

Electives (choose one):
• Cities in Film & Literature
• Internship Seminar
Urban Studies

The A.A. in Urban Studies is a variation on the traditional liberal arts degree. It provides a rigorous liberal arts education and an introduction to the research tools used by a variety of social science disciplines. Through the program, students develop a deeper understanding of New York City and the broader issues and concerns of urban centers in general, including structures and systems, political and policy development processes, government and services, and problems and potential solutions. Students in Urban Studies use the tools of disciplines such as sociology, anthropology, economics, political and other social sciences to analyze urban issues and problems and to propose solutions to sustain a thriving New York City. The interdisciplinary curriculum encourages students to appreciate their relationship to the unique place where they live and work and prepares them to be active citizens in their communities. Graduates are prepared to transfer to baccalaureate programs in Urban Studies or in a range of liberal arts programs. They may also pursue employment in retail, sales, administrative support, or visitor services positions in cultural organizations.

Requirements

General Requirements, 30 credits
- BIOL 122 Introduction to Biology: Life in New York City (3 credits)
- CHEM 110 Introduction to Chemistry (3 credits)
- ENGL 103: Composition I (3 credits)
- ENGL 203: Composition II (3 credits)
- LASC 101: City Seminar I (3 credits)
- LASC 102: City Seminar II (3 credits)
- LASC 200: The Arts in New York City (3 credits)
- MATH 103: Statistics (3 credits)
- SOSC 111: Ethnographies of Work I (3 credits)
- SOSC 113: Ethnographies of Work II (3 credits)

Urban Studies Program Requirements, 27 credits
- GOVT 203 Introduction to Urban Planning & Policy (3 credits)
- GOVT 201 Urban Politics: New York City Government (3 credits)
- HIST 221 History of Urban Life (3 credits)
- SOCI 102 Introduction to Sociology (3 credits)
- SOCI 201 Crime & Justice in Urban Society or ANTH 227: Sexuality and gender in Urban Life (3 credits)
- UBST 102 Introduction to Urban Studies (3 credits)
- UBST 203 Race, Ethnicity & Community Development (3 credits)
- UBST 225: Global Urbanisms (3 credits)
- UBST 253: Capstone Urban Research Seminar (3 credits)

Electives, 3 credits:
- Students must take one elective from among:
- ECON 201: Macroeconomics (3 credits)
- ECON 203: Microeconomics (3 credits)
- ENGL 211: Cities in Film & Literature (3 credits)
MATH 120: College Algebra & Trigonometry (3 credits)
MATH 201: Precalculus (3 credits)
SOCI 203: Community Organizing (3 credits)
UBST 204: Special Topics in Urban Studies (3 credits)

**Articulations with senior colleges:**
Brooklyn College, Department of Sociology, B.A. in Sociology
CUNY School of Professional Studies, Department of Urban Studies, B.A. in Urban and Community Studies
Hunter College, Department of Urban Affairs and Planning, B.A. in Urban Studies

**Sample Schedule for Urban Studies**

**FIRST YEAR**

**Fall I (September-December)**
- City Seminar I
- Ethnographies of Work I
- Statistics

**Fall II (January-February)**
- The Arts in New York City
- Introduction to Biology: Life in NYC or Introduction to Chemistry

**Spring I (February-June)**
- City Seminar II
- Ethnographies of Work II
- Composition I
- Introduction to Urban Studies

**Spring II (June-July)**
- Introduction to Chemistry or Introduction to Biology: Life in NYC

**SECOND YEAR**

**Fall I (September-December)**
- Introduction to Urban Planning & Policy
- Introduction to Sociology
- Composition II
- Crime & Justice in Urban Society or Sexuality and Gender in Urban Life

**Fall II (January-February)**
- Urban Politics: New York City Government

**Spring I (February-June)**
- Race, Ethnicity & Community Development
- Global Urbanisms
- History of Urban Life
- Urban Research Seminar
Spring II (June-July)
• Elective*

Electives (choose one):
• Cities in Film & Literature
• College Algebra & Trigonometry
• Precalculus
• Microeconomics
• Macroeconomics
• Community Organizing
• Special Topics in Urban Studies
INFORMATION COMMONS/LIBRARY

Stella and Charles Guttman Community College library—the Information Commons (IC) – is located in the main area of the first floor with a view of Bryant Park. The IC embodies the spirit of Guttman Community College and is the major learning resource.

The Information Commons is a warm, comfortable physical space where students gather for the purpose of research and collaboration. The Library staff is available during all scheduled hours to assist in making full use of the Information Commons resources. Individual assistance can provide advice on resources and search strategies. It is also a virtual space that is open 24/7 and can be accessed at:
http://guttman.cuny.edu/library

You are able to access your account online. This allows you to review items checked out, determine return dates, and renew or request items conveniently from your home or wherever. Remote access is available for our online databases if you are a valid Guttman Information Commons cardholder. Use the library number on the back of your student ID to login if you are not on campus.

If you are looking for a book (or an ebook), search the CUNY online library catalog http://apps.appl.cuny.edu:83/F

The Circulation Desk is where you get a library card, check out materials, review or request items, pay fines and ask questions about your account. In order to check out books, you need to have a sticker on your ID stating that you are a current student. Students may check out up to 10 items for three weeks. Some items are limited to 1 hour or 1 day checkout.
COURSE DESCRIPTIONS

ACCT 121   Principles of Accounting I
(Credits: 3, Hours: 4)

The course is the first in a two-part sequence that introduces financial accounting from a user's perspective. It introduces financial statements prepared in accordance with Generally Accepted Accounting Principles based on the US Financial Accounting Standards Board’s rules. Students will learn about the mechanics and meaning of different forms of accounting and accounting issues related to accruals and assets. They will also study the performance of major New York-based for-profit businesses and not-for-profit organizations as revealed in their financial statements.

Prerequisites: MATH 120: College Algebra & Trigonometry or MATH 201: Precalculus

ACCT 201 Introduction to Managerial Accounting
(Credits: 3, Hours: 3)

This course emphasizes accounting from the user’s perspective. It introduces financial statements which students learn how to analyze. Next, the course introduces managerial accounting which prepares managers to make effective decisions about running a business. Topics include cost-volume-profit analysis, budgetary planning and control, incremental analysis and capital budgeting. The course ends with a discussion of environmental or “green” accounting which examines the contribution of natural resources to economic well-being and the costs of using or despoiling those resources.

Pre/Corequisites: None

ACCT 223  Principles of Accounting II
(Credits: 3, Hours: 4)

This is the second course in a two-part sequence. Building on Principles of Accounting I, it further develops issues related to accounting for assets and liabilities. Students learn the accounting meaning of equity and its significance to a business. They add to their knowledge of financial statements by learning how to analyze and interpret the information contained therein.

Prerequisites: ACCT 121: Principles of Accounting I

ANTH 227 Sexuality and Gender in Urban Life
(Credits: 3, Hours: 3)

This course examines the social construction of gender and sexuality throughout the history and across cultures as a part of the urban experience. From the historical shifts in the organization of marriage and reproduction, social mores about homosexuality and gender variance, and cross-cultural narratives of sex taboos and allowances, we examine theories and examples to understand gender and sexuality as central aspects of the urban experience. Our coursework will blend historical analysis, current events, and guest speakers on topics such as the history of the gay and lesbian experience in New York City, the current and policing of domestic violence, gender roles and parenting, and the movement for transgender rights, and public health and HIV/AIDS.

Pre/Corequisites: None

BIOL 122 Introduction to Biology: Life in New York City
(Credits: 3, Hours: 3)

Satisfies the CUNY Pathways requirement in Life and Physical Sciences

This introductory course will provide students with an understanding of the variety of life forms in New York City. Students will explore the relationships between diverse organisms and their impact on life in New York City. This all laboratory class will provide field observation and data collection experiences that include research practices focusing on observing, describing and analyzing various kinds of living organisms.

Pre/Corequisites: None
BIOL 211  Biology I  
(Credits: 4, Hours: 6)  
The course will introduce students to a basic description of living organisms, how they are classified and how they evolved and continue to evolve over time. Students will also learn the characteristics of the major taxonomic groups, with particular attention to plants and animals and their interactions with the physical environment. In the laboratory component, students will gain hands-on experience on how to identify and observe different forms of life using modern biological techniques.  
Pre/Corequisites: None

BIOL 212  Human Biology  
(Credits: 4, Hours: 6)  
Satisfies the CUNY Pathways requirement in Life and Physical Sciences  
This course will introduce students to biological concepts focusing on the structures of the human body and their functions. Specifically, students will learn about human tissues, organs and organ systems. The course has a lab component.  
Pre/Corequisites: None

BIOL 213  Human Anatomy & Physiology I  
(Credits: 4, Hours: 4)  
This course provides the student with a foundation of the study of the human anatomy and physiology. The course will start with an overview of the organization of the human body and the terminology that is used to describe the location of the body parts. This is followed by the basic chemical concepts that are essential to the understanding of physiological processes. The characteristics and functions of cells, tissues and membranes will be described. The anatomical and functional divisions of organ systems will be described and explained including: skin and integumentary system, musculoskeletal system, nervous system, sensory system, endocrine system, and cardiovascular system.  
Pre/Corequisites: None

BIOL 221  Biology II  
(Credits: 4, Hours: 6)  
The course will introduce students to topics in cellular and molecular biology. Students will learn about the structure and function of the life-essential macromolecules, the structure and physiology of prokaryotic and eukaryotic cells, with a focus on the mechanisms of DNA replication, transcription and translation. Genetics will be explored, including the relationship between DNA sequences and the way organisms look and function. The course has a laboratory component.  
Prerequisites: BIOL 211: Biology I

BIOL 222  Pathophysiology  
(Credits: 3, Hours: 3)  
This course will provide the basics to understanding the study of disease processes. The etiology and pathogenesis of diseases will be described in the course with the application of diagnostic procedures and patient care. The pathology and underlying principles of the following human systems will be presented: inflammation, diseases of the immune system, neoplasia, genetic and developmental diseases, fluid and hemodynamic disorders, cardiovascular pathology, respiratory and gastrointestinal pathology, renal and endocrine pathology, skeletal, male and female reproductive pathology, endocrine systems, the skin, bones and joints, muscles and the nervous system.  
Prerequisites: BIOL 213: Human Anatomy & Physiology I; BIOL 223: Human Anatomy & Physiology II

BIOL 223  Human Anatomy & Physiology II  
(Credits: 4, Hours: 4)  
This is the second course in human anatomy and physiology. The course will start with the structure and function of the lymphatic system and immunity. This is followed by the cardiovascular system including the anatomy of the heart and the physiology of blood circulation. Additional human organ systems covered in this course are: the respiratory system, the urinary system, the reproductive system. The course will also introduce the concepts of human genetics.  
Prerequisites: BIOL 213: Human Anatomy & Physiology I
BUSI 102  Introduction to Business  
(Credits: 3, Hours: 3)
This course offers a broad survey of business within the U.S. economic framework. It explores interrelationships between business, government and labor; elements of business organization; the functions of management, marketing, finance, production, globalization, and the role of business organizations in contemporary society in a socially responsible way. The course uses different types of businesses that are represented in New York City to illustrate the concepts taught in the classroom. Throughout the semester students will research one publicly traded company; part of the grade will be based on a portfolio that profiles that company and correlates to the relevant topics discussed in class. 
Prerequisites: MATH 103 or MATH 103B: Statistics

BUSI 154  Business Communications  
(Credits: 3, Hours: 3)
This course analyzes elements in the communication process in a professional setting and introduces students to business letters, reports, and memoranda, as well as the use of technology in the presentation and communication process. It strengthens students’ ability to express themselves in these forms as well as verbally in meetings and other business situations. Students practice collecting, analyzing and presenting data, developing visuals and planning and organizing information. Discussions include interpersonal communication, effective listening, working in teams and communicating for a diverse audience.
Prerequisites: BUSI 102: Introduction to Business

BUSI 201  Business Law & Ethics  
(Credits: 3, Hours: 3)
This course provides students with an understanding of the nature of law and its role in business. Given the importance of New York City both as a global financial center and the home of some of the country's major law firms, the course also introduces the interrelationships between law, regulations and business practices in the City. It examines what businesses can do legally to be profitable and what they should do ethically to make the City a better place for all its residents.
Prerequisites: BUSI 102: Introduction to Business

BUSI 202  Fundamentals of Management  
(Credits: 3, Hours: 3)
Management is a basic function in all organizations. It involves planning for the future, organizing people to accomplish the goals of the organization, motivating and leading people to work productively, and controlling and evaluating people. This course will help students understand management processes and concepts and develop awareness of the function of the manager in an organization. Topics to be discussed include: social and ethical responsibilities of businesses; decision-making and creative problem solving; group dynamics and teamwork; conflict and negotiation; strategic planning; and, making change. We will also examine the impact of changing social, technical, legal and economic forces on management.
Prerequisites: BUSI 102: Introduction to Business

BUSI 203  Analyzing Business Sustainability  
(Credits: 3, Hours: 3)
How does an organization plan for sustainability? This practice-based course will examine energy and sustainability approaches, strategies, and initiatives in organizations. The first half of the course will examine case studies through selected readings, while the second half will focus on one organization. The student will be required to apply and integrate knowledge and skills learned in class to a real world business problem concerning sustainability and energy management in a capstone project. Multiple dimensions of sustainability will be emphasized as well methods for evaluating sustainability initiatives and policies, strategies for making a business case for sustainable practices, and approaches for preparing programmatic plans by which an organization could achieve sustainability.
Prerequisites: ENMG 102: Energy Technology & Sustainability; ECON 213: Energy Economics
BUSI 204  Fundamentals of Project Management  
(Credits: 3, Hours: 3)  
Projects are often defined by their scope, timeline and dedicated resources; planning, organizing and delivering a project within these constraints requires specific skills. This course will emphasize elements of project planning and control, with attention to such areas as setting objectives, budgeting, sequences and schedules, project documents, quality assurance. A software application will be used for a class project to demonstrate fundamental practices in the field.  
Pre/Corequisites: None

BUSI 205  Principles of Marketing  
(Credits: 3, Hours: 3)  
Marketing is a key component of business strategy; it is the process by which companies create value for customers in products or services. This course will examine the marketing environment, social responsibility and ethics in marketing, market research, target markets, consumer and business buying behavior, product considerations, the marketing of services, and personal selling. We will explore the new subject of “green Marketing” - issues, problems and opportunities created by the growing focus on sustainability - as well as how marketing impacts the natural environment. Material from the text will be supplemented by readings from newspapers, magazines, and websites.  
Prerequisites: BUSI 102: Introduction to Business

CHEM 110  Introduction to Chemistry  
(Credits: 3, Hours: 3)  
Satisfies the CUNY Pathways requirement in Scientific World  
Introduction to Chemistry is a course designed for non-science majors. The course presents the basics of the science of chemistry in a contextualized manner in order to give students the opportunity to understand scientific concepts and applications beyond a disciplinary framework. Topics will be connected to real-world events, phenomena, and technologies in order to illustrate and underscore chemistry's relevance to our everyday lives, our health, our public policies, and our future. Texts and films will be used to strengthen understanding of course content and encourage student engagement. Laboratory work is integral to this course and experiments will reinforce concepts learned during lecture presentations while also introducing safety protocols and basic methods and practices that are important to scientific research.  
Pre/Corequisites: None

CHEM 211  General Chemistry I  
(Credits: 4, Hours: 8)  
An in-depth introduction to chemistry for science and engineering students including stoichiometry calculations, atomic and molecular structure, chemical bonding, and gases. Weekly labs will reinforce and coordinate with the topics of the class.  
Prerequisites: MATH 120: College Algebra & Trigonometry

CHEM 221  General Chemistry II  
(Credits: 4, Hours: 8)  
An in-depth introduction to chemical equilibrium, aqueous solution chemistry, thermodynamics, electrochemistry, and kinetics. This course focuses on developing the fundamental principles of thermodynamics and chemical equilibria and the applications of these principles to aqueous solution chemistry.  
Prerequisites: MATH 201: Precalculus; CHEM 211: General Chemistry I
ECON 201  Macroeconomics  
(Credit: 3, Hours: 3)  
This course will introduce students to the overall workings of a national economy. It will apply macroeconomic theory and principles to current economic issues at the national and international levels and examine their relationship to the economy of New York City, a center of international business. The course will cover a broad range of topics including money and the monetary system, income and expenditure, the role of fiscal and monetary policies in stabilizing the economy, the relationship between inflation and unemployment, and the role of government policy in promoting long-term economic growth. Students will be introduced to the methods economists use in economic analysis and research.  
Prerequisites: MATH 103/103B: Statistics; MATH 120: College Algebra & Trigonometry or MATH 201: Precalculus

ECON 203  Microeconomics  
(Credits: 3, Hours: 3)  
This course teaches the fundamental parts of an economy and the factors that affect individual economic choices. Topics include consumer theory, producer theory, behavior of firms, market equilibrium, competition, and the role of the government in the economy. Students will be introduced to methods economists use in economic analysis and research. Throughout the course students will be encouraged to relate issues in economics to their own lives and the operations of businesses of different sizes and structures in New York City.  
Prerequisites: ECON 201: Macroeconomics

ECON 204  Contemporary Economic Issues  
(Credits: 3, Hours: 3)  
This course focuses on applying critical thinking skills to important economic issues. We will analyze issues from a cross section of society, attempting to fully understand the underlying causes. Case studies will be supplied by the instructor; specific issues will be drawn from articles in newspapers and periodicals. Discussion will include the repercussions from these issues, as well as the development of possible solutions. There will be a focus on how the issues studied relate to the economy and business environment of New York City.  
This is a capstone course to be offered in the second year, second semester.  
Pre/Corequisites: None

ECON 213  Energy Economics  
(Credits: 3, Hours: 3)  
This course will provide an overview of the economics of energy resources. Topics will include supply and demand, the environmental consequences of energy use, energy market regulation, and the costs of renewable energy. Global markets, resource development, utility regulation and de-regulation, and price mechanisms will also be considered. The course emphasizes how the regulated and de-regulated electricity industry functions and provides historical, technical and organizational perspectives on energy business trends and emerging opportunities for work in the industry. Guest speakers from local industry will attend several class sessions.  
Prerequisites: ENMG 102: Energy Technology & Sustainability; BUSI 102: Introduction to Business; BUSI 202: Fundamentals of Management; BUSI 205 Principles of Marketing

