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ABOUT THIS COLLEGE BULLETIN

The information in this publication pertaining to the academic semester is accurate as of August 1, 2014. Circumstances may require that a given course be withdrawn or that alternate offerings be made. Names of instructors for courses and the days and times of class sessions are given in the class schedule, available to students at registration, and online at www.guttman.cuny.edu.

All applicants are reminded that Guttman Community College is subject to the policies promulgated by the Board of Trustees of The City University of New York. Fees and charges are set forth in accordance with such policies and may well change in response to alterations in policy during the period covered by this publication.

Any information in a printed copy of the Bulletin may be superseded by the appropriate online version. In the event of conflict between information in the online Bulletin and other sources (e.g., other CUNY websites), the information in the online Bulletin supersedes other information with regard to specific Guttman course activities. As a general matter, federal, state and New York City regulations as well as external accreditation requirements will supersede information in this Bulletin.

Guttman reserves the right to amend the Bulletin at any time and without notice to reflect modifications in policy, law, or regulation. Potential alterations might include, by way of example only, degree requirements, course offerings, fees and calendar listings.

Student Responsibility

Students are responsible for reviewing, understanding and abiding by Guttman's regulations, procedures, requirements and deadlines as described in official CUNY publications, including, by way of example only, this Bulletin, the Right to Know Handbook and the CUNY Board of Trustee Rules for the Maintenance of Public Order, at http://policy.cuny.edu/manual_of_general_policy/article_vi/policy_6.06/pdf/#Navigation_Location

Campus Safety

The Department of Public Safety will provide on request all campus crime statistics as reported to the United States Department of Education. Call Public Safety at 646.313.8001 or visit http://www.guttman.cuny.edu/about/campussafety.html

Equal Opportunity and Affirmative Action

It is Guttman's policy to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, disability, citizenship, military or veteran status, pregnancy, or any other legally prohibited basis in accordance with federal, state and city laws. It is also Guttman's policy to provide reasonable accommodations when appropriate to students with disabilities. Visit http://guttman.cuny.edu/about/policiesandreports/EqualOpportunityNonDiscrimination.html
ABOUT GUTTMAN COMMUNITY COLLEGE

MISSION
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
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
1. The Stella and Charles Guttman Community College will improve student learning, retention and graduation rates by implementing and refining a new educational model to serve our students.

2. The Stella and Charles Guttman Community College will provide students with opportunities to achieve academically, grow socially, and contribute to the college and the community.

3. The Stella and Charles Guttman Community College will be an exemplary environment in which to work, one that affords faculty, administration and staff ample opportunities to grow, to learn and to practice their profession at the highest standards.

4. The Stella and Charles Guttman Community College will be a model learning organization by effectively communicating its mission and philosophy, being transparent in its operations, and sharing its knowledge widely with both internal and external stakeholders.
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.

The complete Institutional Goals for Guttman Community College can be accessed at:
http://guttman.cuny.edu/about/mvvg/goals.html

**STRATEGIC PLAN**

Guttman Community College’s Strategic Plan 2014-2017 and Appendices can be accessed at:
http://guttman.cuny.edu/about/strategicplanning/Strategicplan.html

**PERFORMANCE MANAGEMENT PROCESS (PMP)**

The City University of New York follows a performance management process (PMP) that links planning and goal setting by the University and its colleges and professional schools, measures annual progress towards key goals, and recognizes excellent performance. Learn more at: http://www1.cuny.edu/sites/6/about/administration/chancellor/office-of-the-chancellor/performance-management-process/

The PMP reports for Guttman Community College can be accessed at:
http://guttman.cuny.edu/about/strategicplanning/PMP.html

**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 Guttmann 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 Guttmann 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 five 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

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

ADEMISSIONS

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 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, 2015, for the 2015-2016 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 August 4, 2014.

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 11 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 scheduled for August 18–September 2, 2014.
FINANCIAL AID AND STUDENT FINANCIAL SUPPORT

Our office is committed to helping students complete the financial aid process and get the money they need to attend college. A college education is one of the best investments you can make, but the cost can often put a strain on your finances. Our mission is to ensure that every eligible Guttman student has access to the financial resources they need to attain their college education. We also strive to provide professional services to students to help remove the financial barriers to their academic goals. Financial need should not prevent you from attending CUNY. Almost 60% of full-time undergraduates attend tuition-free due to Federal Pell Grants and State Tuition Assistance Program (TAP) awards that fully cover CUNY’s low tuition. From academics to affordability, CUNY is the best value in higher education. Learn more about the CUNY Value.

Financial Aid counseling is available on an individual walk-in basis, by appointment, and in group workshops conducted throughout the academic year. Our staff provides assistance filing financial aid forms online and monitors student records to ensure that they comply with federal and state requirements. The office is also responsible for administering the Federal Work-Study Program, beginning with a Work-Study Job Fair early in the semester.

CONTACT

Financial Aid Office
Guttman Community College
The HUB – third floor
50 West 40th Street
New York, NY 10018
(646) 313-8011 or (646) 313-8080
financial.aid@guttman.cuny.edu

The 2014-15 Financial Aid Guide is now available. (Note: this is the new link) http://www.cuny.edu/admissions/financial-aid/FinancialAidAwardGuide20142015.pdf <pdf>

More information and helpful resources about Financial Aid may be found at CUNY's Financial Aid page.

HOW TO APPLY

In order for the Financial Aid Office to assist you, you must take the first step! Your eligibility for financial aid can only be determined from processed financial aid applications. If you want financial aid, you must submit an application even if you think you might not be eligible.

Guttman Community College disperses both Federal and New York State financial aid to all eligible students. You need to fill out a Free Application for Federal Student Aid (FAFSA) for Federal aid and a New York State Tuition Assistance Program (TAP) application for New York State aid.

Guttman Community College will use the FAFSA to determine students’ need for the 2014-15 academic year.

Please follow the steps below when applying for financial aid at Guttman Community College:

• Be sure to follow the instructions and first apply for a PIN number. If you are including your parent(s) income, they will also need to apply for a PIN number.
• The Guttman FAFSA code is 042101. Please select this code when applying.
Within approximately one week of submitting your FAFSA, you should receive an email confirmation with a link to your 2014-15 Student Aid Report (SAR) from the U.S. Department of Education. The SAR is an online document acknowledging the processing of your FAFSA. Be sure to review the document for accuracy.

The New York State TAP application is available as a link from the FAFSA application. Or if you miss the link from the FAFSA, the TAP application can be found at http://www.hesc.ny.gov/content.nsf/SFC/Apply_for_TAP_Now

Make sure you complete the TAP application and add the Guttman TAP code.

The Guttman TAP code is 1421.

Guttman Community College will calculate the amount of financial aid that you will be awarded based on your FAFSA submission. We will send you a financial aid award letter.

Here is a helpful checklist <pdf> to refer to when applying for financial aid at Guttman.

If you have questions about this process, please contact The Hub at 646-313-8080 or Financial.Aid@guttman.cuny.edu.

**TYPES OF FINANCIAL AID**

Guttman students receive financial aid from a variety of financial aid programs. These are primarily funded by the federal, state and city governments, though opportunities are also made available through CUNY and some private sources.

The following are the kinds of financial aid Guttman students typically receive:

- Grants - money that does not have to be repaid.
- Loans - money that you borrow and agree to pay back with interest.
- Work-Study - money that you earn from a job obtained through the Financial Aid Office.
- Scholarships - money that is awarded on the basis of academic merit.

Financial Aid comes from a variety of sources. These include:

- The Federal Government
- New York State
- Outside organizations

**Federal Programs**

**Federal PELL Grants**

Matriculated students attending or planning to attend college on a part-time or full-time basis may apply for this Federal grant program. Students should use the Free Application for Federal Student Aid (FAFSA) and apply online at www.fafsa.gov. The Federal Processor determines the Expected Family Contribution (EFC). In about two to three weeks after filing, a Student Aid Report (SAR), which contains the EFC, will be sent to the student usually via email. The information on the SAR is used to determine the student's eligibility for federal aid, including a Federal Pell Grant.