ECON 223  Economics of Social Issues  
(Credits: 3, Hours: 3)  
This introductory economics course illustrates the use of economics in understanding contemporary social issues, such as education, healthcare, immigration, Americans' expanding waistlines or income inequality, with data from New York City. Basic economic concepts such as demand and supply, pricing and distribution, markets, consumer behavior, and the role of government in market activity will be used to analyze the selected issues.  
Pre/Corequisites: None
ENGL 103 Composition I  
(Credits: 3, Hours: 3)  
Satisfies 3 of 6 credits of the CUNY Pathways requirement in English Composition  
Composition I is a course in critical thinking, reading and writing. It will provide a thorough introduction to the writing process and academic discourse: generating ideas, developing a thesis, supporting a thesis with evidence, and revising and editing. Students will be introduced to a variety of research resources, including the NYPL and CUNY library systems and learn basic research techniques. Because good writing starts with good reading, attention will be paid to critical reading strategies. The reading and writing assignments in Composition I will be coordinated with the City Seminar II theme.  
Pre/Corequisites: None

ENGL 203 Composition II  
(Credits: 3, Hours: 3)  
Satisfies 3 of 6 credits of the CUNY Pathways requirement in English Composition  
The purpose of this course is to enhance students’ abilities to write in different genres, with an emphasis on developing a project involving research. With readings and writing assignments drawn from a range of disciplines, the course will prepare students for professional writing in scientific, technical, business, humanities or public service fields. Throughout the semester, students will practice skills such as gathering information through library research, analyzing and evaluating outside sources, integrating others’ ideas into their own writing, creating evidence-based arguments, and seeking and receiving feedback on work in progress. The course will also further develop elements of the writing process: generating ideas, developing a thesis, supporting a thesis with evidence, and revising and editing. Staged research and writing activities will give students opportunities to develop strategies for writing in the disciplines. In close consultation with the instructor, students will develop, investigate, draft and refine a practical research project on a topic of relevance to their major. The semester will conclude with public presentations of student projects.  
Pre/Corequisites: None

ENGL 211 Cities in Film and Literature  
(Credits: 3, Hours: 3)  
Through film and literature we will be able to travel around the world ¿visiting¿ cities throughout time, as interpreted and portrayed by various artists, authors, and directors. By paying particular attention to the intersection of films, literature and cities, this course explores the construction of urban spaces and how they are depicted in film and literature. Through an array of primary and secondary sources, students will be exposed to the dark city and film noir, the city of love (Paris), the city in ruins and the divided city (Berlin, Belfast, Beirut), utopias and dystopias (fantastic and virtual cities), ghettos and barrios, the city as ¿queer playground¿ the global city and cities in globalization. By comparing myriad writings and films about city life and culture, students will also explore the ways in which urban spaces reflect the social realities of race, class, age, gender, and ethnicity and how power relations are organized by these social differences which, in turn, produce urban patterns and processes.  
Pre/Corequisites: None

ENGL 213 20th Century American Literature: Ethnicity & Immigration  
(Credits: 3, Hours: 3)  
This course will explore the ways in which ethnicity, migration, and immigration are represented in American literature over the past century with special attention to New York City. Students’ understanding of the aesthetics of literature will be developed by introducing them to new approaches to reading, i.e., socio-historical, feminist, and psychological. Topics include literary conceptions of national belonging, ethnic identity, home and family, immigration, memory, and diaspora.  
Pre/Corequisites: None
ENMG 102  Energy Technology & Sustainability  
(Credits: 3, Hours: 3)  
This course will introduce the basic concepts, resources and principles of energy technology and provide an overview of renewable energy sources including solar, wind power, biomass and biofuels. The class will consider the global and environmental impacts of energy sources and what it means to have a sustainable society. Given that meeting consumer demand for energy is a challenge, particularly in large urban areas like New York City, the class will explore whether a new industrial revolution is necessary to transform energy production and usage to cleaner, more sustainable technologies. In this context we will also look at case studies of urban “greening,” and plans for the City in the coming decades.  
Pre/Corequisites: None

ENMG 201  Sustainable Buildings  
(Credits: 3, Hours: 3)  
This course will focus on the use of energy in the design, development, and construction of residential as well as commercial buildings. It will begin with an overview of New York City buildings and an introduction to Green Buildings standards and will include a thorough exploration of the US Green Building Council’s (USGBC) Leadership in Energy and Environmental Design (LEED) program. Various building systems such as lighting, water, heating and cooling, and ventilation will be considered in the context of principles of energy conservation and renewable energy systems. Students will identify and discuss high-performance green buildings, energy efficiency opportunities and environmental impacts in these areas. The course provides concepts and tools fundamental to understanding energy performance in existing buildings and in the design of new ones, including energy audits--basic energy analysis for buildings--and retrofits.  
Prerequisites: ENMG 102: Energy Technology & Sustainability

EVSC 121  Environmental Science I: Environmental Systems  
(Credits: 4, Hours: 6)  
This course introduces students to environmental concepts and issues from an interdisciplinary approach. Environmental issues and controversies will be explored from a chemical, ecological, biological, sociological, economic, ethical and political point of view. Students will understand and analyze environmental issues, such as the effect of population growth on resource depletion, industrial and municipal pollution (air, water and solid waste), global warming and ozone depletion. In laboratories, students will learn how to use the scientific method to solve environmental problems, become acclimated to the tools and techniques of environmental science, and have hands-on experience relevant to contemporary environmental issues such as renewable energy, water purification and remediation.  
Prerequisites: MATH 103 or MATH 103B: Statistics

EVSC 122  Urban Sustainability  
(Credits: 3, Hours: 3)  
This course explores the question, challenge, and promise of urban sustainability. The course critically examines the concept of sustainability as a science, as a set of technological innovations, and as a process of social, organizational, and political development drawing on cases from the U.S. and Europe. It explores pathways to urban sustainability through scientific and policy debates on ecological modernization; sustainable technology development, international and intergenerational fairness, and democratic governance. Students will gain a greater appreciation of how science and policy can inform the policies, practices and technologies that will shape a more sustainable future.  
Prerequisites: EVSC 121: Environmental Science I

EVSC 211  Environmental Science II: Urban Ecosystem Management  
(Credits: 4, Hours: 5)  
Ecological systems in urban areas are challenged by many anthropogenic factors. Healthy and resilient ecosystems require careful management across social and ecological domains. In this course students will acquire science-based knowledge of urban ecosystem management through an exploration of natural resources in New York City. Laboratories will introduce students to the NYC institutions responsible for ecosystem management, methods for monitoring and evaluation of ecosystems, and the development of management plans.  
Prerequisites: EVSC 121: Environmental Science I
EVSC 221  Environmental Impact Assessment  
(Credits: 4, Hours: 5)  
This course will provide an overview of National Environmental Policy Act and its implementation. The class will consider the planning and management of impact studies to assess environmental conditions ranging from degradation in air and water quality to noise and visual pollution due to anthropogenic and natural causes. Laboratory work involves both computer-based and field-based analyses of environmental impacts.  
Prerequisites: EVSC 121: Environmental Science I; EVSC 211: Environmental Science II; EVSC 122: Urban Sustainability (or permission from instructor)

EVSC 222  Internship in Environmental Science  
(Credits: 3, Hours: 8)  
This internship with an environmental science laboratory or an environmentally-focused partner organization will present students with some of the real-world issues they will encounter as environmental science professionals. It will also offer opportunities to develop their research, analytical and problem-solving skills while providing a meaningful service to the community. Students will work in small groups with partner organizations on a specific project assigned by the organization in consultation with the instructor. Students will provide detailed reports of their internship experience.  
Prerequisites: EVSC 121: Environmental Science I or permission from instructor  
Corequisite: EVSC 253: Special Topics in Environmental Science

EVSC 253  Special Topics in Environmental Science  
(Credits: 1, Hours: 1)  
Leaders in the environmental science field are creating a more sustainable New York City through a variety of efforts including research, remediation, advocacy, and policy initiatives. Special Topics in Environmental Science provides students with the opportunity to learn from local leaders in the field of environmental science through guest speakers' presentations in class; attendance at relevant lectures, environmental events and panel discussions; and review of material produced by environmental leaders and their agencies.  
Prerequisites: EVSC 121: Environmental Science I or permission from instructor

GOVT 201  Urban Politics: New York City Government  
(Credits: 3, Hours: 3)  
This course examines urban politics with a particular focus upon the structure of New York City government. There will be an examination of the responsibilities of elected officials, including the mayor, city council, comptroller, public advocate, borough presidents, and district attorneys. The practice of public administration is evaluated, focusing on the role of city agencies, public authorities, and special bodies, such as community boards and business improvement districts. To examine the interaction between citizens and city government, there is an analysis of how public officials work with individuals, businesses, and groups to develop physical, economic, and social plans for the city.  
Pre/Corequisites: None

GOVT 202  American Government and Politics  
(Credits: 3, Hours: 3)  
The constitutional structures and functions of American government are the foundation of American democracy. How have these structures and functions changed over the past three hundred years? This course will engage this question, introducing students to the institutions of American government and how they operate to address problems and conflicts. Individual and civil rights as well as the ways in which critical historical events have influenced our governmental system will be explored. The course will investigate the power of the government and of citizens and the dynamic interplay between individuals, groups and government in shaping our democratic society.  
Pre/Corequisites: None
GOVT 203  Introduction to Urban Planning and Policy  
(Credits: 3, Hours: 3)  
This course provides an introduction to the fields of urban planning and public policy, and investigates their relationship to each other in the context of key urban policy issues such as housing, land use, poverty and inequality, education, economic development, environmental management, transportation, and community development. Students will investigate the historical roots and fundamental practices of both urban planning and public policy creation in the United States, and will engage in hands on policy analysis to explore how planning decisions and outcomes are influenced by the policy context in which they are made.  
Pre/Corequisites: None

GOVT 213  Health and Human Services Policy  
(Credits: 3, Hours: 3)  
This course traces current health and human service programs and policies from their historical origins and provides an overview of the process of policy development, implementation and analysis. Students develop an understanding of the connections between social problems faced by the diverse residents of New York City communities, their varying causative explanations, and the health care and human services policies that are intended to address those problems. The course examines how policies are shaped within the context of political the process. Federal, state, and local programs, such as TANF, Medicare and Medicaid, and Social Security are explored in the context of the problems they address and the impact they have on the populations served - all from the very important perspective of the human service provider.  
Prerequisites: HSVC 103: Introduction to Human Services; GOVT 202: American Government and Politics

HIST 201  Who Built New York? New York City History  
(Credits: 3, Hours: 3)  
Emphasizing the role that working people have played in the development of New York City, this U.S. history course will explore New York’s social, economic, political, and cultural history from the earliest contacts between members of the Dutch West India Company and local Native Americans to the present day. Topics will include labor, immigration, ethnic politics, social movements, popular culture, and the making of the physical city.  
Pre/Corequisites: None

HIST 221  History of Urban Life  
(Credits: 3, Hours: 3)  
This course examines the development of urban communities across the United States both temporally and geographically. It examines the patterns of cleavage, conflict, convergence of interest, and consensus that have structured urban life. Social, cultural, and economic forces will be analyzed for the roles they have played in shaping the diverse communities of America’s cities.  
Pre/Corequisites: None

HSVC 103  Introduction to Human Services  
(Credits: 3, Hours: 3)  
This course introduces students to the role of human service professionals working in an urban environment. Students will learn about the historical context that led to the development of the various human service professions, with an emphasis on New York City. Other topics to be discussed include the value, knowledge, and skill base of the helping professions, the helping relationship and the helping process, culturally competent work, and issues of social justice. Emphasis will be placed on the relationships between social welfare policy, human need, and the provision of human services. A research assignment will give students an opportunity to explore a specific field of practice within the urban environment.  
Pre/Corequisites: None
HSVC 113  Methods of Intervention for Human Services  
(Credits: 2, Hours: 2)  
This course builds on an ecological systems perspective and provides students with beginning skills to work with individuals, families, groups, and communities in urban human service agencies and organizations. Included will be generalist skills for the preliminary, beginning, middle, and ending phases of intervention. Attention is paid to culturally competent practice.  
Prerequisites: HSVC 103: Introduction to Human Services

HSVC 201  Fieldwork and Integrative Seminar I  
(Credits: 3, Hours: 7-8)  
Students, under faculty supervision, are placed for one day per week (6-7 hours per week, for a total of 84 hours per semester) in human service or health care settings where they learn first-hand about agency structure and function, the activities of health and human service professionals, and the application of health and human service skills. Settings include community centers, advocacy organizations, hospitals and health-related facilities, family service agencies, community residences for the developmentally disabled, senior citizen centers, homeless shelters, child psychiatry clinics, etc. A one hour weekly integrative class session orients students to the world of health and human service work in urban communities and supports the agency experience through group discussion that focuses on the connection between human services theories and skills and their application in the field.  
Prerequisites: HSVC 103: Introduction to Human Services; HSVC 113: Methods of Intervention for the Human Services

HSVC 203  Fieldwork and Integrative Seminar II  
(Credits: 3, Hours: 7-8)  
This course is a continuation of Field Work I. Students, under faculty supervision, are placed for a second semester, one day per week in human service or health care settings, where they continue to learn first-hand about agency structure and function, the activities of health and human service professionals, and the application of health and human service skills. Settings include community centers, advocacy organizations, hospitals and health-related facilities, family service agencies, community residences for the developmentally disabled, senior citizen centers, homeless shelters, child psychiatry clinics, etc. A one-hour weekly integrative class session advances students’ understanding of the world of health and human service work in urban communities. The agency experience is supported through group discussion as well as written assignments.  
Prerequisites: HSVC 103: Introduction to Human Services; HSVC 113: Methods of Intervention for the Human Services; HSVC 201: Fieldwork and Integrative Seminar I

HSVC 204  Special Topics in Fields of Practice  
(Credits: 3, Hours: 3)  
This course provides an in-depth exploration of a particular urban field of practice within the human services. The historical development of the field of practice, the social welfare policies supporting and challenging it, and the role of human service professionals in developing the field of practice and in working in it today will be discussed. This course requires a 14 hour volunteer internship in a social service agency or organization that provides services or works in an advocacy capacity related to the field of practice. Topics will be announced each semester.  
Prerequisites: HSVC 103: Introduction to Human Services

HSVC 223  Introduction to Disability Studies  
(Credits: 3, Hours: 3)  
This course provides a multidisciplinary overview of disability and an introduction to the emerging field of disability studies, fostering a new understanding of disability in contemporary culture. Students will explore the phenomenon of disability from a variety of perspectives, including historical medical constructs and the emerging social model of disability, discrimination, stigma, and segregation, disability and family life, social welfare policy and service systems, and the links between disability and media and the arts.  
Prerequisites: HSVC 103: Introduction to Human Services
INFT 102  Hardware & Software  
*(Credits: 3, Hours: 4)*

This course provides an introduction to Information Technology by covering the theory and practice of maintaining computers and their installed programs. Topics include local and network based printing, file systems, memory management, user interfaces, and user support. Students will learn to install and configure system components, operating systems and application software, and to evaluate and use hardware and software troubleshooting techniques. Topics will also cover security essentials and practices.

*Pre/Corequisites: None*

INFT 201  Networking & Data Communications  
*(Credits: 3, Hours: 3)*

This course provides an introduction to computer communication networks. It examines the principles, design and implementation of wired and wireless networks. The fundamentals of networking concepts such as media, topology, switching, routing as well as the importance of protocols are discussed. The TCP/IP protocol will be used to demonstrate concepts of layered architecture, client-server model, and the security and management tools of a typical computer network.

*Prerequisites: INFT 102: Hardware & Software*

INFT 202  Database Management & Design  
*(Credits: 3, Hours: 4)*

This course provides the fundamental knowledge of database concepts. Topics studied will include the history and advantages of database systems, and the process of database design including entity-relationship diagrams and database normalization. Students will work with database technology to store, manipulate, and retrieve data. Examples in the class will be based on data entities related to work environments relevant to New York City, such as those discussed in the Ethnographies of Work courses. These data will be reviewed for integrity, relevance and possible use within database warehouse and mining activities. The work environments will also be analyzed in terms of issues relating to database management issues of security, back-up and recovery.

*Prerequisites: MATH 120: College Algebra & Trigonometry*

INFT 203  Introduction to Management Information Systems  
*(Credits: 3, Hours: 4)*

This course introduces students to the use of computers and other information systems and technologies to solve problems in organizations. Topics include management information systems (MIS), hardware and software concepts, organization of information using systems analysis and design, electronic commerce, and contemporary applications of technology in organizational environments. Students will explore ethical perspectives and globalization issues and will cultivate an awareness of emerging processes. Working individually and in groups, students will apply their knowledge through writing assignments, conducting information and organizational analyses and developing, where appropriate, applications using widely used spreadsheets, data presentation, and database management software. Projects may be drawn from issues related specifically to New York City, e.g., as discussed in the City Seminars.

*Prerequisites: BUSI 102: Introduction to Business*

INFT 204  Internship in Information Technology  
*(Credits: 3, Hours: 3 plus internship)*

This internship will provide students with experiences in a local corporate, small business, governmental, non-profit or other organizational setting. Students will be placed in a public or private organization that utilizes various aspects of Information Technology. They will perform useful tasks for the partner organization while familiarizing themselves with the goals of the organization and how Information Technology supports those goals. An accompanying seminar will allow them to share experiences and will work on the non-technical skills that are required to be successful in a business environment.

*Corequisites: INFT 202: Database Management & Design or permission from instructor*
INFT 211    Programming I  
(Credits: 3, Hours: 4)  
This course provides an introduction to concepts of problem solving using constructs of logic inherent in computer  
programming languages. Students will learn to analyze simple problems, develop algorithms and transform an algorithm  
into a computer program. They will use an IDE to develop computer programs in an object oriented programming language. 
Programming projects will be drawn from issues related to the topics discussed in the City Seminars.  
Prerequisites: MATH 120: College Algebra & Trigonometry

INFT 213    Special Topics in Information Technology  
(Credits: 3, Hours: 3)  
The subject matter in Special Topics will vary from term to term and may include subjects such as Simulations (with  
spreadsheets) or Introduction to Geographic Information Systems. The following is offered as an example based on the  
latter subject. In this course, students will learn and apply concepts, techniques, and software tools that are part of  
geographic information systems (GIS). Students will develop a conceptual and applied understanding of the following  
fundamental principles of GIS: 1) how spatial objects (and their relationships and attributes) are represented in a GIS,  
2) common spatial analysis and modeling techniques used in GIS (and how they operate), 3) spatial data types, sources,  
and structures, and 4) principles of cartographic representation and communication. Lectures, readings, labs and project  
activities are designed to provide students with a solid grounding in the concepts that underlie GIS, an understanding of  
how spatial analysis and representation are carried out with GIS, and experience using a desktop GIS software (in guided  
labs and independent activities).  
Pre/Corequisites: None

INFT 221    Web Technologies & Multimedia  
(Credits: 3, Hours: 3)  
This course will focus on the skills needed to construct attractive and efficient web pages and web sites using Hypertext Markup  
language (HTML) or commercial web-authoring software. Topics include Web Design Guidelines, e-commerce, promotion  
strategies, HTML, XHTML, Cascade Style Sheets (CSS), Java Applets, and JavaScript. Students will learn the elements of page  
design and maintenance, how to create special effects, work with graphics, create links, and add user interactivity.  
Pre/Corequisites: None

INFT 223    Programming II  
(Credits: 3, Hours: 4)  
This course is a continuation of Programming I with emphasis on object development. Students are introduced to software  
engineering concepts as well as graphical user interface design, event driven programming, elementary data structures,  
constructor, access and manipulation methods, and searching and sorting techniques with a firm foundation in secure  
programming. Advanced object oriented topics of inheritance and polymorphism are presented using relevant projects that  
mimic typical industry application software. Programming projects will be drawn from issues related to the topics discussed 
in the City Seminars.  
Prerequisites: INFT 211: Programming I

INFT 233    Systems Analysis & Design  
(Credits: 3, Hours: 4)  
An introduction to systems analysis and design concepts and tools, including the basic phases of the System Development Life Cycle: system analysis, system design and system implementation and maintenance. Students will survey existing  
tools in the field that aid personnel in industry. The course will include a capstone project. This project will cover all phases of the system development life cycle from requirements definition through coding, testing and implementation. Whenever possible the project will emerge from work environments studied in the first year. These environments will be analyzed for their potential to be served by additional information technology in the form of custom applications, software packages, enhanced use of the Internet or improved communication achieved via networking.  
Prerequisites: INFT 211: Programming I
INFT 244  Information Technology Independent Project  
(Credits: 3, Hours: 3 plus independent work)  
Students will embark on detailed study of an Information Technology issue arising in New York City to gain experiences applicable to a corporate, small business, governmental, non-profit or other organizational setting. Students will take the role of an IT professional and will build skills in user needs analysis and the design and development of an IT-based solution. An accompanying seminar will allow them to share experiences and will work on the non-technical skills that are required to be successful in a business environment.  
Corequisites: INFT 202: Database Management & Design or permission from instructor  

LASC 101  City Seminar I  
(Credits: 3, Hours: 9)  
Satisfies the CUNY Pathways requirement in World Cultures and Global Issues  
City Seminar I emerges from the field of urban studies and takes a comparative, multidisciplinary approach to introduce students to complex global issues such as sustainability, global economic development, and social and environmental justice. Following a critical research model, the course challenges students to examine the historical, cultural, and social contexts of urban problems; to gather and analyze evidence from multiple stakeholders and perspectives; and to propose evidence-based solutions in written, oral, and digital media formats. While each offering of the course features a specific theme, every City Seminar I builds on students' prior knowledge of the distinctive character, institutions, and socio-economic composition of New York City. To deepen students' understanding of urban life around the world, the City's physical, social, environmental, and political realities are situated in relation to other urban centers. Through its emphasis on evaluating the unevenly distributed consequences of local, national, and international policies and practices, the course equips students with the skills to conduct thoughtful, critical analyses and to develop actionable proposals responsive to specific urban circumstances.  
Pre/Corequisites: None  

LASC 102  City Seminar II  
(Credits: 3, Hours: 6)  
Satisfies the CUNY Pathways requirement in U.S. Experience in its Diversity  
City Seminar II introduces students to a variety of perspectives on a U.S. society and its diversity. In this course, students read and gather information from a range of sources, including published research, historical accounts, fiction, first person narratives, and research briefs to explore a range of perspectives on a topic of importance in the United States. Students examine current and past issues related to housing, education, labor, and other issues related to the topic, and how they impact diverse groups within U.S. society. They will develop critical thinking skills by analyzing and synthesizing major themes and findings from research and readings, and produce a research project by the end of the semester. Each City Seminar II will feature a specific topic.  
Pre/Corequisites: None  

LASC 103  Foundations in the Humanities  
(Credits: 3, Hours: 3)  
This course introduces the student to the basic subject matter, questions, and assumptions of study common to the humanities: Literature, Philosophy, History, Art and Music. Through a preliminary inquiry into how writers, historians, philosophers, artists and musicians represent an idea, such as “The City,” students will become familiar with how the humanities employ questions of form, effect, affect, and value.  
Pre/Corequisites: None
LASC 200  The Arts in New York City
(Credits: 3, Hours: 3)
Satisfies the CUNY Pathways requirement in Creative Expression
The Arts in New York City introduces students to a range of artistic forms, venues, media, and movements in the arts mecca that is New York City. In this semester long course, students will be exposed to visual and performance arts as well as public, private, and community-based arts institutions. They will explore a broad range of art forms through texts, images, and experiential components (visits to museums, art walks, film screenings). Students will be introduced to and develop visual literacy skills by closely and carefully examining works of art, discussing their observations, and supporting their views using evidence from the art works. Students will develop the critical visual literacy skills needed to discuss meaning and interpretation, audience, source, access, and the impact of works of art on the individual. Course assignments include interpretation, analysis, and synthesis of creative work of many forms.
Pre/Corequisites: None

LASC 201  Environmental Ethics
(Credits: 3, Hours: 3)
Environmental degradation and harm are among the most formidable challenges facing humanity in the 21st century. Students will critically engage classical, modern, and contemporary discourses on the relationship of humans to the natural environment. This class will evaluate a range of philosophic, economic, and scientific perspectives on environmental sustainability, giving attention to the environmental challenges specific to New York City.
Pre/Corequisites: None

LASC 243  Internship Seminar
(Credits: 3, Hours: 3)
This seminar accompanies an internship that will be 12 hours/week for 10 weeks. The Seminar will meet biweekly except for the first two weeks which will be weekly meetings. The purpose of the seminar is to reflect on the work experience and professional self-presentation, the ways in which the work experience changes prior understanding of the purpose and organization of the company or agency, and to situate the particular workplace into a larger social, political and/or economic context. During the 10 week internship students will keep journals recording and reflecting on their experience, correspond with a student partner, do assigned readings, and participate in-class seminar sessions.
Prerequisites: LASC 103: Foundations in the Humanities; SOSC 110: Foundations in the Social Sciences

LASC 254  Capstone Seminar in the Liberal Arts & Sciences
(Credits: 4, Hours: 4)
This course brings together the student's academic experience with course work and field experience through an internship with a set of contemporary issues related to "The City." It is the final course in the Liberal Arts and Sciences major and allows the student to synthesize these diverse inputs into a one-time evocation of the major. Students will work on a collective project, and each student will put together a culminating portfolio reflecting on her growth and learning over the course of study.
Pre/Corequisites: None
MATH 103  Statistics
(Credits: 3, Hours: 6)
Satisfies the CUNY Pathways requirement in Mathematics and Quantitative Reasoning
This course will provide students with an in-depth understanding of the fundamental concepts and computational methods of statistics. These concepts will be developed through the question of how to estimate an unknown quantity using sample data. Students will learn to incorporate the foundational concepts of mathematics with statistical analysis to describe and solve real-life problems and questions. Students will be taught to use estimation and precision and will learn the math study skills to assess and enhance their learning, their processes and their results. Students will use statistical software, graphing calculators, Microsoft Excel, MyMathLab and MyStatsLab to carry out a semester long project involving data description and analysis. Students will work collaboratively and write using appropriate mathematical and non-mathematical language in order to successfully complete their project.
Pre/Corequisites: None

MATH 103A  Statistics A
(Credits: 1.5, Hours: 6)
MATH 103 A and MATH 103 B are a year-long version, offered in two sequential parts, of the single term MATH 103 course.
Successful completion of Statistics A and B satisfy the CUNY Pathways requirement in Mathematics and Quantitative Reasoning
This course will provide students with an in-depth understanding of the fundamental concepts and computational methods of statistics. These concepts will be developed through the question of how to estimate an unknown quantity using sample data. Students will learn to incorporate the foundational concepts of mathematics with statistical analysis to describe and solve real-life problems and questions. Students will be taught to use estimation as well as to be precise and accurate. The course will also focus on teaching math study skills so students may assess and enhance their learning, their processes and their results. Students will use statistical software, graphing calculators, Microsoft Excel, MyMathLab and MyStatsLab to carry out a semester-long project involving data description and analysis. Students will work collaboratively and write using appropriate mathematical and non-mathematical language in order to successfully complete their project. Together, Statistics A and Statistics B satisfy the learning outcomes of a college statistics course.
Pre/Corequisites: None

MATH 103B  Statistics B
(Credits: 1.5, Hours: 6)
MATH 103 A and MATH 103 B are a year-long version, offered in two sequential parts, of the single term MATH 103 course.
Successful completion of Statistics A and B satisfy the CUNY Pathways requirement in Mathematics and Quantitative Reasoning
This course will provide students with an in-depth understanding of the fundamental concepts and computational methods of statistics. These concepts will be developed through the question of how to estimate an unknown quantity using sample data. Students will learn to incorporate the foundational concepts of mathematics with statistical analysis to describe and solve real-life problems and questions. Students will be taught to use estimation as well as to be precise and accurate. The course will also focus on teaching math study skills so students may assess and enhance their learning, their processes and their results. Students will use statistical software, graphing calculators, Microsoft Excel, MyMathLab and MyStatsLab to carry out a semester-long project involving data description and analysis. Students will work collaboratively and write using appropriate mathematical and non-mathematical language in order to successfully complete their project. Together, Statistics A and Statistics B satisfy the learning outcomes of a college statistics course.
Pre/Corequisites: None
MATH 120  College Algebra & Trigonometry  
*(Credits: 3, Hours: 4)*  
This course serves to prepare students for the mathematics required in the majors and launch them on a trajectory to calculus. Algebraic concepts and skills are developed through the study of functions. Verbal, numerical, and graphical representations of functions are employed throughout, with strong emphasis placed on the relationship between a function's algebraic properties and its graph. Topics include linear and quadratic equations; systems of linear equations; linear inequalities; radical equations; rational functions; absolute value; factoring polynomials; an introduction to trigonometric, exponential, and logarithmic functions; rates of change; and modeling realistic situations with functions. Graphing calculators and software such as Microsoft Excel, GeoGebra, and Maple will be incorporated into all aspects of the course. Students will design and carry out a semester-long project involving algebraic analysis of a pressing issue currently facing New York City.  
*Prerequisites: MATH 103 or MATH 103B: Statistics or permission from instructor*

MATH 150  The Real Basics of Mathematics  
*(Credits: 3, Hours: 3)*  
In “The Real Basics,” students engage in mathematics as mathematics truly is: a human endeavor that startles us, infuriates us, exasperates us, and thrills us (perhaps all at the same time); and whose products are sometimes inevitable, sometimes ineffable, and frequently both. This course addresses the three fundamental processes at the heart of all mathematics: counting, classifying, and measuring. Emphasis is placed on the relationships among these processes — for instance, how measuring grows out of counting; how classifying enables us to create measurement formulas; and how counting, classifying, and measuring collaborate in the invention of the calculus. Connections between arithmetic and geometry are front and center throughout. The course is designed so that students consider both philosophical and practical matters in a fashion strengthening their knowledge of each domain. An underlying theme is the logic of mathematical discovery, particularly the often differing standards used by mathematicians and laypersons to decide upon mathematical truth.  
*Pre/Corequisites: None*

MATH 201  Precalculus  
*(Credits: 3, Hours: 5)*  
This course is a comprehensive treatment of the conceptual and computational underpinnings of the calculus. Precalculus extends and deepens the functions-based approach introduced in College Algebra & Trigonometry. Verbal, numerical, and graphical representations are employed throughout to analyze functions. Topics include polynomial and rational functions; absolute value; matrices; conic sections; transformations; factoring polynomials; trigonometric, exponential, and logarithmic functions; inverse functions; rates of change; and modeling realistic situations with functions. Graphing calculators and software such as Microsoft Excel and Maple will be incorporated into all aspects of the course. Students will design and carry out a semester-long project involving advanced algebraic analysis of an issue attendant to New York City’s development over time.  
*Prerequisites: MATH 120: College Algebra & Trigonometry or permission from Instructor*
MATH 210  Calculus  
(Credits: 4, Hours: 5)
This course comprises a thorough treatment of the differential calculus, an overview of the integral calculus, and a study of the connections between them. Students will develop numerical, graphical, and analytic methods to solve problems concerning changing rates of change and measuring curvilinear figures; they will also study the calculus as an abstract symbol system with distinctive operations and rules. The historical development of the calculus will be incorporated as fitting and constructive. Topics include limits, continuity, velocity and acceleration, definitions of the derivative, differentiability, differentiation rules, using derivatives in graphing, derivatives of algebraic and transcendental functions, derivatives of inverse functions, linear approximation, approximating areas of curvilinear regions, the Riemann integral, and the First Fundamental Theorem of Calculus. Graphing calculators and software such as Microsoft Excel and Maple will be incorporated into all aspects of the course. Students will design and carry out a semester-long project involving a calculus-based analysis of an issue of both historical and contemporary importance of New York City.
Prerequisites: MATH 201: Precalculus or permission from instructor

PHYS 201  Physics of Renewable Energy  
(Credits: 4, Hours: 6)
This hands-on lab science course will explore the physical principles of renewable energy resources. Topics will be drawn from thermodynamics, properties of materials, energy conversion, electro-magnetism and electric circuits. The student will learn how to assess the feasibility and desirability of energy sources by applying mathematical and physical principles related to each source. The labs will emphasize active discovery and will include thermal energy measurement, wiring of circuits and renewable energy devices.
Prerequisites: ENMG 102: Energy Technology & Sustainability; EVSC 121: Environmental Science I

PSYC 201  Psychology: Social and Behavioral Studies  
(Credits: 3, Hours: 3)
This course introduces students to the study of individuals in social and organizational settings through the principles and methods of psychology. It explores the theory and research which informs the study of social and organizational life and how psychology is situated in relation to other disciplines in the social sciences. Contemporary life is the context for investigating and applying psychological principles, methods, and practices.
Pre/Corequisites: None

SOCI 102  Introduction to Sociology  
(Credits: 3, Hours: 3)
This course uses New York City as a living social laboratory to introduce students to the systematic study of the social lives of people, groups, and societies. The course focuses on topics commonly studied by sociologists, including culture, deviance and crime, racial and ethnic relations, gender, politics, and civic engagement. Students will consider the ways people are affected by the social conditions in which they live as well as how individuals and groups can affect these conditions.
Pre/Corequisites: None

SOCI 201  Crime & Justice in Urban Society  
(Credits: 3, Hours: 3)
This course presents an array of urban environments in which to study contemporary criminal justice issues. While various cities will be examined for their special characteristics and contributions, New York City will be the primary focus. As the first urban community in the nation to use Quality of Life/ “Broken Windows” strategies of policing, New York City continues to lead the nation’s drop in violent crime. Furthermore, the city has the world’s largest police force (NYPD) and the country’s 2nd largest jailing complex (Rikers Island). Students will be exposed to America’s first “problem-solving court,” the Midtown Community Court, and its numerous spin offs—the Harlem Reentry Court, Red Hook Community Justice Center, Bronx Community Solutions, and the Brooklyn Mental Health Court. In short, New York City offers students the richest urban environment to explore the challenges and opportunities of the nation’s foremost criminal justice administration.
Pre/Corequisites: None
SOCI 203  Community Organizing  
(Credits: 3, Hours: 3)
This course will help the human services worker understand and address the challenges to change. The class will examine community organization theory and practice through lectures, small group discussions, hands-on exercises, video clips and web-based research. Community assessment, change strategies, empowerment skills, and planning techniques in non-profits and the public sector are emphasized. Skill development assignments will include an in-depth study of a community issue, attendance at community meetings, communicating with elected officials, the development of an advocacy/lobby plan and case presentations. This is highly interactive class that requires active student involvement. 
Prerequisites: HSVC 103: Introduction to Human Services or permission from instructor

SOCI 214  Social Determinants of Health  
(Credits: 3, Hours: 3)
This course provides an overview of the unnatural causes of ill health, and situates community health work and work in human services within that multi-causal and contextual framework. While there are individual, physiological, biological and manual sources of ill health, almost all of ill health is associated with the quality of life of the individual and the accumulation of risks they encounter over a life time. The course will be organized around four themes (informed by a 2008 PBS video, Unnatural Causes): Good Beginnings; Sustainable Future; Adequate Care; and, Ongoing Support. It will highlight the World Health Organization defined Social Determinants of Health. Students will be oriented to understand disease and health as multi-faceted conditions and to understand the levels of risk and support for the individual and for populations. Course activities include analysis of social determinants of health, identification of determinants for specific diseases, interpretation and research on programs of intervention, partnerships, and/or service appropriate to the social determinants. 
Prerequisites: HSVC 103: Introduction to Human Services; SOCI 231: Introduction to Urban Community Health; SOCI 102: Introduction to Sociology; GOVT 203: Introduction to Urban Planning and Policy or GOVT 202: American Government and Politics

SOCI 231  Introduction to Urban Community Health  
(Credits: 3, Hours: 3)
This course provides an overview of urban public and community health, and the fields of work in engaging, understanding, preventing and intervening in illness and disability in our City. Students learn the social and policy factors that influence the health of a community and its members; the emerging roles in community health work; and the role of the health care system in community health. Activities will promote development of critical thinking, technical and analytical skills. Examples of individual, community and social change and service are used throughout the course and discussed in line with social justice and human rights goals. 
Prerequisites: SOCI 102: Introduction to Sociology; GOVT 203: Introduction to Urban Planning and Policy; GOVT 202: American Government and Politics

SOSC 110  Foundations in the Social Sciences  
(Credits: 3, Hours: 3)
This course introduces students to the major issues and assumptions common to the social sciences: Anthropology, Economics, Psychology, Sociology. The class will focus on how these disciplines understand and analyze human behavior. Through a preliminary inquiry into how scholars and researchers examine the institution of the family, students will become familiar with the questions social scientists ask and the research methods each discipline uses to answer these questions. 
Prerequisites: None
SOSC 111  Ethnographies of Work I  
(Credits: 3, Hours: 3)  
Satisfies the CUNY Pathways requirement in Individual and Society  
Ethnographies of Work I introduces students to sociological and anthropological perspectives on work as they investigate a range of careers. The course approaches work as a cultural system invested with meanings, norms, values, customs, behavioral expectations, and social hierarchies. Students pose key questions through the lens of ethnography in order to investigate workplaces, occupations, and career pathways in an urban context. Guided by the ethnographer’s assumption that there’s “always more than meets the eye,” students are encouraged to uncover myths and stereotypes about the work world and gain appreciation of how and why work matters to individuals in a range of occupations. Students explore dimensions of work life in the context of contemporary dynamics of disruption, uncertainty, innovation, and diversity, and draw connections between the self and work through readings, films, interviews, and fieldwork. The centerpiece of the course is for students to compose and present ethnographic accounts of workplace relations and vocational pathways as they contemplate their own career journeys.  
Pre/Corequisites: None  