**Eligibility for PELL**

Eligibility and award amounts are based on need. Students are notified by the Financial Aid Office about the requirements for receiving Pell payments and how and where these payments can be received. Have financial need; have a high school diploma, a GED, or have been home-schooled; be enrolled to obtain a degree; be a U.S. citizen, permanent resident or other eligible classification of non-citizen; have a valid Social Security number; Register with Selective Service, if you are a male between the ages of 18 and 25. To remain eligible, students must attend classes and continue to maintain satisfactory academic progress as stated under Satisfactory Academic Progress (SAP)
Policy & Requirements for Federal Student Aid. The amount of Federal Pell Grant you may receive over your lifetime is limited to the equivalent of 12 full time semesters. If you are attending full time and are eligible for Pell you will receive Pell for 6 years.

Federal Supplemental Educational Opportunity Grant (SEOG)
SEOG grants are available to exceptionally needy full-time and part-time (at least half-time) students. These grants range from $200 to $2,000 annually. Students who request work-study on the FAFSA are automatically considered for SEOG. Recipients are required to maintain satisfactory academic progress as stated under Satisfactory Academic Progress (SAP) Policy & Requirements for Federal Student Aid.

Federal Work-Study Program (FWS)
Guttman Community College participates in the Federal Work-Study Program. This program enables qualified students to pursue a degree while holding a part-time job. This employment is located on campus. Eligibility for this program is based on the financial status of the student and/or his or her family. Recipients are required to maintain satisfactory academic progress as stated under Satisfactory Academic Progress (SAP) Policy & Requirements for Federal Student Aid. Students must apply using the FAFSA form.

Federal Loans (Direct Stafford Loans, and PLUS (Parent Loans)
FEDERAL STAFFORD LOANS
This program provides low-interest loans totaling up to $31,000 for “Dependent” students and $57,000 for “Independent” students to cover undergraduate work. An eligible Guttman student who is enrolled at least halftime (six credits and/equated credits) may borrow up to a total of $3,500 for the freshman year and up to a total of $4,500 for the sophomore year. The amount of the loan will be determined by the student’s Expected Family Contribution (EFC). No payments are required while the student is in school. Repayments begins six months after the student graduates, withdraws, or falls below half-time (6 credits).

There are two types of Federal Stafford Loans:

Subsidized Federal Stafford Loan: The interest on this type of loan is paid by the Federal government while the student is attending college. In addition to the amounts above, students are eligible to borrow an additional $2,000 Unsubsidized Federal Direct Stafford Loan. Students determined to be “Independent” based on the FAFSA, are eligible to borrow an additional $6,000 Unsubsidized Federal Direct Stafford Loan. To be eligible for the Subsidized Federal Stafford Loan, the applicant must: (a) be enrolled for at least half-time study at an approved institution; (b) be a United States citizen or a permanent resident alien; (c) demonstrate satisfactory academic progress; (d) not be in default on a prior educational loan; (e) show financial need; and (f) file a FAFSA to determine the Expected Family Contribution (EFC).

Unsubsidized Federal Stafford Loan. The interest on this type of loan is paid by the student while he or she is attending school or the interest is added to the loan. To be eligible for the Unsubsidized Federal Stafford Loan, the applicant must: (a) be enrolled for at least half-time study at an approved institution; (b) be a United States citizen or a permanent resident alien; (c) maintain satisfactory academic progress as stated under Satisfactory Academic Progress (SAP) Policy & Requirements for Federal Student Aid.; (d) not be in default on a prior educational loan; and (e) file a FAFSA to determine the Expected Family Contribution (EFC).

FEDERAL PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS)
Parents may borrow up to the total cost of education minus other aid for each dependent child.