SOSC 113  Ethnographies of Work II  
(Credits: 3, Hours: 3)  
Satisfies the CUNY Pathways requirement in Individual and Society  
Ethnographies of Work II is the second course of a two-course sequence that uses social science concepts, perspectives, and methods to increase student understanding of the work world and the processes and contexts that link the self and work. The focus for the second semester is to conduct an ethnographic investigation on an occupation of interest to the student. Students will conduct fieldwork at a work site; they will use observation, interviewing, and artifact analysis as methods to learn to identify and reflect on personal, cultural, social, structural, and economic aspects of the work experience. Students will also research quantitative data on occupations and employment trends to better understand the depth of particular careers. Throughout the semester, students will add more in-depth ethnographic writings to their body of ethnographic works and continue to reflect on their own journey toward deciding a career path.  
Pre/Corequisites: None  

UBST 102  Introduction to Urban Studies  
(Credits: 3, Hours: 3)  
In this course, students will explore the economic, historic, political, and social forces that shape cities and urban life. An emphasis will also be placed upon understanding the cityscape at the human scale, through the study of how people use and transform the spaces where they live, work and play. Through readings, films, discussions, and research, students will become familiar with key concepts in urbanism and how intersections of race/class/gender inform urban experience. Students will conduct fieldwork in neighborhood public spaces (subways, parks, sidewalks, streets), observe community decision making processes, and visit NYC cultural institutions.  
Pre/Corequisites: None  

UBST 201  Urban Anthropology: Poverty & Affluence  
(Credits: 3, Hours: 3)  
This course will investigate the ways in which cities are places of economic and political opportunity for some and of deprivation, discrimination, violence, and impoverishment for others. By reading ethnographies, we will explore different theories of urban poverty and inequality and examine the impact of immigration, racial segregation, suburbanization, public policies, and social movements on U.S. cities and their inhabitants. The class will pay special attention to the existence of inequalities based on race, class, gender and sexuality and will analyze proposals to reduce these inequalities.  
Pre/Corequisites: None
UBST 203  Race, Ethnicity & Community Development  
(Credits: 3, Hours: 3)  
This course will explore the history and politics of community building with an emphasis on the relationship of race, ethnicity, and equity to the goals of citizen engagement and community planning. We will cover community development's historical roots, as well as the contemporary thinking informing its current directions. In this course, students will gain experience evaluating community-based interventions and insight into the processes of working with diverse communities. Together we will examine case studies of community and social change projects organized by communities of color. Emphasis will be placed on understanding the sociopolitical context in which community development operates, explicitly addressing issues of structural racism and privilege.  
Pre/Corequisites: None

UBST 204  Special Topics in Urban Studies  
(Credits: 3, Hours: 3)  
The subject matter in Special Topics will vary from term to term and may include subjects such as Urban Economics or Introduction to Geographic Information Systems. The following is offered as an example based on the former subject. This course applies economic analysis to cities. It focuses on the economic forces that affect the development of cities and the ways local governments influence economic activity, particularly with reference to issues of interest to New York City. The course examines why cities exist and the differential growth within and between cities. It analyzes the decisions made by firms and households to locate within particular areas of cities and examines how economic factors affect urban problems in the areas of housing, transportation, and government finance.  
Pre/Corequisites: None

UBST 225  Global Urbanisms  
(Credits: 3 Hours: 3)  
This course will examine urban issues and the processes of urbanization in an international context. Topics and themes explored will include: the influence of globalization on cities worldwide, and the influential position of cities in the process globalization (from colonialism to transnational neoliberalization); the significance of cities for addressing the issue of global climate change; comparative perspectives on how cities internationally address pressing challenges such as transportation, housing, and economic development in a post-Fordist economy; the roles of different cities in a global economy: from command and control centers to the rapidly growing megacities of the global south; historical perspectives on global urban development, including the role of certain cities in anchoring and shaping culturally, politically, and economically significant geographic regions; uneven development within and among world cities, and the relationship between urbanization and economic and social inequality; comparative perspectives on the cultural dimensions of urbanism and urbanization; and the role that culture has in shaping the governance, design, and function of cities worldwide.  
Pre/Corequisites: None

UBST 253  Urban Research Seminar  
(Credits: 3, Hours: 3)  
In this capstone course, students will conduct an urban research project on a topical urban issue of equitable development policy (e.g., food security, urban public schools, gentrification, unemployment, and affordable housing). Through this project, students will explore and apply qualitative and quantitative urban research methods through field work and analysis. The course will culminate with a final presentation created by students for a public audience. Depending upon the project, the presentation may involve creating a documentary, a website, or a public event, along with written analysis report.  
Prerequisites: UBST 102: Introduction to Urban Studies; GOVT 203: Introduction to Urban Planning & Policy; and either UBST 203: Race, Ethnicity & Community Development; GOVT 201: Urban Politics: New York City Government, or UBST 201: Urban Anthropology
ACADEMIC MATTERS

F REPEAT POLICY
When an undergraduate student receives the earned academic grade of “F” or an administrative failing grade, and the student subsequently retakes the course and receives a grade of “C” or better, the initial grade of “F” will no longer be computed into the Grade Point Average. The “F” will remain on the transcript. The number of failing credits that can be deleted from the Grade Point Average shall be limited to sixteen for the duration of the student’s undergraduate enrollment in institutions of the University. This policy shall be effective 9/1/90 at all colleges of the University. (BTM, 1990, 04-23,007 A).

POLICY REGARDING PERMIT STUDENTS
Stella and Charles Guttman Community College is designed to be a small, innovative college that utilizes cutting-edge approaches to associate degree education, including organizing all first year students into cohesive learning communities and providing clearly defined pathways to the degree in all programs of study. To preserve the cohesiveness of these communities and programs, the College will not accept students on permit from other colleges into any classes. We reaffirm our practice of not permitting Guttman students to take courses on permit. At the end of the spring 2015 semester, the Curriculum Committee will revisit this policy.

EXIT FROM REMEDIATION
Guttman Community College requires all students who have not, on entry, already demonstrated proficiency in reading and/or writing according to existing CUNY Exemption Categories to do so at the end of City Seminar I by taking and passing the CAT in Reading with a minimum score of 70 and/or the CAT in Writing with a minimum score of 56. Failure to do so will require the student to complete an intervention of not less than 20 hours during fall II in order to retake the requisite test.

The College requires all students who have not, on entry, already demonstrated proficiency in mathematics* to take and pass the CUNY Common Departmental Final (CDF) with a grade of 60 or better and to earn an overall grade of at least 74 (equivalent to a grade of C) in the stretched Statistics A/B course, for which the CDF must count 35% of the class average. Failure to do so will require the student to complete an intervention of not less than 20 hours during spring II in order to retake the CDF.

GRADING GLOSSARY AND GUIDELINES
Our faculty members will assign your grades in classes based on the glossary below. Each grade corresponds with a certain number of “quality points,” which will be used to calculate your grade-point average, or GPA. In the cases where you see a dash in place of quality points, the course would not be included in your GPA.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure/unsuccessful completion of course</td>
<td>0.00</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>--</td>
</tr>
</tbody>
</table>
W Withdrew
WA Administrative withdrawal (a non-punitive grade assigned to students who register for classes at the beginning of the term but don’t provide proof of immunization by the compliance date.)
WF Withdrew failing
WN Never attended
WU Withdrew unofficially (after attending at least one class session)
NC No credit granted (restricted to courses in the core curriculum: LASC 101, LASC 102, SOSC 111, SOSC 113, ENGL 103, MATH 103, MATH 103A, MATH 103B) or used for administrative actions such as disciplinary dismissals)
INC Term’s work incomplete
FIN F from incomplete (used when the INC grade lapses to an F)
Z No grade submitted by the instructor (a temporary grade assigned by the Registrar until the instructor submits the final grade)
PEN Grade pending

All grades that carry a numerical quality point value are included in the calculation of your grade-point average. To compute your GPA, multiply the number of quality points by the number of credits for that course. Divide the total number of points earned in all courses by the total number of credits.

**EXAMPLE OF GPA CALCULATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Point Value</th>
<th>Credits</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Seminar I</td>
<td>B+</td>
<td>3.30</td>
<td>3</td>
<td>9.9</td>
</tr>
<tr>
<td>Ethnographies of Work I</td>
<td>C</td>
<td>2.00</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Statistics A</td>
<td>B-</td>
<td>2.70</td>
<td>1.5</td>
<td>4.05</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>7.5</strong></td>
<td><strong>19.95</strong></td>
<td></td>
</tr>
</tbody>
</table>

The GPA equals the result of dividing 19.95 total grade points earned by the total of 7.5 credits carried by the courses taken. This result, known as the quotient, is 2.66 or, approximately, a B-minus average.

Students who officially withdraw during the program adjustment or refund period will have no grade recorded. Courses dropped during this period are deleted from the student’s record and do not appear on the transcript.

All courses or credits for which a student is officially registered after the end of the program adjustment period will be considered “attempted credits.”
Students who do not withdraw officially will receive a grade of “F” or “WU,” which is computed in the GPA as an “F.”

A grade of “W” is assigned to students who officially withdraw from a class after the refund period and before two-thirds of the semester or session has elapsed. It is awarded only when the student clearly has good and sufficient reasons for withdrawing from the course. The grade of “W” is an official withdrawal, and the college must maintain documentation of when the withdrawal occurred.

A grade of “WF” indicates a student was failing a course at the time of withdrawal. The withdrawal may be initiated by the student or by the college. It is an official withdrawal, and the college must maintain documentation of when the withdrawal occurred.

A grade of “WN” is assigned to students who never attended a class and did not officially withdraw.

A grade of “WU” is assigned to students who attended a minimum of one class and stopped attending but did not officially withdraw.

NOTE: The “WF,” “WN” and “WU” grades are not to be used interchangeably. WF and WU grades have a zero value in the quality points index, but the “WF” is an official withdrawal initiated either by the student or the college. The administrative grade of WN is assigned when the college has established a student did not begin attendance and has no impact on the GPA.

The grade of “INC” (Incomplete): The grade of “INC” will lapse to a “FIN” grade according to a deadline the college establishes but no later than the last day of the following semester or its equivalent, excluding the summer session. An instructor should give an “INC” grade in consultation with the student within the following guidelines:

- only when a student who has completed at least 75% of the course requirements and, based on that work, is passing the course and can reasonably be expected to complete the course requirements no later than the last day of the following semester or its equivalent
- when a student has been absent from the final exam and a make-up exam is scheduled no later than the last day of the following semester or its equivalent, excluding the summer session
- when determining the final grade requires further evaluation for reasons other than the procedures for imposition of sanctions related to the Board’s Academic Integrity Policy.

Pending grades: The “PEN” grade is temporary, awarded when giving the final grade requires further evaluation and when a grade of incomplete is inappropriate. “PEN” may be used to facilitate the implementation of sanctions procedures when the college must hold a student’s grade in abeyance pending the outcome of an academic review process. The “PEN” grade will not lapse. Final determination of a grade will depend on the instructor’s evaluation or the outcome of the college’s academic review process.

The grade of “NC” (No Credit): The grade of “NC” represents a non-punitive failure indicating unsatisfactory course completion. The grade may also be used for administrative actions such as disciplinary dismissals. It does not count in a student’s GPA and should not be used in lieu of “INC” or the withdrawal grades. Other than the rare instance such as a disciplinary dismissal, the grade of “NC” is limited at The New Community College to the courses in the core curriculum: LASC 101, LASC 102, SOSC 111, SOSC 113, ENGL 103, MATH 103, MATH 103A, MATH 103B.

Course completion: To satisfy the program pursuit requirements for state financial assistance awards (Section 145-2.2 of the Regulations of the Commissioner), the grades of “W,” “WA,” “WF,” “WN” and “WU” signify that a course was not completed. All other grades signify that a course was completed.

Transcript grades: Any student transcript we send must include a grade for every course in which a student was officially registered. As noted above, courses dropped during the program adjustment period do not appear on the transcripts. All courses not dropped during this period will appear on the transcript with one of the grades listed in this glossary.
POLICY ON GRADUATION REQUIREMENTS
Guttman Community College will confer degrees on students who satisfy the following requirements:

• Completion of the minimum number of credits for the degree as registered with the New York State Education Department (NYSED).
• Completion of all College general education common core courses and completion of all courses in the program of study as registered with NYSED except where substitutions or waivers have been granted.
• A minimum cumulative GPA of 2.00.
• The successful completion of at least 45 degree credits at the New Community College with no more than 9 outside credits applied to the courses in the program of study category.
• Satisfaction of all financial obligations to the College.

HONORS LIST CRITERIA
Guttman Community College will have an Honors List. Students will be enrolled on the list at the end of each spring semester (i.e., at the end of the Spring II Session). There will be two criteria for enrollment:

Students must have completed the following courses with a passing grade:
- a. City Seminar I
- b. City Seminar II
- c. Ethnographies of Work I
- d. Ethnographies of Work II
- e. Statistics
- f. Composition I

Students must have a cumulative GPA of 3.50 based on all courses on record at the time of calculation.

POLICY REGARDING REPEATED COURSES AND GRADES
Guttman students may not repeat a course already passed or for which they have already received credit via transfer or permit or other mechanisms.

The only instance in which a student may repeat a course already passed is when the College requires a minimum passing grade in that course and the original grade received was less than the minimum required.

In the event that a student is permitted to repeat a course already passed or a student repeats a course already passed without permission, both grades received will show on the transcript and both will be calculated into the GPA. The second passed grade will be excluded from all calculations for such purposes as honors, probation, dismissal, and reinstatement.

Students may receive credit once only for a course in which they have received a passing grade or for which they have received transfer or other credit.

COMMITTEE ON ACADEMIC APPEALS AND POLICIES
The Committee on Academic Appeals and Policies will hear appeals of academic policies including, but not limited to, the following:

1) determinations regarding probation, dismissal, and readmission to the college; 2) substitutions and waivers of NCC courses required for degrees; 3) determinations of withdrawal from courses; 4) determinations of honors list and of graduation honors; 5) determinations regarding taking courses on permit at other colleges, whether within CUNY or elsewhere; 6) extension of time in which to complete an INC; 7) grades assigned; 8) maximum number of credits a student on probation may take in a session.
We propose further that the Committee on Academic Appeals and Policies, as it deems appropriate, changes to existing policies as well as new policies of an academic nature that apply to students after they have been accepted to the Guttman Community College.

Explicitly excluded from the charge of the Committee on Academic Appeals and Policies are matters related to admissions, to billing and refunds, to financial aid, to student discipline, and to violations of academic integrity.

**POLICY REGARDING PROCESS FOR DETERMINING AWARDING OF NON-GUTTMAN CREDIT**

For each entering class at the College, the Registrar will review all previous college-level, academic coursework taken while in high school. The Registrar will determine if such coursework is applicable to Statistics; Composition I; a course normally taken in the second session of the first year; or to work required for a particular degree program. As needed, the Registrar will consult appropriate faculty to make a determination.

The only prior coursework that may qualify for review is College Now study (or analogous study outside of CUNY) or AP coursework. To qualify for credit, the following conditions must apply:

- The work was taken under the auspices of an accredited college and appears on the transcript of that college or as AP credit reported directly to the College by the College Board.
- Coursework at CUNY must show a grade of D or better. Coursework outside of CUNY must show a grade of C or better.
- AP courses must have an exam score of 3 or better as reported by the College Board.
- The course must compare substantially to the Guttman course for which credit is awarded.

If credit is awarded, it will appear on the Guttman transcript in conformance with CUNY policies for posting outside credit.

If the credit that is awarded is in lieu of a course normally taken in the first year, the registrar will alert the director of student engagement.

Students will not be exempted from City Seminar I or II or from Ethnographies of Work I or II.

If the outside credit does not affect the student’s first year program, its effect on a future semester will be evaluated through the College’s established advisement process prior to registration for the affected semester.

Appeals of the Registrar’s determination may be made to the Committee on Academic Appeals and Policies whose decision will be final.

The Registrar will deliver a report on the evaluation and award of non Guttman credits to the Curriculum Committee on a schedule it determines, but in any event at least once a year in the fall I semester.

**ACADEMIC STANDING**

Guttman Community College adheres to the following CUNY standards on Academic Standing:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;0 through 12</td>
<td>1.50</td>
</tr>
<tr>
<td>&gt;12 through 24</td>
<td>1.75</td>
</tr>
<tr>
<td>=&gt;25</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Academic probation and dismissal, which will not appear on the transcript or other external documents, will be determined at the end of each semester.

Students on probation remain in good standing for the purpose of eligibility for financial assistance.

The first time that a student fails to achieve the minimum cumulative GPA, the student will be placed on probation at the end of the semester in which the student’s cumulative GPA falls short of the standard.

Students will automatically have one semester of probation.

Dismissed students may apply for readmission no sooner than one semester after their dismissal.
Guttman Community College also adopts the following additional criteria:

Students who fall short of the minimum cumulative GPA standard at the end of their probationary semester will be dismissed from the College, unless their semester GPA equals or exceeds the cumulative standard for their number of attempted credits. Such students will automatically receive an additional semester of probation.

Students who do not meet the minimum cumulative GPA standard at the end of their semester of extended probation will be dismissed from the College.

While on probation, students may not register for more than 12 credits without the approval of the Director of Student Engagement.

The Director of Student Engagement, in consultation with the student’s advisor, may impose other restrictions or conditions on enrollment during semesters of probation.

Determinations of probation and dismissal, and denials of readmission following dismissal, may be appealed to the Committee on Academic Appeals and Policies. Decisions of the Committee are final.

**POLICY ON GRADE CHANGES**

Guttman Community College adopts from the following policy regarding grade changes:

Students may request a review of an official final course grade when they believe that the grade assigned results from:

- a recording error;
- a miscalculation of the grade based on the criteria provided in the course syllabus;
- failure to include all work submitted in the calculation of the grade;
- an incorrect determination of the grade value of a particular assignment.

Students who believe that an official final grade was assigned in error should consult the instructor who assigned it at the first opportunity following the assignment of the grade. If the instructor agrees that the grade was assigned in error, the instructor will submit a change of grade request to the Provost. The Provost will review the request for conformity to College policy. Upon approval by the Provost, it will be forwarded to the Registrar for recording.

If the instructor does not agree that a change of grade is warranted, the student may appeal to the Committee on Academic Appeals and Policies within one month of the date of the instructor’s determination. The Committee's decision will be final.

The student must request a review by the instructor of an official final grade within one calendar year of the last day of the semester in which the grade was assigned.

All appeals and communications of decisions must be in writing.
LEADERSHIP ACADEMY
Leadership and service are important parts of your student experience at Guttman Community College. The Leadership Academy provides opportunities to help you develop your professional and leadership skills by participating in student government, clubs and by being a civic scholar. Workshops and activities will be held on a monthly basis for all students.

STUDENT GOVERNMENT AND CLUBS
All students are encouraged to contribute to enriching life at Guttman. Student government is important for the College to remain a thriving community. Your participation in the student government fosters democratic traditions and prepares you to be an involved citizen. The Student Government Association advocates for your interests to the administration, faculty, staff and other members of the College. It also disburses student activity fees, coordinates extracurricular activities, and charters student clubs and other organizations.

The Student Government Association (SGA-Guttman) includes four student officers elected and four senators by their peers. One faculty member and two staff members from the Instructional Teams will serve as advisors to the initial SGA-Guttman senate.

Clubs
If you are interested in co-curricular activities, you can create a club with support from the Student Government Association. The Director of Student Engagement and Success, Student Success Advocates and Peer Mentors are additional resources for student activities. Events are posted on the student portal page.

Intramural Sports
There are opportunities to participate in a variety of intramural sports through the CUNY Athletic Conference. The college has participated in table tennis, basketball, soccer and running events. The Office of Student Engagement and Success will provide a schedule and list of upcoming competitions.

Civic Scholars
If you want to play an active role supporting the College and city communities through service, you can become a civic scholar.

As an important component of the Leadership Academy, you will have the opportunity to engage in out-of-class community service to make a real difference in the lives of fellow New Yorkers. The College will meet community needs by partnering with non-profit organizations and city institutions. You can contribute to improving life in New York City while learning about civic issues.

The Guttman experiential learning experiences will differ from typical “volunteer” or community service opportunities at other institutions. You will address critical issues facing New York City and issues relevant to your life. Being a civic scholar, you will learn and be able to contribute.

Additional Civic Scholars opportunities will be coordinated by the Office of Community Partnerships and Engagement and the Leadership Academy.
**Mentors**

Guttman Community College Peer Mentors are full-time students who have completed at least one year at a CUNY community or senior college and maintain a minimum 2.75 cumulative grade point average. Peer Mentors work between 12-15 hours per week and participate in ongoing leadership development activities throughout the academic year.

**HEALTH AND WELLNESS**

Wellness/AccessABILITY Services offers a variety of mental health and wellness-based services and coordinate reasonable accommodations for students with disabilities. The Wellness/AccessABILITY Clinician, currently provides short-term, personal counseling services to assist you with problem solving, adjustment issues and other matters of personal concern that may interfere with their academic success at New Community College at CUNY. At this time we offer 30-45 minute sessions by appointment. All counseling services are confidential and take place in Room 506. Contact Melanie Downs at 646-313-8162 or melanie.downs@ncc.cuny.edu to schedule an initial appointment.

Wellness/AccessABILITY Services also works with students whose disabilities may require some type of accommodation, including exam accommodations. Students with disabilities are encouraged to meet with the Wellness/AccessABILITY Clinician as early as possible to ensure adequate arrangements and support can be arranged. Contact Melanie Downs at 646-313-8162 or melanie.downs@ncc.cuny.edu to schedule an appointment.

It is the student's responsibility to initiate a request for accommodation, even if the student has previously identified herself/himself as a person with a disability. Appropriate accommodations will be made on a case by-case basis. All applications concerning disability accommodations will be regarded as confidential and will only be disclosed when there is a specific need to know this information (e.g., to a proctor of an examination for which special accommodations have been approved).

Wellness/AccessABILITY Services comply with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, which protect persons from discrimination on the basis of physical or mental impairments.

**Tobacco-Free CUNY**

CUNY now has a tobacco-free policy. Effective September 4, 2012, the use of tobacco is prohibited on all grounds and facilities under CUNY jurisdiction, including indoor locations and outdoor locations such as playing fields; entrances and exits to buildings; and parking lots. This policy applies to all tobacco and tobacco products, including chew tobacco and e-cigarettes. Learn more about Tobacco-Free CUNY: [http://www.cuny.edu/about/resources/healthyCUNY/tobaccofreecuny.html](http://www.cuny.edu/about/resources/healthyCUNY/tobaccofreecuny.html)

**TEXTBOOKS**

All textbooks may be purchased at Barnes and Noble Bookstore. The following store location has a section of books especially for the Guttman Community College:

Barnes and Noble
Union Square
33 East 17th Street
New York, NY 10003
212-253-0810
Store Hours: Sun-Sat 10:00 am-10:00 pm
FINANCIAL MATTERS

**Payment**

Once you have claimed your College ID (EMPL ID) and gained access to your CUNYFirst account (refer to Information Technology section), you can then see what your tuition and fee charges are and how much financial aid you will be receiving.

If you are not receiving any financial aid OR the amount of financial aid you are receiving is less than your tuition and fee charges, this is the amount that you are required to pay to Guttman Community College. You can take care of your charges several ways.

- You can pay online through CUNYFirst either via e-check (by entering your bank’s routing number and your bank account number) or via credit card. Payment can be made by MasterCard, Discover or American Express (Visa is not accepted). You will be charged a convenience fee of 2.65% to make a charge card payment. There is no additional charge for e-checks.

- You can also pay your tuition and fees in installments via the Tuition Payment Plan. There is a small fee of $16.75 to enroll but no interest charges. There will be a link to the website https://www.salliemae.com/landing/CUNY/

- Payment can also be made at the College’s one stop student services department, the Hub, located on the third floor. The regular operating hours for the Hub are Monday through Friday, 9:00 am to 5:00 pm. Payment should be made by check or money order. Cash or charge cards are not accepted in person.

Please note that the College has a banking relationship with Citibank. Citibank will be providing many services for Guttman students, including providing money orders at no charge. The closest Citibank branch to the College is located at 1440 Broadway, New York, NY 10018 (between 40th and 41st Streets).

**Refunds**

If the amount of financial aid you are receiving is greater than your tuition and fee charges, you may be eligible for a refund. Refunds will usually be made in two payments. The first may be right before or during the first week of classes to be used to help pay for books and supplies. The second payment will be made later during the semester. Students are encouraged to sign up for direct deposit of their refunds either using their own bank accounts or by using the “CUNY Scholar Support Card”. The direct deposit link will be available on your CUNYFirst web page. Refunds that are directly deposited are immediately available to you. If you do not sign up for direct deposit, a check will be mailed to your home.

For more information about payment, refunds and financial aid, please check the Guttman website at http://www.gcc.cuny.edu/financial.html

**THE HUB: STUDENT SERVICE CENTER**

Merriam-Webster dictionary defines “hub” as a center of activity or a focal point.

At Guttman Community College the Hub is your center for many helpful services. Interested in applying? Need advice about how to pay for college or register for classes? If so, visit the Hub. At Guttman students are at the center of our community and the Hub is the center for student services typically associated with the offices of Admissions, Registrar, Financial Aid, and Bursar.

Why visit the Hub?

- Ask about the status of your admission.
- Find out about your course registration.
- Inquire about the amount of your bill.
- Ask how much financial aid you have been awarded.
- Provide verification of information necessary to receive your financial aid award.
- Provide immunization documentation.
- Update your address or telephone number if you’ve moved.
- Verify your enrollment or request a transcript.
• Learn how to use CUNYFirst so that you can view your courses, grades, and class schedule, view and pay your bill, and much more on your own time.
• Obtain information about any other service you may need to be successful at Guttman, or
• Just stop by to say hello!
The Hub is located on the third floor near the Office of Student Engagement and faculty on the Mezzanine. You are never far from someone who is committed to supporting your path to graduation. Visit us on Monday–Friday 9:00 am -5:00 pm or by appointment outside these hours. Phone number: 646-313-8080.

ONE STOP RESOURCE AND BENEFITS OFFICE
The One Stop Resource & Benefits Office can connect you to helpful resources. Whether you need assistance with food stamps, government benefits, housing/shelter, or other basic needs, you can get referrals to the information you need. The One Stop Coordinator is your advocate to ensure you receive the benefits you qualify for.

One Stop Resources & Benefits currently offers:
• FREE and QUICK benefits screening
• Local services referrals
• Free financial counseling
• Access to legal services and tax preparation.
The Office is located in the Hub on the third floor.
Hours: Monday, Tuesday, and Thursday 10:00 am-4:00 pm or by appointment.
Contact Rachael Ibrahim, One Stop Coordinator, at 646-313-8111 or Rachael.Ibrahim@guttman.cuny.edu.

INFORMATION TECHNOLOGY

CUNYFirst
CUNYFirst stands for City University of New York Fully Integrated Resources and Services Tool. This tool provides electronic access to student records including transcripts, financial aid documents, etc. Students must set up their CUNYFirst account by going to the URL: https://home.cunyfirst.cuny.edu/ and following the instructions on the screen. Once students establish their CUNYFirst accounts, they are assigned an EMPL Identification Number (EMPLID). Students use this number throughout their time at CUNY to access resources. In addition to an EMPLID students are also assigned a CUNYFirst username, which is used as the Guttman Network username.

Student E-Mail Accounts
A Guttman email address is automatically created for all students prior to the first day of classes. The email address follows the format: “Guttman Network username@guttmanmail.cuny.edu.” For example, if a student’s Guttman Network username is “John.Doe12” that student’s email address will be: “John.Doe12@guttmanmail.cuny.edu”.

The initial password for e-mail accounts is the first letter of the student’s first name in Caps, then the first letter of the student’s last name in lowercase, and the last 6 digits of their EMPLID. For example, if your name is John Doe and the last 6 digits of your EMPLID are 123456 your initial password will be Jd123456. Students are required to check their Guttman e-mail account on a regular basis, as important information will be sent to this account from faculty and administrative staff.

On-Campus Computer Network
To access a desktop computer on the Guttman Campus, all students must log in using their Guttman Network user name (the same user name as CUNYFirst.) The initial password will be the first letter of the student’s first name in Caps, then the first letter of the student’s last name in lowercase, and the last 6 digits of their EMPLID. By logging into any Guttman computer, students are agreeing to adhere to the “Acceptable Use of Computer Resources” policy located at the following URL: http://www.cuny.edu/about/administration/offices/CIS/security/pnp.html. Students are encouraged to familiarize themselves with the policy prior to accessing Guttman’s network for the first time.
Guttman Wireless Network
Guttman offers free wireless networking throughout the 40th Street campus. Access to the network requires authorization which can be completed by providing the Guttman Network username and password. Guttman laptop computers in the classroom will automatically detect the wireless signal. Students and faculty can receive help connecting to and troubleshooting the wireless connection by contacting the helpdesk at 646-313-8008 or helpdesk@guttman.cuny.edu.

My Guttman Portal
The Guttman Portal is the student’s online dashboard to all online services that the College provides. To access the web portal, students must go to the following url: https://my.guttman.cuny.edu and enter their Guttman Network username and password. Once logged into the web portal, students will see icons that link to services such as: student e-mail, student file storage, ePortfolio, and various other student services.

ePortfolio
ePortfolio is an important part of the academic experience at the College. More than a place to archive work and course materials, the online system provides a way for students, faculty, staff, and peer mentors to create conversations about learning and to focus on shared goals and outcomes. Faculty will use the system to share feedback and to introduce learning outcomes, rubrics, and the assessment process. As students’ progress in their programs of study, they will adapt and expand their ePortfolios to best represent their abilities and achievements. Some might choose to share specific pages—or their entire profile—with baccalaureate colleges and/or prospective employers. All students will be using ePortfolio in their classes and will need to become familiar with the system. To access your ePortfolio, students should log into the My Guttman portal located at the following URL: https://my.guttman.cuny.edu.

The CUNY Portal
The CUNY Portal provides access to various enterprise resources, such as the eMall. Students are encouraged to take advantage of the eMall’s deep discounts on goods and services offered to the CUNY Community, including free software downloads.

In order to register for a CUNY Portal account, students must go to www.cuny.edu and click the Log-in link. The Portal Log-in page will be presented. From here, click the “Register for a New Account” and choose “Current Student” from the list. Then follow all on-screen instructions to create your account.

Student File Storage
All students have access to 7GB of online file storage via Microsoft’s SkyDrive. This service is accessed through the e-mail account by choosing “More” on the homepage and then choosing “SkyDrive.”

Computer Labs
There are two computer labs on the campus, each with at least 25 computers, and additional computers located in the Information Commons.

Printing Policies
The Guttman ID card is used to print from a computer and make photocopies on campus. For student convenience there is a printer in the two computer labs and in the Information Commons; a pay station is also located in the Information Commons. Students have the ability to print from any computer on campus. Charges will apply based on the number of copies being made.

IT Helpdesk
The helpdesk is located on the 3rd floor of the campus, in room 304. The helpdesk can be reached by phone at 646-313-8008, or via email at helpdesk@guttman.cuny.edu. The helpdesk hours vary throughout the year and are based on the academic calendar, but IT can always be reached via email.
FACILITIES

The College is housed in a seven-story building with approximately 92,000 square feet on 50 West 40th Street in midtown Manhattan across from Bryant Park. The building contains 16 rooms available for instruction, including two science labs (chemistry and biology) and two computer labs. There are also two mobile labs. CUNY’s Joseph S. Murphy Institute for Worker Education and Labor Studies has generously offered the college the use of up to six classrooms between 9:00 a.m. and 4:00 p.m. beginning fall 2013. The library, known as the Information Commons (IC), serves as the college’s collaborative learning environment. Students access the Information Commons through the Atrium, a 1,257 square-foot room on the first floor of the building. This room, in addition to multipurpose room 401, functions as an informal meeting space for student groups and activities. The second-floor Mezzanine includes the faculty workstations and group work tables to provide a space for faculty-student interaction. Additionally, there are two breakout rooms and one media room to be used for private advising and additional group work. Student Success Advocates and the Office of Student Engagement & Success are also located on the Mezzanine. The Hub is located on the third floor and includes the Registrar, Bursar, Admissions and Financial Aid, allowing interaction for students. The Single Stop Resource and Benefits Office and Information Technology are also nearby on the third floor.

On the lower level of 50 West 40th Street are located the Student Lounge, Peer Mentor Lounge, and two computer labs. Building hours while classes are in session:
Monday through Friday: 7 a.m. to 11 p.m.
Weekends: 7 a.m.-7 p.m.

Building hours when classes are not in session (but the school is open):
Monday through Friday: 7 a.m.-7 p.m.
Weekends: (If the Information Commons is open) 7 a.m.-7 p.m.
Weekends: (If the Information Commons is closed) Closed

CAMPUS SAFETY

The Guttman Community College building is staffed with Public Safety Officers and Campus Security Assistants 24 hours a day, seven days a week. CUNY Public Safety Officers are NYS Peace Officers and are trained in handling a variety of situations that may arise. Campus Security Assistants are CUNY employed Security Officers who assist with the everyday operations of the Public Safety Department.

CUNY Alert

Receive text or voice alerts of emergencies or weather related closings for the college via mobile or home phone and email.

What is CUNY Alert?

CUNY Alert is an emergency notification system that enables the University's campuses to advise students, faculty and staff of an emergency (a severe hurricane or snowstorm, for example), and provide timely information to protect lives and minimize campus disruption. CUNY has worked with the State Emergency Management Office to utilize the state’s all-hazards alert and notification system, NY-Alert, for use by the CUNY campuses. Depending upon the severity of the incident, CUNY Alert messages can range from specific instructions to general warnings. These notifications will be sent to members of your campus community who have signed up for CUNY Alert. Messages can be received via cell phone (text and/ or voice), land line telephone and e-mail. You must “opt in” to receive alerts, and you can choose your preferred format or formats to receive the messages. Stay alert! Sign up at your campus today for CUNY Alert!
How to Sign Up
To sign up for CUNY Alert at your campus visit www.cuny.edu/alert for step-by-step instructions. You’ll be asked to provide at least one email address. You may also include a cell phone number and a provider to receive text message alerts and a phone number, either cell or land line, to receive voice alerts. You may list one phone number for each of these options, but you should be aware that the alert system will attempt to contact every number you list. Therefore, we advise that you list your preferred number for text messaging and/or your preferred number for voice messages. We suggest that you avoid using a CUNY phone number so that you can be reached at all times.

For students, faculty and staff who are already registered with the CUNY Portal: Enter your Portal Username & Password, and click the Submit button below. At the top of the next page, click the CUNY Alert link. Digital signage around campus will also give alerts in the same manner. Students who have claimed CUNY First EMPLID’s will have to register with the CUNY Portal.
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(full-time, as of 8/1/13)

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UNIVERSITY POLICIES

As a student at The City University of New York and Guttman Community College, it is important that you understand how the rules and policies that govern the College and the University are created. CUNY is a public university and must comply with many federal and state laws. In addition, New York State law authorizes CUNY’s Board of Trustees to “govern” the University. With this authority, the Board sets many of the policies that establish the rights and responsibilities of CUNY students. The Chancellor of the University and the President of Guttman Community College also have authority, granted by state law or the Board of Trustees, to create additional rules and regulations.

Listed below are important University policies that will affect your experience at Guttman Community College. This is not an exhaustive list; other sections of this bulletin as well as the Guttman and CUNY websites include policies about matters such as financial aid and grading. The list below is intended to educate you about your rights as a student at CUNY as well as your responsibilities. Please review this list. If you have any questions, please contact the Office of Student Engagement & Success.

NON-DISCRIMINATION POLICY

It is the policy of The City University of New York and the constituent colleges and units of The University to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender identity, marital status, legally registered domestic partnership status, disability, predisposing genetic characteristics, alienage, citizenship, military or veteran status, or status as a victim of domestic violence. Students who feel they have been discriminated against for any of these reasons may direct all inquiries, concerns, and complaints to the Acting Affirmative Action/Compliance and Diversity Officer, Sara Oommen at 646-313-8024.


The City University of New York and the constituent colleges and units of The University affirms its commitment to maintain a fair and equal environment for both its employees and student body, consistent with the requirements of Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended (2008).

The law states that, “No qualified handicapped person... shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance...” Students who feel they have been discriminated against based on disability may direct all inquiries, concerns, and complaints to the Acting Section 504/ADA Coordinator, Rebecca Hoda-Kearse, Assistant Dean of Student Engagement & Success, at 646-313-8061.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - NON-DISCRIMINATION ON THE BASIS OF SEX IN THE OPERATION OF EDUCATIONAL PROGRAMS AND ACTIVITIES

CUNY is committed to a fair and equal environment for both its employees and student body, consistent with the requirements of Title IX of the Educational Amendments Act of 1972 which states that:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance....”

Students who feel that they have been excluded from participation, been denied benefits, or been discriminated against by an educational program or activity on the basis of sex may direct all inquiries, concerns, and complaints to the Title IX Coordinator, Rebecca Hoda-Kearse, at (646) 313-8061.
POLICY AGAINST SEXUAL HARASSMENT

It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University's non-discrimination policy. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe they have been aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

A. Prohibited Conduct

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

B. Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:
1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between a faculty member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

C. Making a Complaint of Sexual Harassment

Any member of the University community may report allegations of sexual harassment to the Sexual Harassment Coordinator, a Deputy Coordinator or any member of the Awareness and Intake Committee. Please contact: Rebecca Hoda-Kearse, Assistant Dean of Student Engagement & Success, at (646) 313-8061.