State Programs
TUITION ASSISTANCE PROGRAM GRANT (TAP)
Sponsored by the State of New York, the TAP grant provides tuition assistance for full-time degree (matriculated) students (that is, students enrolled for 12 or more credits and/or equated credits) and is based on the family’s New
York State net taxable income. All students should apply for TAP each year by completing the FAFSA and clicking on the link on the FAFSA Confirmation Page to go to “TAP on the web”. Students then apply on the New York State Higher Education Services Corporation (HESC) Website. This application starts with the Fall semester and ends with the Spring. Students whose applications for TAP are approved will receive an award certificate from HESC, which states the amount of the grant. The amount of the TAP award is scaled according to the level of study, tuition charged, and the net taxable income, as well as the number of TAP payments received.

Eligibility for TAP
To be eligible for TAP, you must: be a legal resident of New York State (that is, you must have lived in the State for at least one year prior to the first term for which you are seeking payment); be a US citizen, permanent resident or hold an I-94 visa as a refugee, paroled refugee or conditional entrant; be matriculated (enrolled in a program leading to a degree); maintain satisfactory academic progress as stated under the Satisfactory Academic Progress (SAP) Policy & Requirements for N.Y. State Aid; if dependent, a family net taxable income must be below a specified amount, or, if independent, a taxable income must be below certain specified amounts as stated on the application. To be eligible for a full-time TAP award, a student must register for a minimum of 12 credits and/or equated credits, which must include at least six credits in credit-bearing courses. These 12 credits/equated credits must be for coursework that meets the requirements of their specific degree program. A student enrolled in a two year school cannot receive more than six semesters of TAP while completing their program.

Outside Organizations
Academic scholarships or grants funded by outside organizations can supplement the funding or be an alternate source of funding for your education. There are many scholarships available to students currently enrolled at Guttman who have attained a high degree of academic excellence. There are a number of websites that offer free scholarship searches. Please stop by the Financial Aid Office and we will be happy to provide you with the list of those websites.

One example of a stipend that incoming Guttman students receive is the Student Success Grant funded for the last two years by the Robin Hood Foundation. All entering freshman receive a $300 stipend for the Summer Bridge Program, $250 for the Fall semester and $250 for the Spring semester.

For more information, please visit: http://guttman.cuny.edu/financial-aid/TypesofFinancialAid.html

FINANCIAL AID REQUIREMENTS

Verification
The U.S. Department of Education selects a certain number of applicants for a verification process. If you have been selected, tax filers will need to submit Tax Return Transcript(s) from the IRS and other documents to the Hub/financial aid office to verify the data you supplied on your FAFSA.

Being selected for verification does not necessarily mean that you made an error in filling out your FAFSA but in order to receive financial aid that you have been awarded, you will have to submit IRS Tax Return Transcript(s) and other documents requested. You should receive an email detailing what documents you need to submit as soon as possible. The Verification Forms are also available on our website.

To order a Tax Return Transcript, the quickest way is to visit the IRS website, click ‘Order a Tax Return or Account Transcript’ and follow the steps. You can also call the IRS at 1-800-908-9946.

More information can be found on the CUNY Financial Aid webpage by watching the video called “The Verification Process.”

If verification is not completed, students cannot receive any federal financial aid.
Satisfactory Academic Progress (SAP) Policy & Requirements for FEDERAL Student Aid

All Guttman Community College students who receive federal Title IV funding (Pell, SEOG, Federal Work Student, Direct Loans, etc.) must maintain Satisfactory Academic Progress (SAP) according to the CUNY SAP policy in order to receive continued eligibility for their financial aid.

Requirements for Federal Aid

In order for a student to receive Federal Financial Aid, he/she must meet all of the following requirements:

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.

Earn a certain number of credits based on the amount of credits you have attempted. For associate degree programs: accumulated credits must be equal to or greater than [(0.875 x credits attempted) - 21]

The attempted credits are no more than 150% of the credits normally required for the degree. For example: if the credits needed for the degree is 60, you can attempt no more than 90 credits. [Attempted credits are courses you registered for and did not drop before the last official withdrawal date.]