The privacy of individuals who bring complaints of sexual harassment, who are accused of sexual harassment, or who are otherwise involved in the complaint process should be respected, and information obtained in connection with the filing, investigation, or resolution of complaints should be handled as confidentially as possible. It is not possible, however, to guarantee absolute confidentiality and no such promises should be made by the Sexual Harassment Coordinator, a Deputy Coordinator, Awareness and Intake Committee member or other University employees who may be involved in the complaint process.

There is a range of corrective actions and penalties available to the University for violations of this policy. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this Policy are subject to various penalties, including termination of employment and/or student expulsion from the University.
WORKPLACE VIOLENCE POLICY AND PROCEDURES

The City University of New York prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior towards people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve. Individuals who violate this policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution.

All faculty, staff, students, vendors, contractors, consultants, and others who do business with the University, whether in a University facility or off-campus location where University business is conducted, are covered by this policy. This policy also applies to other persons not affiliated with the University, such as former employees, former students, and visitors. When students have complaints about other students, they should contact the Office of Student Affairs at their campus.

Definitions of Workplace Violence

Workplace violence is any behavior that is violent, threatens violence, coerces, harasses or intimidates others, interferes with an individual's legal rights of movement or expression, or disrupts the workplace, the academic environment, or the University's ability to provide services to the public. Examples of workplace violence include, but are not limited to:

1. Disruptive behavior intended to disturb, interfere with or prevent normal work activities (such as yelling, using profanity, verbally abusing others, or waving arms and fists).
2. Intentional physical contact for the purpose of causing harm (such as slapping, stabbing, punching, striking, shoving, or other physical attack).
3. Menacing or threatening behavior (such as throwing objects, pounding on a desk or door, damaging property, stalking, or otherwise acting aggressively; or making oral or written statements specifically intended to frighten, coerce, or threaten) where a reasonable person would interrupt such behavior as constituting evidence of intent to cause harm to individuals or property.
4. Possessing firearms, imitation firearms, knives or other dangerous weapons, instruments or materials. No one within the University community, shall have in their possession a firearm or other dangerous weapon, instrument or material that can be used to inflict bodily harm on an individual or damage to University property without specific written authorization from the Chancellor or the college President regardless of whether the individual possesses a valid permit to carry the firearm or weapon.

Students who witness violence, learn of threats, or are victims of violence by employees, students or others should report the incident immediately to the Campus Public Safety Office. If there is no imminent danger, students should report threatening incidents by employees, students or others as soon as possible to the Campus Public Safety Office or Office of Student Affairs. Students will be provided with workplace violence awareness information (including information regarding available counseling services) upon registration each year.

The University shall maintain the confidentiality of investigations of workplace violence to the extent possible. The University will act on the basis of anonymous complaints where it has a reasonable basis to believe that there has been a violation of this policy and that the safety and well being of members of the University community would be served by such action.

Retaliation against anyone acting in good faith who has made a complaint of workplace violence, who has reported witnessing workplace violence, or who has been involved in reporting, investigating, or responding to workplace violence is a violation of this policy. Those found responsible for retaliatory action will be subject to discipline up to and including termination.
POLICIES AND PROCEDURES CONCERNING SEXUAL ASSAULT, STALKING AND DOMESTIC AND INTIMATE PARTNER VIOLENCE AGAINST STUDENTS

The University’s Sexual Harassment Policy prohibits many forms of unwelcome conduct, including but not limited to, physical conduct of a sexual nature. This policy is specifically directed towards sexual assault, domestic and intimate partner violence and stalking committed against students on and off campus.

CUNY urges all victims to seek immediate help in accordance with the guidelines set forth in this policy with the assurance that all information received from a complaint will be handled as confidentially as possible.

Obtaining assistance after a student is sexually assaulted, stalked or is in an abusive relationship is extremely important and can involve different points of on-campus contact for students, faculty and staff, including the Public Safety Department, Women's/Men's Centers and Counseling Departments, and/or the Dean of Student Development/Student Affairs. Each provides different forms of assistance which together address many of the needs of survivors.

CUNY urges any student who has been the victim of a sexual assault or other act of violence or abuse, or any student or employee who has witnessed a sexual assault or other act of violence against a student, to immediately report the incident to the college Public Safety Department if the attack occurred on-campus, or to call 911 or go to the local NYPD precinct if the incident took place off-campus.

Seek immediate medical attention: It is critical that victims of a physical assault receive comprehensive medical attention as soon as possible.

Student victims of a sexual assault, stalking or domestic or intimate partner violence shall be provided with on-campus support in the form of an advocate or an appropriately trained counselor to assist them.

Procedures for Reporting Incidents of Sexual Assault and Other Forms of Violence

CUNY encourages student victims to contact the Dean of Student Affairs/Student Development to obtain assistance in accessing medical and counseling services, or to make any necessary changes to the student’s academic program or residential housing situation. Public Safety can assist victims getting to and from campus safely, filing a police report and obtaining an order of protection against the alleged perpetrator. Victims can also file a complaint with the College against an alleged perpetrator who is a student or employee of the University with the Dean of Student Affairs/Student Development and the Public Safety Office.

The College’s Responsibility in Handling Sexual Assault, Stalking and Domestic and Intimate Partner Violence Complaints On-Campus

The Colleges are required to act promptly in response to information that a student has been sexually assaulted, or has been the victim of domestic or intimate partner violence or stalking by another member of the CUNY community. Upon receipt of a complaint, the College shall undertake an appropriate investigation. If it appears that there is sufficient evidence to warrant disciplinary charges against a student or staff member, such charges shall be brought pursuant to the appropriate University procedures or collective bargaining agreement. If the alleged perpetrator is a student and the matter is brought before a hearing, the victim and alleged perpetrator are entitled to the same opportunities to have others present and to be informed of the outcome of the proceedings. The victim is entitled to a report of the results of the proceeding at her/his request. If a student is found guilty of committing a sexual assault or other act of violence against another CUNY student or employee after a disciplinary hearing, the penalties may include suspension, expulsion from residence halls, or permanent dismissal from CUNY.

In addition, if during the course of the investigation and/or disciplinary process the alleged perpetrator, or anyone on his/her behalf, seeks to contact the victim so as to harass, intimidate, threaten or coerce the victim in any way, the College reserves the right to bring additional disciplinary action against the actor. Such conduct by any member of the CUNY community will not be tolerated.
Confidentiality

The University recognizes that confidentiality is particularly important to victims of sex crimes, domestic and intimate partner violence and stalking. If the victim seeks counseling with a licensed professional and/or works with an advocate from the campus, those communications will be confidential. CUNY encourages victims in all circumstances to seek counseling in order to speak about her/his options and to begin the recovery period.

While complete confidentiality cannot be guaranteed, every effort will be made to maintain confidentiality on a “need to know” basis. Generally, the wishes of a victim not to report a sexual assault or incident of domestic/intimate partner violence or stalking to the police will prevail, though the College reserves the right to notify the police when it believes that such reporting is necessary for the protection of the College community. Such notification, however, will generally be done without divulging the victim’s identity and for the purpose of providing a campus-wide safety alert. In addition, the College must adhere to legal mandates such as Title IX, medical reporting laws, and the Campus Security Act. For example, CUNY is required to make an annual report documenting the occurrences of violent crimes on campus, including sexual assault. However, this report does not include any information identifying the individuals (including the victims) linked to these crimes. The President and Vice President for Student Affairs/Student Development of each college are responsible for implementing this policy in accordance with the most up-to-date information and resources pertaining to sexual assault, stalking and domestic/intimate partner violence education and prevention, and victim assistance.

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129-A OF THE EDUCATIONAL LAW

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can nourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Higher Education provide that:

“The president, with respect to his education unit, shall:

a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;
b. Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of the several faculties;
c. Exercise general superintendence over the concerns, officers, employees, and students of his educational unit.”

1. RULES

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution’s educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution’s instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University/college equipment and/or supplies.

4. Theft from, or damage to University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.

5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of the rights or interferes with the institution’s educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.

8. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on any individual or damage upon a building or the grounds of the University/college.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/college premises, or as part of any University/college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

2. PENALTIES

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsions, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured
or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to ejection, and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under substantive rules 1-11 shall have its permission to operate on campus rescinded.

5. Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

APPENDIX

SANCTIONS DEFINED:

A. Admonition.
   An oral statement to the offender that he has violated university rules.

B. Warning.
   Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may cause far more severe disciplinary action.

C. Censure.
   Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

D. Disciplinary Probation.
   Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

E. Restitution.
   Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

F. Suspension.
   Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

G. Expulsion.
   Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

H. Complaint to Civil Authorities.

I. Ejection.

STUDENT RECORDS ACCESS POLICY AND THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See Section “6” below on your right to prevent the disclosure of directory information. The FERPA rights of students are:

1. The right to inspect and review your education records.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. All requests shall be granted or denied in writing within 45 days of receipt. If the request is
granted, you will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, you may appeal to the college’s FERPA appeals officer. Additional information regarding the appeal procedures will be provided to you if a request is denied.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

You may ask the college to amend a record that you believe is inaccurate, misleading or otherwise in violation of your privacy rights under FERPA. You should write to the college official responsible for the record, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by you, the college will notify you of the decision and advise you of your right to a hearing before the college's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of your right to a hearing.

(3) The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff), a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials, a person serving on the Board of Trustees, or a student serving on an official committee, such as a disciplinary committee, or assisting another college official in performing his or her tasks. A college official has a legitimate educational interest if access is reasonably necessary in order to fulfill his or her professional responsibilities for the University. Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

(4) You may appeal the alleged denial of FERPA rights to the:

General Counsel and Vice Chancellor for Legal Affairs
The City University of New York
205 East 42nd Street
New York, NY 10017

(5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C., 20202-5920

(6) The college will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information:

Name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, photograph, e-mail address, full or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, participation in officially recognized activities and sports, height and weight of athletic team members, previous school attended, and degrees, honors and awards received.

By filing a form with the Registrar’s Office, you may request that any or all of this directory information not be released without your prior written consent. This form is available in the Registrar’s Office or online (see below) and may be filed, withdrawn, or modified at any time.

POLICY ON WITHHOLDING STUDENT RECORDS

Students who are delinquent and/or in default in any of their financial accounts with the college, the university or an appropriate state or federal agency for which the university acts as either a disbursing or certifying agent, and students who have not completed exit interviews as required by the federal Perkins Loan Program, the federal
University Policies

Family Education Loan Programs, the William D. Ford Federal Direct Loan Program, and the Nursing Student Loan Program, are not permitted to complete registration, or issues a copy of their grades, a transcript of academic record, certificate, or degree, nor are they to receive funds under the federal campus-based student assistance programs or the federal Pell Grant Program unless the designated office, in exceptional hardship cases and consistent with federal and state regulations, waives in writing the application of this regulation.

Policy on Academic Integrity and Academic Dishonesty

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

1. Definitions and Examples of Academic Dishonesty

1.1. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

Examples of cheating include:
- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

1.2. Plagiarism is the act of presenting another person’s ideas, research or writings as your own.

Examples of plagiarism include:
- Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

1.3. Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student.

Examples of obtaining unfair advantage include:
- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
• Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
• Intentionally obstructing or interfering with another student’s work.

1.4. Falsification of Records and Official Documents
Examples of falsification include:
• Forging signatures of authorization.
• Falsifying information on an official academic record.
• Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

3. Reporting
3.1. Each college’s president shall appoint an Academic Integrity Officer in consultation with the elected faculty governance leader. Provost Jose Morin will serve as the Academic Integrity Officer at The New Community College for the 2012-2013 academic year. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty. The Academic Integrity Officer may be the college’s Student Conduct Officer, another student affairs official, an academic affairs official, or a tenured faculty member. Additional duties of the Academic Integrity Officer are described in Sections 4.1, 4.2.1, 4.2.2, 4.3 and 4.4.

3.2. A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible.

Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student’s final course grade shall report such incident on a Faculty Report Form in substantially the same format as the sample annexed to this Policy and shall submit the Form to the college’s Academic Integrity Officer. Each college shall use a uniform form throughout the college, which shall contain, at a minimum, the name of the instructor, the name of the student, the course name and number and section number, the date of the incident, a description of the incident and the instructor’s contact information.

3.3 The Academic Integrity Officer shall update the Faculty Report Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer of each college shall place the Form in a confidential academic integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each Form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless the student is exonerated, written decisions on academic integrity matters after adjudication also shall be placed in the student’s academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students’ academic integrity files.

4. Procedures for Imposition of Sanctions
4.1. Determination on academic vs. disciplinary sanction The Academic Integrity Officer shall determine whether to seek a disciplinary sanction in addition to an academic sanction. In making this determination, the Academic Integrity Officer shall consult with the faculty member who initiated the case and may consult with student affairs and/or academic affairs administrators as needed. Before determining which sanction(s) to seek, the Academic Integrity Officer also shall consult the student’s confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken. Prior violations include both violations at the student’s current college and violations that occurred at any other CUNY college. In making the determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY colleges and, if so, shall request and be given access to the academic integrity files, if any, at such other CUNY colleges. The Academic Integrity Officer should seek disciplinary sanctions only if:
   (i) there is a substantial violation; or
   (ii) the student has previously violated the Policy; or
   (iii) academic sanctions are unable to be imposed because the student has timely withdrawn from the applicable course.
Examples of substantial violations include but are not limited to forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; sabotaging another student’s work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. The college also should consider any mitigating circumstances in making this determination.

4.2. Procedures in Cases Involving Only Academic Sanctions

4.2.1. Student Admits to the Academic Dishonesty and Does Not Contest the Academic Sanction

If a faculty member wishes to seek only an academic sanction (i.e., a reduced grade) and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the Academic Integrity Officer decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion. A reduced grade may be an “F” or another grade that is lower than the grade that the student would have earned but for the violation. The faculty member shall inform the Academic Integrity Officer of the resolution via email and the Officer shall update the applicable Faculty Report Form to reflect that resolution.

4.2.2. Student Admits to the Academic Dishonesty but Contests the Academic Sanction

In a case where a student admits to the alleged academic dishonesty but contests the particular academic sanction imposed, the student may appeal the academic sanction through the college's grade appeal process. The student shall be allowed, at a minimum, an opportunity to present a written position with supporting evidence. The committee reviewing the appeal shall issue a written decision explaining the justification for the academic sanction imposed.

4.2.3. Student Denies the Academic Dishonesty

In a case where a student denies the academic dishonesty, a fact-finding determination shall be made, at each college's option, by an Academic Integrity Committee established by the college’s governance body or by the Student-Faculty Disciplinary Committee established under Article XV of the CUNY Bylaws. Each college's Academic Integrity Committee shall adopt procedures for hearing cases. (If a college opts to use its Student-Faculty Disciplinary Committee for this purpose, that Committee shall use Article XV procedures.) Those procedures, at a minimum, shall provide a student with:

(i) written notice of the charges against him or her;

(ii) the right to appear before the Committee; and

(iii) the right to present witness statements and/or to call witnesses.

Those procedures also shall provide the faculty member with the right to make an appearance before the Committee. The Committee may request the testimony of any witness and may permit any such witness to be questioned by the student and by the administrator presenting the case. Academic Integrity Committees and Student-Faculty Disciplinary Committees, as applicable, shall issue written decisions and send copies of their decisions to the college's Academic Integrity Officer. The Academic Integrity Officer may not serve on a college's Academic Integrity Committee.

4.3. Procedures in Cases Involving Disciplinary Sanctions

If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college’s Faculty-Student Disciplinary Committee. If the college seeks to have both a disciplinary and an academic sanction imposed, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance by using the PEN grade established for this purpose, pending the Committee's action. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student’s grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction
of any kind may be imposed. Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Officer shall promptly report its resolution to the faculty member and file a record of the resolution in the student’s confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

4.4. Required Action in Cases of No Violation
If either the Academic Integrity Committee or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Officer shall remove all material relating to that incident from the student’s confidential academic integrity file and destroy the material.

5. Implementation
Each college, in accordance with its governance plan, shall implement this Policy and may adopt its own more specific procedures to implement the Policy. Colleges’ procedures must be consistent with the policy and procedures described in the Policy.

BOARD OF TRUSTEES BYLAWS – ARTICLE XV: STUDENTS AND XVI: STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES

Article XV Students
Section 15.0. Preamble.
Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.
Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations.
Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom; if these rights are to be secure, then students should exercise their freedom with responsibility.
Section 15.1. Conduct Standard Defined.
Each student enrolled or in attendance in any college, school or unit under the control of the board and every student organization, association, publication, club or chapter shall obey the laws of the city, state and nation, and the bylaws and resolutions of the board, and the policies, regulations, and orders of the college.
The faculty and student body at each college shall share equally the responsibility and the power to establish, subject to the approval of the board, more detailed rules of conduct and regulations in conformity with the general requirement of this article.
This regulatory power is limited by the right of students to the freedoms of speech, press, assembly and petition as applied to others in the academic community and to citizens generally.
Section 15.2. Student Organizations.
a. Any group of students may form an organization, association, club or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.
However, no group, organization or student publication with a program against the religion, race, ethnic origin or identification or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the college or be permitted to organize
or continue at any college or school. No organizations, military or semi-military in character, not connected with
established college or school courses, shall be permitted without the authorization of the faculty and the duly elected
student government and the board.

b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government
organization to insure the effective conduct of such college or school as an institution of higher learning and for the
prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set
forth in bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations,
associations, clubs or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse,
suspend or revoke any charter or other authorization for cause after hearing on notice.

2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to
any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization
has been refused, suspended or revoked may appeal such adverse action by such officer or committee of student
government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a
hearing following the due process procedures as set forth in section 15.3. Following such hearing the duly elected
student government shall have the authority to set aside, decrease or confirm the adverse action.

c. Any person or organization affiliated with the college may file charges with an office of the dean of students**1
alleging that a student publication has systematically attacked the religion, race, ethnic origin or sex of a particular
group, or has otherwise contravened the laws of the city, state or nation, or any bylaw or resolution of the board, or
any policy, regulation or order of the college, within a reasonable period of time after such occurrence. If the dean of
students determines, after making such inquiries as he/she may deem appropriate, that the charges are substantial,
he/she shall attempt to resolve the dispute, failing which he/she shall promptly submit the charges to the faculty-
student disciplinary committee for disposition in accordance with the due process procedures of section 15.3.

If the committee sustains the charges or any part thereof against the student publication, the committee shall be
empowered to (1) reprimand the publication, or (2) recommend to the appropriate funding bodies the withdrawal of
budget funds. The funding body shall have the authority to implement
fully, modify or overrule the recommendations.

d. Each college shall establish a student elections review committee in consultation with the various student
governments. The student elections review committee shall approve the election procedures and certify the results of
elections for student governments, and student body referenda.

e. Student government elections shall be scheduled and conducted, and newly elected student governments shall
take office, in accordance with policies of the board, and implementing regulations.

Section 15.3. Student Disciplinary Procedures.

Complaint Procedures:

a. Any charge, accusation, or allegation which is to be presented against a student, and, which if proved, may subject
a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students
promptly by the individual, organization or department making the charge.

b. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in
order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her
designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved
or who have information regarding the incident, and review other relevant evidence. Following this preliminary
investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief
student affairs officer or designee shall take one of the following actions:

(i) Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary
actions. The individuals involved shall be notified that the complaint has been dismissed;
(ii) Refer the matter to conciliation. If a matter is referred to conciliation the accused student shall receive a copy of the notice required pursuant to section 15.3.e. of this bylaw; or

(iii) Prefer formal disciplinary charges.

Conciliation Conference:

c. The conciliation conference shall be conducted by the counselor in the office of the dean of students or a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort will be made to resolve the matter by mutual agreement.
2. If an agreement is reached, the counselor shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified.
3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the chief student affairs officer who will prefer disciplinary charges.
4. The counselor is precluded from testifying in a college hearing regarding information received during the conciliation conference.

Notice of Hearing and Charges:

d. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the chief student affairs officer of the college to the student at the address appearing on the records of the college, by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or the conciliation conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.

e. The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the student including the rule, bylaw or regulation he/she is charged with violating, and the possible penalties for such violation.
2. A statement that the student has the following rights:
   (i) to present his/her side of the story;
   (ii) to present witnesses and evidence on his/her behalf;
   (iii) to cross-examine witnesses presenting evidence against the student;
   (iv) to remain silent without assumption of guilt; and
   (v) to be represented by legal counsel or an advisor at the student’s expense.
3. A warning that anything the student says may be used against him/her at a non-college hearing.

Faculty-Student Disciplinary Committee Procedures:

f. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:

1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the charges, the hearing procedures and his or her rights.
2. After informing the student of the charges, the hearing procedures, and his or her rights, the chairperson shall ask the student charged to plead guilty or not guilty. If the student pleads guilty, the student shall be given an opportunity to explain his/her actions before the committee. If the student pleads not guilty, the college shall present its case. At the conclusion of the college's case, the student may move to dismiss the charges. If the motion is denied by the committee the student shall be given an opportunity to present his or her defense.
3. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial or unduly repetitive evidence. However, if either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude all persons who are to appear as witnesses, except the accused student.
4. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, a tape recording or the equivalent. A disciplined student is entitled upon request to a copy of such a transcript, tape or equivalent without cost.

5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee's normal operations.

6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.

7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination as to guilt or innocence. In the event the student is found guilty, the committee shall then determine the penalty to be imposed.

8. At the end of the fact-finding phase of the hearing, the student may introduce additional records, such as character references. The college may introduce a copy of the student's previous disciplinary record, where applicable, provided the student was shown a copy of the record prior to the commencement of the hearing. The disciplinary record shall be submitted to the committee in a sealed envelope and shall not be opened until after the committee has made its findings of fact. In the event the student has been determined to be guilty of the charge or charges the records and documents introduced by the student and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.

9. The committee shall deliberate in closed session. The committee's decision shall be based on the testimony and evidence presented at the hearing and the papers filed by the parties.

10. The student shall be sent a copy of the faculty-student disciplinary committee's decision within five days of the conclusion of the hearing. The decision shall be final subject to the student's right of appeal.

11. Where a student is represented by legal counsel the president of the college may request that a lawyer from the general counsel's office appear at the hearing to present the college's case.

Section 15.4. Appeals.

An appeal from the decision of the faculty-student disciplinary committee may be made to the president who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or board committees as the case may be. If the president is a party to the dispute, his/her functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor.

Section 15.5. Committee Structure.

a. Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation.

b. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the instructional staff of that college to receive training and to serve in rotation as chair of the disciplinary committee. If none of the chairpersons appointed from the campus can serve, the president, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary meetings and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but shall vote in the event of a tie.

c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote.
In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

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

e. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

Section 15.6. Suspension or Dismissal.

The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution.

The chancellor or chancellor's designee, a president or any dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3. to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the college shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the college shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

Section 15.7. The University Student Senate.

There shall be a university student senate responsible, subject to the board, for the formulation of university-wide student policy relating to the academic status, role, rights and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the university student senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments.

Section 15.8. College Governance Plans.

The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

Article XVI Student Activity Fees and Auxiliary Enterprises

Section 16.1. Student Activity Fee.

The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

Section 16.2. Student Activity Fees Use - Expenditure Categories.

Student activity fee funds shall be allocated and expended only for the following purposes:

1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletic programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and university environment;
9. Transportation, administration and insurance related to the implementation of these activities;
10. Student services to supplement or add to those provided by the university;
11. Stipends to student leaders.

Section 16.3. Student Government Fee.
The student government fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government, or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in section 15.2. of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

Section 16.4. Student Government Activity Defined.
a. A student government activity is any activity operated by and for the students enrolled at any unit of the university provided, (1) such activity is for the direct benefit of students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof, and (3) that the activity does not contravene the laws of the city, state or nation, or the published rules, regulations, and orders of the university or the duly established college authorities.

Section 16.5. College Association.
a. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college student activity fee, including student government fee allocations and expenditures for conformance with the expenditure categories defined in Section 16.2. of this article and the college association shall disapprove any allocation or expenditure it finds does not so conform, or is inappropriate, improper, or inequitable.
b. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) members, its governing documents are approved by the college president and the following requirement are met:
1. The governing board of the college association is composed of:
   (i) The college president or his/her designee as chair.
   (ii) Three administrative members appointed by the college president.
   (iii) Three faculty members appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
   (iv) Six student members comprised of the student government president(s) and other elected students with the student seats allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.
2. The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with section 16.5.(b) (1)(iv) of these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college association. The college association may choose to not approve the budget or
portions of the budget if in their opinion such items are inappropriate, improper, or inequitable. The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequent resubmittal to the college association. If the budget is not approved within thirty (30) days those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agree.

3. The governing documents of the college association have been reviewed by the board’s general counsel and approved by the board.

Section 16.6. Management and Disbursement of Funds.
The college and all student activity fee allocating bodies shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for the support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. A requisition for disbursement of funds must contain two signatures; one, the signature of a person with responsibility for the program; the other the signature of an approved representative of the allocating body.

Section 16.7. Revenues.
All revenues generated by student activities funded through student activity fees shall be placed in a college central depository subject to the control of the allocating body. The application of such revenues to the account of the income generating organization shall require the specific authorization of the allocating body.

The chancellor or his/her designee shall promulgate regulations in a fiscal accountability handbook, to regulate all aspects of the collection, deposit, financial disclosure, accounting procedures, financial payments, documentation, contracts, travel vouchers, investments and surpluses of student activity fees and all other procedural and documentary aspects necessary, as determined by the chancellor or his/her designee to protect the integrity and accountability of all student activity fee funds.

Section 16.9. College Purposes Fund.
a. A college purposes fund may be established at each college and shall be allocated by the college president. This fund may have up to twenty-five (25) percent of the unearmarked portion of the student activity fee earmarked to it by resolution of the board, upon the presentation to the board of a list of activities that may be properly funded by student activity fees that are deemed essential by the college president.
b. Expenditures from the college purposes fund shall be subject to full disclosure under section 16.13. of these bylaws.
c. Referenda of the student body with respect to the use and amount of the college purposes fund shall be permitted under the procedures and requirements of section 16.12. of these bylaws.

Section 16.10. Auxiliary Enterprise Board.
a. The auxiliary enterprise board shall have responsibility for the oversight, supervision and review over college auxiliary enterprises. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises shall be developed by the auxiliary enterprise budget and contract committee and reviewed by the auxiliary enterprise board prior to expenditure or execution.
b. The auxiliary enterprise board shall be considered approved for the purposes of this article if it consists of at least eleven (11) members, its governing documents are approved by the college president and the following requirements are met:
   1. The governing board is composed of the college president or his/her designee as chair, plus an equal number of students and the combined total of faculty and administrative members.
   2. The administrative members are appointed by the college president.
   3. The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
4. The student members are the student government president(s) and other elected students and the student seats are allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable, in proportion to the student enrollment by headcount from the respective constituencies.

5. The auxiliary enterprise board structure provides for a budget and contract committee composed of a combined total of faculty and administrative members that is one more than the number of student members. The budget and contract committee shall be empowered to develop all contract and budget allocation proposals subject to the review and approval of the auxiliary enterprise board.

6. The governing documents of the auxiliary enterprise board have been reviewed by the board’s general counsel and approved by the board.

Section 16.11. The Review Authority of College Presidents over Student Activity Fee Allocating Bodies and Auxiliary Enterprise Boards.

a. The president of the college shall have the authority to disapprove any student activity fee, including student government fee, or auxiliary enterprise allocation or expenditure, which in his or her opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.

b. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure which in his or her opinion is not within the expenditure categories defined in section 16.2. of this article. The college association shall, within ten (10) days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereafter consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.

c. The chancellor or his/her designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.

d. All disapprovals exercised under this section shall be filed with the general counsel and vice chancellor for legal affairs.

e. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

Section 16.12. Referenda.

A referendum proposing changes in the student activity fee shall be initiated by a petition of at least ten (10) percent of the appropriate student body and voted upon in conjunction with student government elections.

a. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.

b. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the board by the president of the college together with his/her recommendation.

c. At the initiation of a petition of at least ten (10) percent of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.

d. Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the board by the college president together with his/her recommendation.


a. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activity fees.
b. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.

c. The student activity fee allocating bodies shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to all of its activities.

d. The auxiliary enterprise board shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to auxiliary enterprises.

e. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable to student activity fee accounts, disbursements, transfers, past reserves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once each year.

The payment of stipends to student leaders is permitted only within those time limits and amounts authorized by the board.

See: http://policy.cuny.edu/text/toc/btb/

This policy provides specific dates and deadlines for student elections as well as the procedures for electing representatives to student government. For the complete policy, see:
http://www.cuny.edu/about/administration/offices/la/advisories/student-gov-election.pdf

PROCEDURES FOR HANDLING STUDENT COMPLAINTS ABOUT FACULTY IN ACADEMIC SETTINGS

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

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

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

IV. Formal Complaint.
If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the college president. (This person will be referred to below as the Fact Finder.) Only students in a faculty member’s class or present in another academic setting where the alleged conduct occurred may file complaints against that faculty member.
A. The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an attempt at informal resolution. The complaint shall be as specific as possible in describing the conduct complained of.

B. The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the college president a written request stating the reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion, replace the department chairperson as the Fact Finder. The chairperson may also submit a written request for recusal for good cause to the academic dean or senior faculty member designated by the college president to review such requests. If a recusal request is granted, a different department chairperson shall conduct the investigation, or, if no other chairperson is available, an administrator designated by the college president shall serve in the chairperson’s stead. Further, the college president may re-assign investigations as necessary, including but not limited to situations in which a Fact Finder has not completed an investigation in a timely manner. In addition, during any time that no department chairperson is available to investigate a complaint, the college president may assign an administrator to investigate.

C. The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate informal resolution.

D. If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, establish that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member and other persons with relevant knowledge and information and shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty member shall have the right to have a representative (including a union representative, student government representative or attorney) present during the initial meeting, the interview and any post-investigation meeting.

E. In cases where there is strong preliminary evidence that a student’s complaint is meritorious and that the student may suffer immediate and irreparable harm, the Fact Finder may provide appropriate interim relief to the complaining student pending the completion of the investigation. The affected faculty member may appeal such interim relief to the chief academic officer.

F. At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and recommendations, with particular focus on whether the conduct in question is protected by academic freedom, and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.

V. Appeals Procedure.

If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report, which time period may be extended for good cause shown. The chief academic officer shall convene and serve as the chairperson of an Appeals Committee, which shall also include the chief student affairs officer, two faculty members elected annually by the faculty council or senate and one student elected annually by the student senate. The Appeals Committee shall review the findings and recommendations of the report, with particular focus on whether the conduct
in question is protected by academic freedom. The Appeals Committee shall not conduct a new factual investigation or overturn any factual findings contained in the report unless they are clearly erroneous. If the Appeals Committee decides to reverse the Fact Finder in a case where there has not been an investigation because the Fact Finder erroneously found that the alleged conduct was protected by academic freedom, it may remand to the Fact Finder for further proceedings. The committee shall issue a written decision within 20 calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.

VI. Subsequent Action.

Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member’s personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college, whether interim or final, must comply with the bylaws of the University and the collective bargaining agreement between the University and the Professional Staff Congress.

VII. Campus Implementation.

Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members and students and post them on the college website.

See:
http://www.cuny.edu/about/administration/offices/la/PROCEDURES_FOR_HANDLING_STUDENT_COMPLAINTS.pdf

STUDENTS’ RIGHTS CONCERNING RELIGIOUS OBSERVANCES

This policy, based on state law, explains that you are permitted to miss school for religious observances. For example, you can’t be penalized for missing a test or failing to register for a class during your religious holiday. The faculty or administration must give you the opportunity to make up what you missed. The policy also spells out a process to follow if you believe that you’ve been penalized because of your religious beliefs.

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study or work requirements are held on Friday after four o’clock post meridian or on Saturday, similar or make up classes, examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements or registration held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.

6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.
a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.

7. As used in this section, the term “institution of higher education” shall mean any institution of higher education, recognized and approved by the Regents of the University of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term “religious belief” shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

See: New York State Education Law, Article 5, § 224-a.

POLICY ON DRUGS AND ALCOHOL

CUNY complies with all federal, state, and local laws concerning the unlawful possession, use, and distribution of drugs and alcohol.

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

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

CUNY STANDARDS OF CONDUCT

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

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

CUNY SANCTIONS

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

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

In addition, any student who resides in a CUNY residence hall and who is found to have violated any CUNY or college policy with respect to drugs and alcohol may be subject to sanctions under the CUNY Residence Hall Disciplinary Procedures, up to and including expulsion from the residence hall. In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the student must see a counselor or successfully participate in a drug and alcohol treatment program.

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

For the complete policy, see: http://www.cityuniversityofnewyork.com/about/trustees/meetings/CAL411.pdf

Also, for Information on the risks and consequences of drug and alcohol uses as well as on-campus and off-campus resources, see: http://www.cuny.edu/about/administration/offices/la/advisories/drug-alcohol-use.pdf

NO-SMOKING POLICY

As of September 4, 2012, (i) the use of tobacco on all grounds and facilities under CUNY jurisdiction, including indoor locations and outdoor locations such as playing fields; entrances and exits to buildings; and parking lots is prohibited; (ii) tobacco industry promotions, advertising, marketing, and distribution of marketing materials on campus properties are prohibited; and (iii) tobacco industry sponsorship of athletic events and athletes is prohibited.

See: http://www.cuny.edu/about/trustees/meetings/CAL111.pdf

NON-DISCRIMINATION OF STUDENTS ON THE BASIS OF PREGNANCY, CHILDBIRTH AND RELATED CONDITIONS

Guttman Community College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student’s doctor and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations from the Office of Wellness and Accessibility in Room 506 or call (646) 313-8162.

For more information regarding Title IX’s prohibition against discrimination based on pregnancy and related conditions, please consult the National Women’s Law Center at: www.nwlc.org/pregnancyandparentingstudents

IMMUNIZATION REQUIREMENTS POLICY

The New York State Public Health Law mandates:

1) All students born on or after January 1, 1957, registering for 6 or more credit hours, must provide proof of meeting the Measles, Mumps and Rubella (MMR) vaccination requirements in order to register.

The requirements are as follows:

1. Two dates for two doses of live measles vaccine (the 1st dose must have been administered on or after the first birthday, the second dose at 28 days later and after 15 months of age), or a blood test showing immunity, and

2. One dose of live mumps vaccine administered on or after the first birthday, or a blood test showing immunity, and

3. One dose of live rubella vaccine administered on or after the first birthday or a blood test showing immunity.

2) All students, regardless of age, registering for 6 or more credit hours, must read the Meningococcal Meningitis fact sheet (live link) and sign the response form (live link) indicating whether or not the meningitis vaccine was received. (Parents or legal guardians must sign the meningitis response form for students under the age of 18.) While vaccination for meningococcal meningitis is not required, students must return the form to acknowledge that they have received the information on the virus.
Students may be exempt from the required MMR immunizations for religious or medical reasons. To qualify for a religious exception, students must submit a signed statement, or in the event the student is a minor (under 18), a signed statement from their parent or guardian, that they hold sincere and genuine religious beliefs that prohibit immunization. To qualify for a medical exception, students must submit a written statement from a licensed physician or nurse practitioner indicating that such immunization may be detrimental to their health.

**MEDICAL WITHDRAWAL AND RE-ENTRY POLICY AND PROCEDURES GOVERNING STUDENT BEHAVIOR THAT PRESENTS A DIRECT THREAT OF HARM TO SELF OR OTHERS OR SUBSTANTIALLY DISRUPTS THE LEARNING OR WORKING ENVIRONMENT OF OTHERS**

A. As an alternative to disciplinary action that may be taken under Article XV of CUNY's Bylaws, a college of CUNY may bring a proceeding to require a student to withdraw from the University, or, under some circumstances, the student's home college and/or from residence in a college residence hall under this withdrawal policy and procedures when the student’s behavior evidences a direct threat of harm to others, or when the student’s behavior substantially disrupts the learning or working environment of others. A direct threat means a significant risk of harm to health or safety.

B. A student who threatens to commit or attempts to commit suicide, and who does not otherwise threaten direct harm to others or substantially disrupt the learning or working environment of others, shall not be subject to disciplinary action for that threat or attempt under Article XV of the CUNY's Bylaws. If a college determines that withdrawal of the student or retention of the student subject to specified conditions is appropriate because the student's behavior threatens direct harm to him or herself, this policy instead of disciplinary procedures shall apply.

C. A student who withdraws or is withdrawn from the University, a college or college residence hall pursuant to this policy may apply for re-entry to the University, a college and/or to a college residence hall. The application for re-entry shall be made to the student's home college's Chief Student Affairs Officer, who shall determine whether the student still presents a direct threat of harm to him or herself or others or still presents a significant risk to substantially disrupt the learning or working environment of others. If the Chief Student Affairs Officer or designee determines, based on the assessment of a qualified, licensed mental health professional, that there is not a significant risk that the behavior that required withdrawal will be repeated, he or she shall approve the student's application for re-entry.