Every student’s academic progress for the purpose of determining future Title IV eligibility is measured at the end of each academic year. The review must include all semesters with attendance including any summer and intercessions whether or not Title IV assistance was received.

Those students who fail the standards immediately become ineligible for federal aid. A student cannot automatically be placed on probation. They are suspended from receiving any additional aid.

A student can regain eligibility either by attending classes without receiving federal aid until they meet the required standards OR they can be granted probation for one semester based on the approval of an official APPEAL.

The “probation” period can only be granted for one semester at a time and only if that student can regain SAP eligibility after that one semester. This means that a student who is granted probation MUST HAVE an individual academic plan to help them regain their eligibility. This plan will be reviewed at the end of the semester.

SAP Appeal Process for 2014-2015:

1. As part of the SAP Appeal form, prepare a detailed written Personal Statement (typed or printed legibly in 250 words or less), explaining the extenuating circumstances;

   - How you propose to resolve the deficiency that contributed to your unsatisfactory academic progress; and
   - Attach as many of the following types of documentation to support your appeal:
     - Evidence (physician’s statement) of personal illness involving hospitalization or extended confinement;
     - Evidence of death (copy of death certificate required) of an immediate family member (mother, father, child, sibling, grandparent) or illness of an immediate family member of which you were the primary caretaker (include a statement from a physician, social worker, etc. indicating your caretaking role) requiring your absence from classes for an extended period of time;
     - Evidence (statement from a licensed physician, psychologist, social worker, etc.) of an emotionally disabling condition that prevented you from attending classes;
• Evidence (deployment orders) of military duty; involvement with agencies or government; incarceration; or similar reasons that prevented you from attending classes (official documents);
• Evidence (official documentation) of any other extenuating circumstances.

2. Meet with Carolee Ramsay to develop an individualized Academic Plan. Be certain to bring the SAP Appeal form with you to this appointment.

3. Attach your supporting documentation and the approved Academic Plan developed and signed by Carolee Ramsay to the SAP Appeal form.

4. Submit the above packet to the HUB (3rd floor) prior by the deadline date of 8/22/14 for the Fall 2014 semester.

5. Any late (those received after the deadline below) or incomplete appeals will not be accepted and will be returned to the student.

6. Students will be notified within 5 business days (via email) of the Appeal Committee’s decision.

NOTE: The SAP Appeal Form and Academic Plan should be two separate documents.

Satisfactory Academic Progress (SAP) Policy & Requirements for N.Y. State Student Aid

All Guttman Community College students who receive New York State funding (TAP) must maintain Satisfactory Academic Progress (SAP) according to the CUNY SAP policy in order to receive continued eligibility for their financial aid.

Requirements for New York State Aid

In order for a student to receive a New York State Tuition Assistance Program (TAP), he/she must meet all of the following requirements:

Full-time matriculated student (and twelve of the credits/equated credits must be for coursework that meet the requirements of their specific degree program);

• Are U.S. citizen or Permanent Resident;
• New York State resident for a minimum of 12 months;
• Have a N.Y. State net taxable family income within the established economic guidelines;
• If enrolled in a two-year program cannot receive more than three years of TAP while completing that program.
• Meet the established satisfactory academic progress requirements (SAP)

Academic Progress Requirements (for TAP purposes)

Meeting the New York State Academic Progress standard requires that you (1) accumulate at least 6 degree credits by the end of the second semester and between 12-15 credits each semester thereafter AND (2) attain a minimum grade point average (GPA) as specified by CUNY for each TAP payment requested. (Federal financial aid programs require that you meet a separate federal standard of satisfactory academic progress for continued receipt of federal financial aid.)

Grade Point Average: New York State requires each student to maintain a minimum cumulative Grade Point Average (GPA). As specified in the chart below for each payment. For example, if a student is enrolled in the third (3rd) semester of college, he/she will be at the 18th payment point’s award and must have a minimum GPA of 1.5.

Cumulative Credit Hours Earned: A student is required to have accumulated a specific number of units (credits) to maintain their academic progress for a New York State award. For example, if a student is enrolled in the third (3rd) semester of college, he/she will be at the 18th payment point’s award. A student must have earned 15 units (credits) towards their associate degree.
NYS ACADEMIC PROGRESS CHART

To receive payments under New York State Tuition Assistance Programs you must maintain good academic standing.

The good academic standing requirement for New York State financial aid programs consists of both an “Academic Progress” and a “Program Pursuit” component as explained below.

- Academic Progress for students who received their first NYS award in the 2010-2011 school year
- Meeting the Academic Progress Standard requires that you:
  - accumulate at least 15 degree credits by the end of your 2nd TAP-supported semester and at least 15 credits each semester thereafter, and
  - attain the minimum GPA as specified in the chart for each payment requested.

For TAP payment number: 1 2 3 4 5 6

You must have earned

a. At least this # of credits: 0 6 15 27 39 51
b. With at least this GPA: 0 1.3 1.5 1.8 2.0 2.0

Program Pursuit

Meeting Program Pursuit requires that you complete the specified percentage of a minimum full-time or part-time course load for each payment received.

In semester #: 1 2 3 4 5 6

Complete this %: 50% 50% 75% 75% 100% 100%

TAP SAP APPEAL PROCESS FOR 2014-2015:

Students who fail to maintain Satisfactory Academic Progress (SAP) and program pursuit requirements for New York State financial aid have the right to appeal for a one-time waiver of SAP requirements based on extenuating circumstances. An appeal provides an opportunity for students to demonstrate that their failure to achieve the required G.P.A., prior semester percentage of course completion and/or credits was due to unusual circumstances such as a medical reason, death of an immediate family member, change or loss of employment, military service or a significant trauma in a student’s life. Included in the appeal are documents that substantiate the student’s statements and reasons for poor academic performance.

In order to receive a waiver, The following steps should be followed:

1. Complete the 2014-15 New York State (TAP) Satisfactory Academic Progress Appeal Form <pdf>

As part of the SAP Appeal form, prepare a detailed written Personal Statement (typed or printed legibly in 250 words or less words or less) explaining the extenuating circumstances;

How you propose to resolve the deficiency that contributed to your unsatisfactory academic progress; and

Attach as many of the following types of documentation to support your appeal:

- Evidence (physician’s statement) of personal illness involving hospitalization or extended confinement;
- Evidence of death (copy of death certificate required) of an immediate family member (mother, father, child, sibling, grandparent) or illness of an immediate family member of which you were the primary caretaker (include a statement from a physician, social worker, etc. indicating your caretaking role) requiring your absence from classes for an extended period of time;
• Evidence (statement from a licensed physician, psychologist, social worker, etc.) of an emotionally disabling condition that prevented you from attending classes;

• Evidence (deployment orders) of military duty; involvement with agencies or government; incarceration; or similar reasons that prevented you from attending classes (official documents);

• Evidence (official documentation) of any other extenuating circumstances.

2. Meet with Carolee Ramsay in Student Engagement to develop an individualized Academic Plan. Be certain to bring the SAP Appeal form with you to this appointment.

3. Attach your supporting documentation and the Academic Plan developed and signed by Carolee Ramsay to the SAP Appeal form.

4. Submit the above packet to the HUB (3rd floor) by to the deadline date of 8/22/14 for the Fall 2014 semester.

5. Any late (those received after the deadline below) or incomplete appeals will not be accepted and will be returned to the student.

6. Students will be notified within 5 business days (via email) of the Appeal Committee’s decision.

NOTE: The SAP Appeal Form and Academic Plan should be two separate documents.

DRUG ABUSE PREVENTION POLICY
Guttman Community College will follow the CUNY “Suspension of Eligibility for Drug Related Offenses” policy to determine continued eligibility for federal aid.