**THE CITY UNIVERSITY OF NEW YORK POLICY ON ACCEPTABLE USE OF COMPUTER RESOURCES**

*Introduction*

CUNY's computer resources are dedicated to the support of the university's mission of education, research and public service. In furtherance of this mission, CUNY respects, upholds and endeavors to safeguard the principles of academic freedom, freedom of expression and freedom of inquiry. CUNY recognizes that there is a concern among the university community that because information created, used, transmitted or stored in electronic form is by its nature susceptible to disclosure, inversion, loss, and similar risks, electronic communications and transactions will be particularly vulnerable to infringements of academic freedom. CUNY's commitment to the principles of academic freedom and freedom of expression includes electronic information. Therefore, whenever possible, CUNY will resolve doubts about the need to access CUNY computer resources in favor of a user's privacy interest.

However, the use of CUNY computer resources, including for electronic transactions and communications, like the use of other university-provided resources and activities, is subject to the requirements of legal and ethical behavior. This policy is intended to support the free exchange of ideas among members of the CUNY community and between the CUNY community and other communities, while recognizing the responsibilities and limitations associated with such exchange.

*Applicability*

This policy applies to all users of CUNY computer resources, whether affiliated with CUNY or not, and whether accessing those resources on a CUNY campus or remotely.

This policy supersedes the CUNY policy titled “CUNY Computer User Responsibilities” and any college policies that are inconsistent with this policy.
Definitions
“CUNY Computer resources” refers to all computer and information technology hardware, software, data, access and other resources owned, operated, or contracted by CUNY. This includes, but is not limited to, personal computers, handheld devices, workstations, mainframes, minicomputers, servers, network facilities, databases, memory, and associated peripherals and software, and the applications they support, such as e-mail and access to the internet. “E-mail” includes point-to-point messages, postings to newsgroups and listservs, and other electronic messages involving computers and computer networks.

Rules for Use of CUNY Computer Resources
Authorization. Users may not access a CUNY computer resource without authorization or use it for purposes beyond the scope of authorization. This includes attempting to circumvent CUNY computer resource system protection facilities by hacking, cracking or similar activities, accessing or using another person's computer account, and allowing another person to access or use the user's account. This provision shall not prevent a user from authorizing a colleague or clerical assistant to access information under the user's account on the user's behalf while away from a CUNY campus or because of a disability. CUNY computer resources may not be used to gain unauthorized access to another computer system within or outside of CUNY. Users are responsible for all actions performed from their computer account that they permitted or failed to prevent by taking ordinary security precautions.

Purpose. Use of CUNY computer resources is limited to activities relating to the performance by CUNY employees of their duties and responsibilities. For example, use of CUNY computer resources for private commercial or not-for-profit business purposes, for private advertising of products or services, or for any activity meant solely to foster personal gain, is prohibited. Similarly, use of CUNY computer resources for partisan political activity is also prohibited. Except with respect to CUNY employees other than faculty, where a supervisor has prohibited it in writing, incidental personal use of computer resources is permitted so long as such use does not interfere with CUNY operations, does not compromise the functioning of CUNY computer resources, does not interfere with the user's employment or other obligations to CUNY, and is otherwise in compliance with this policy.

Compliance with Law. CUNY computer resources may not be used for any purpose or in any manner that violates CUNY rules, regulations or policies, or federal, state or local law. Users who engage in electronic communications with persons in other states or countries or on other systems or networks may also be subject to the laws of those other states and countries, and the rules and policies of those other systems and networks. Users are responsible for ascertaining, understanding, and complying with the laws, rules, policies, contracts, and licenses applicable to their particular use.

Examples of applicable federal and state laws include the laws of libel, obscenity and child pornography, as well as the following:

- Family Educational Rights and Privacy Act
- Electronic Communications Privacy Act
- Computer Fraud and Abuse Act
- New York State Freedom of Information Law
- New York State Law with respect to the confidentiality of library records

Examples of applicable CUNY rules and policies include the following:

- Sexual Harassment Policy
- Policy on Maintenance of Public Order
- Web Site Privacy Policy
- Gramm-Leach-Bliley Information Security Program
- University Policy on Academic Integrity
- Information Security policies

Licenses and Intellectual Property. Users of CUNY computer resources may use only legally obtained, licensed data or software and must comply with applicable licenses or other contracts, as well as copyright, trademark and other intellectual property laws.
Much of what appears on the internet and/or is distributed via electronic communication is protected by copyright law, regardless of whether the copyright is expressly noted. Users of CUNY computer resources should generally assume that material is copyrighted unless they know otherwise, and not copy, download or distribute copyrighted material without permission unless the use does not exceed fair use as defined by the federal Copyright Act of 1976. Protected material may include, among other things, text, photographs, audio, video, graphic illustrations, and computer software.

False Identity and Harassment. Users of CUNY computer resources may not employ a false identity, mask the identity of an account or computer, or use computer resources to engage in abuse of others, such as sending harassing, obscene, threatening, abusive, deceptive, or anonymous messages within or outside CUNY.

Confidentiality. Users of CUNY computer resources may not invade the privacy of others by, among other things, viewing, copying, modifying or destroying data or programs belonging to or containing personal or confidential information about others, without explicit permission to do so. CUNY employees must take precautions to protect the confidentiality of personal or confidential information encountered in the performance of their duties or otherwise.

Integrity of Computer Resources. Users may not install, use or develop programs intended to infiltrate or damage a computer resource, or which could reasonably be expected to cause, directly or indirectly, excessive strain on any computing facility. This includes, but is not limited to, programs known as computer viruses, Trojan horses, and worms. Users should consult with the IT director at their college before installing any programs that they are not sure are safe.

Disruptive Activities. CUNY computer resources must not be used in a manner that could reasonably be expected to cause or does cause, directly or indirectly, unwarranted or unsolicited interference with the activity of other users. This provision explicitly prohibits chain letters, virus hoaxes or other intentional e-mail transmissions that disrupt normal e-mail service. Also prohibited are spamming, junk mail or other unsolicited mail that is not related to CUNY business and is sent without a reasonable expectation that the recipient would welcome receiving it, as well as the inclusion on e-mail lists of individuals who have not requested membership on the lists, other than the inclusion of members of the CUNY community on lists related to CUNY business. CUNY has the right to require users of CUNY computer resources to limit or refrain from other specific uses if, in the opinion of the IT director at the user's college, such use interferes with efficient operations of the system, subject to appeal to the President or, in the case of central office staff, to the Chancellor.

CUNY Names and Trademarks. CUNY names, trademarks and logos belong to the university and are protected by law. Users of CUNY computer resources may not state or imply that they speak on behalf of CUNY or use a CUNY name, trademark or logo without authorization to do so. Affiliation with CUNY does not, by itself, imply authorization to speak on behalf of CUNY.

Security. CUNY employs various measures to protect the security of its computer resources and of users’ accounts. However, CUNY cannot guarantee such security. Users are responsible for engaging in safe computing practices such as guarding and not sharing their passwords, changing passwords regularly, logging out of systems at the end of use, and protecting private information, as well as for following CUNY’s Information Security policies and procedures. Users must report incidents of Information Security policy non-compliance or other security incidents to CUNY’s Chief Information Officer and Chief Information Security Officer, and the IT director at the affected user’s college.

Filtering. CUNY reserves the right to install spam, virus and spyware filters and similar devices if necessary in the judgment of CUNY’s Office of Information Technology or a college IT director to protect the security and integrity of CUNY computer resources. Notwithstanding the foregoing, CUNY will not install filters that restrict access to e-mail, instant messaging, chat rooms or websites based solely on content.

Confidential Research Information. Principal investigators and others who use CUNY computer resources to store or transmit research information that is required by law or regulation to be held confidential or for which a promise of confidentiality has been given, are responsible for taking steps to protect confidential research information from unauthorized access or modification. In general, this means storing the information on a computer that provides strong access controls (passwords) and encrypting files, documents, and messages for protection against inadvertent or unauthorized disclosure while in storage or in transit over data networks. Robust encryption is strongly recommended.
for information stored electronically on all computers, especially portable devices such as notebook computers, Personal Digital Assistants (PDAs), and portable data storage (e.g., memory sticks) that are vulnerable to theft or loss, as well as for information transmitted over public networks. Software and protocols used should be reviewed and approved by CUNY's Office of Information Technology.

**CUNY ACCESS TO COMPUTER RESOURCES.**

CUNY does not routinely monitor, inspect, or disclose individual usage of its computer resources without the user’s consent. In most instances, if the university needs information located in a CUNY computer resource, it will simply request it from the author or custodian. However, CUNY IT professionals and staff do regularly monitor general usage patterns as part of normal system operations and maintenance and might, in connection with these duties, observe the contents of web sites, e-mail or other electronic communications. Except as provided in this policy or by law, these individuals are not permitted to seek out contents or transactional information, or disclose or otherwise use what they have observed. Nevertheless, because of the inherent vulnerability of computer technology to unauthorized intrusions, users have no guarantee of privacy during any use of CUNY computer resources or in any data in them, whether or not a password or other entry identification or encryption is used. Users may expect that the privacy of their electronic communications and of any materials contained in computer storage in any CUNY electronic device dedicated to their use will not be intruded upon by CUNY except as outlined in this policy.

CUNY may specifically monitor or inspect the activity and accounts of individual users of CUNY computer resources, including individual login sessions, e-mail and other communications, without notice, in the following circumstances:

- when the user has voluntarily made them accessible to the public, as by posting to Usenet or a web page;
- when it is reasonably necessary to do so to protect the integrity, security, or functionality of CUNY or other computer resources, as determined by the college chief information officer or his or her designee, after consultation with CUNY’s chief information officer or his or her designee;
- when it is reasonably necessary to diagnose and resolve technical problems involving system hardware, software, or communications, as determined by the college chief information officer or his or her designee, after consultation with CUNY’s chief information officer or his or her designee;
- when it is reasonably necessary to protect CUNY from liability, or when failure to act might result in significant bodily harm, significant property loss or damage, or loss of significant evidence, as determined by the college president or a vice president designated by the president, after consultation with the Office of General Counsel and the Chair of the University Faculty Senate (if a CUNY faculty member's account or activity is involved) or Vice Chair if the Chair is unavailable; when there is a reasonable basis to believe that CUNY policy or federal, state or local law has been or is being violated, as determined by the college president or a vice president designated by the president, after consultation with the Office of General Counsel and the Chair of the University Faculty Senate (if a CUNY faculty member's account or activity is involved) or Vice Chair if the Chair is unavailable; or as otherwise required by law.

In those situations in which the Chair of the University Faculty Senate is to be consulted prior to monitoring or inspecting an account or activity, the following procedures shall apply: (i) the college president shall report the completion of the monitoring or inspection to the Chair and the CUNY employee affected, who shall also be told the reason for the monitoring or inspection, except where specifically forbidden by law; and (ii) if the monitoring or inspection of an account or activity requires physical entry into a faculty member's office, the faculty member shall be advised prior thereto and shall be permitted to be present to observe, except where specifically forbidden by law.

A CUNY employee may apply to the General Counsel for an exemption from some or all of the circu stances under which CUNY may inspect and monitor computer resource activity and accounts, pursuant to subparagraphs (a)-(f) above, with respect to a CUNY computer resource used solely for the collection, examination, analysis, transmission
or storage of confidential research data. In considering such application, the General Counsel shall have the right to require the employee to affirm in writing that the computer resource will be used solely for the confidential research. Any application for exemption should be made prior to using the computer resource for the confidential research. CUNY, in its discretion, may disclose the results of any general or individual monitoring or inspection to appropriate CUNY personnel or agents, or law enforcement or other agencies. The results may be used in college disciplinary proceedings, discovery proceedings in legal actions, or otherwise as is necessary to protect the interests of the University.

In addition, users should be aware that CUNY may be required to disclose to the public under the New York State Freedom of Information Law communications made by means of CUNY computer resources in conjunction with University business.

Any disclosures of activity of accounts of individual users to persons or entities outside of CUNY, whether discretionary or required by law, shall be approved by the General Counsel and shall be conducted in accordance with any applicable law. Except where specifically forbidden by law, CUNY employees subject to such disclosures shall be informed promptly after the disclosure of the actions taken and the reasons for them.

The Office of General Counsel shall issue an annual statement of the instances of account monitoring or inspection that fall within categories (d) through (g) above. The statement shall indicate the number of such instances and the cause and result of each. No personally identifiable data shall be included in this statement.

See CUNY’s Website Privacy Policy for additional information regarding data collected by CUNY from visitors to the CUNY website at http://www.cuny.edu.

**Enforcement.** Violation of this policy may result in suspension or termination of an individual’s right of access to CUNY computer resources, disciplinary action by appropriate CUNY authorities, referral to law enforcement authorities for criminal prosecution, or other legal action, including action to recover civil damages and penalties. Violations will normally be handled through the university disciplinary procedures applicable to the relevant user. For example, alleged violations by students will normally be investigated, and any penalties or other discipline will normally be imposed, by the Office of Student Affairs.

CUNY has the right to temporarily suspend computer use privileges and to remove from CUNY computer resources material it believes violates this policy, pending the outcome of an investigation of misuse or finding of violation. This power may be exercised only by the President of each college or the Chancellor.

**Additional Rules.** Additional rules, policies, guidelines and/or restrictions may be in effect for specific computers, systems, or networks, or at specific computer facilities at the discretion of the directors of those facilities. Any such rules which potentially limit the privacy or confidentiality of electronic communications or information contained in or delivered by or over CUNY computer resources will be subject to the substantive and procedural safeguards provided by this policy.

Disclaimer. CUNY shall not be responsible for any damages, costs or other liabilities of any nature whatsoever with regard to the use of CUNY computer resources. This includes, but is not limited to, damages caused by unauthorized access to CUNY computer resources, data loss, or other damages resulting from delays, non-deliveries, or service interruptions, whether or not resulting from circumstances under the CUNY’s control.

Users receive and use information obtained through CUNY computer resources at their own risk. CUNY makes no warranties (expressed or implied) with respect to the use of CUNY computer resources. CUNY accepts no responsibility for the content of web pages or graphics that are linked from CUNY web pages, for any advice or information received by a user through use of CUNY computer resources, or for any costs or charges incurred by a user as a result of seeking or accepting such advice or information.

CUNY reserves the right to change this policy and other related policies at any time. CUNY reserves any rights and remedies that it may have under any applicable law, rule or regulation. Nothing contained in this policy will in any way act as a waiver of such rights and remedies.

See: http://portal.cuny.edu/cms/id/cuny/documents/level_3_page/001171.htm
FILE SHARING AND COPYRIGHT INFRINGEMENT
If you use a P2P program on a CUNY computer, network or other resource to upload or download copyrighted material without permission, you may be in breach of the CUNY Computer Use Policy. According to the Policy, “Users of CUNY computer resources should generally assume that material is copyrighted unless they know otherwise, and not copy, download or distribute copyrighted material without permission unless the use does not exceed fair use as defined by the federal Copyright Act of 1976.”

The Policy also requires users of CUNY computer resources to engage in safe computing practices. P2P and file-sharing programs can introduce a serious security risk to your computer and other computers connected to the same network (e.g., CUNY) since they may result in files infected with computer viruses and spy-ware being downloaded to your computer and the network.

For the complete policy, see: http://www.cuny.edu/about/administration/offices/la/copyright-materials/file-sharing.html
Also, see above for the CUNY Computer Use Policy.

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY
The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies.

Online harassment can be any conduct involving the use of the internet that has the intent or effect of unreasonably interfering with an individual or group's educational or work performance at the University or that creates an intimidating, hostile, or offensive educational, work, or living environment. In some cases, online harassment may also be a violation of applicable criminal and/or civil laws. Online harassment on the basis of race, color, gender, disability, religion, national origin, sexual orientation, or age includes harassment of an individual in terms of a stereotyped group characteristic, or because of that person's identification with a particular group. Statements constituting “hate speech” toward and individual or a group are a violation of this policy.

Generally, a statement posted on an internet site, such as Blackboard, general message board, internet blogs, and the like, is libelous if it false and injurious to the reputation of another. The intentional posting of libelous statements may also subject the responsible party to applicable civil penalties in a court of law.

The University is committed under this policy to stopping online harassment and associated retaliatory behavior. The University will promptly investigate any reported incidents suspected of violating the foregoing section. Anyone wishing to report any such incidents should first contact the Director of Student Services. A preliminary investigation into the matter will be conducted and the findings reported to the Dean for further investigation and action, if appropriate.

Any member of the CUNY online community who has experienced incidents of harassment is encouraged to report the complaint.

This University considers violations of this online etiquette policy to be a serious offense. Anyone found to have used the University's online services in violation of this policy is subject to punishment, including failing grades, suspension, and expulsion. As noted above, serious offenses may lead to criminal and/or civil liability.

POLICY REGARDING USE OF COLLEGE FACILITIES
The Policy Regarding Use of College Facilities prioritizes access to college facilities, with first priority going to college departments, offices, etc. for the educational and administrative purposes of the college, and thereafter to (1) affiliated users, including student and faculty groups, (2) sister CUNY colleges, (3) other academic or professional organizations, (4) government agencies and non-profit organizations, and (5) commercial, partisan political and other users. Access is denied to, among others, users who refuse to follow University security policies or plan to use facilities in a manner that obstructs college operations, interferes with freedom of movement on campus, or exposes persons or property to safety hazards. Fees may be charged and a written agreement with the University is required. Colleges may adopt supplementary policies dealing with issues not addressed in the University policy.
NOTICE OF ACCESS TO CAMPUS CRIME STATISTICS, THE CAMPUS SECURITY REPORT, AND INFORMATION ON REGISTERED SEX OFFENDERS

As required by the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, The Office of Security and Public Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report.

The campus security report includes: (1) the campus crime statistics for the most recent calendar year and the two preceding calendar years; (2) campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus; (3) policies concerning the security of and access to campus facilities; (4) policies on campus law enforcement; (5) a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others; (6) campus crime prevention programs; (7) policy concerning the monitoring through the police of criminal activity at off-campus locations of students' organizations officially recognized by the college; (8) policies on illegal drugs, alcohol, and underage drinking; (9) where information provided by the State on registered sex offenders may be obtained (also see below); and (10) policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs.

The campus crime statistics and the annual campus security report are available at the reference desk of the library and at NCCI link (crime statistics) and NCCI link (campus security report). If you wish to be mailed copies of the campus crime statistics and the annual campus security report, you should contact the Office of Public Safety at 646-313-8001, and copies will be mailed to you within 10 days. The U.S. Department of Education's Web site address for campus crime statistics is http://ope.ed.gov/security/GetOneInstitutionData.aspx. Click “Get data from one institution/campus” and then input the name of the school. In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders are required to register the name and address of any college at which they are a student or employee.

The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the college's chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact the college's Office of Public Safety or the Director, Office of Campus Operations, Andrew Thompson at 646-313-8033, to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 2 and 3 offenders, you may also contact the Division's registry Web site at http://www.criminaljustice.ny.gov/SomsSUBDirectory/search_index.jsp or access the directory at the college's public safety department or police precinct.