WITHDRAWALS AND THE RETURN OF FEDERAL FINANCIAL AID
Federal student aid is awarded with the expectation that you will attend school for the entire period for which your financial aid was intended. To establish eligibility for any federal financial aid payments, you must begin attending your classes. The college uses your instructors’ records of attendance to determine whether or not you have actually begun attendance. [Note: If you receive a financial aid payment for a class or classes you have never attended, you must return that payment immediately to the college.]

Once you start attending classes, the federal government requires that you “earn” your financial aid awards in direct proportion to the number of days in the semester that you do attend. If you completely withdraw from school before completing the term, the school must calculate according to a federally prescribed formula the portion of the total scheduled financial assistance you have earned and are therefore entitled to receive up to the time you withdrew.

If you receive (or the college receives on your behalf) more financial aid than you have earned, the unearned excess funds must be returned to the Department of Education. If, on the other hand, you receive (or the college receives on your behalf) less assistance than the amount you have earned, you may be able to receive these additional funds.

The portion of your federal grants and loans you are entitled to receive is calculated on a percentage basis by comparing the total number of calendar days in the semester (which includes both the first and second sessions) to the actual number of days you attended before you withdrew. For example, if you complete 30% of the semester, you earn 30% of the financial aid you were originally scheduled to receive. 70% of your scheduled awards remain unearned and must be returned to the federal government.

Once you have completed more than 60% of the semester, you have “earned” and are entitled to receive 100% (all) of your assistance. [Note: Most federal financial aid is disbursed earlier than the 100% earned date.] If you have received your financial aid payments but then withdraw from the college (either officially or unofficially) before completing 60% of the semester, you will have to repay the unearned portion of your awards. Your withdrawal date is determined by the college as either (1) the date you began the college’s withdrawal process or the date you officially
notified the Registrar of your intent to withdraw; (2) the midpoint of the semester (if you withdraw without notifying the college); or (3) your last date of attendance at an academically-related activity as documented by the college. If you receive excess funds that must be returned to the government, the college shares with you the responsibility of returning those excess funds. The college's portion of the excess funds to be returned equals the lesser of (a) the entire amount of the excess funds, or (b) your total tuition and fee charges multiplied by the percentage of unearned funds.

You will be required to repay to the college any grant funds the college had to return to the Department of Education on your behalf. In such cases, you will be billed by the college and have to make payment arrangements with the Bursar. In addition, you may also have to repay some of the excess grant funds you received directly to the Department of Education. Since any Direct Loan funds you received must be repaid according to the terms of the promissory note, you would not be required to return the excess loan funds you received until such time as your loans go into repayment.

Any award money you are required to return to the federal government is considered a federal grant overpayment. You must either repay that amount in full or make satisfactory arrangements with either the college or the Department of Education to repay the amount. You must complete these arrangements within 45 days of the date of the college’s notifying you of your overpayment status or you risk losing your eligibility for further federal financial assistance.

After it has been determined that you have withdrawn, either officially or unofficially, Guttman Community College will perform the necessary calculations and notify you if you are eligible for further payments or if you must return any of the aid you already received. This notification will also indicate what you must do to receive additional payments or repay any funds that you were overpaid.

**FINANCIAL AID FORMS AND CALCULATORS**

**CUNY Net Price Calculator- Financial Aid Estimator**
https://portal0.uapc.cuny.edu/uapc/public/fin_aid/financial_aid_estimator/FinAidEstimator.jsp

**2014-15 Verification Forms**

**Dependent Student**
- 2014–2015 Standard Verification Worksheet: V1-Dependent Student <pdf>
- 2014–2015 Custom Verification Worksheet: V4-Dependent Student <pdf>
- 2014–2015 Aggregate Verification Worksheet: V5-Dependent Student <pdf>
- 2014–2015 Household Resources Verification Worksheet: V6-Dependent Student <pdf>

**Independent Student**
- 2014–2015 Custom Verification Worksheet: V4-Independent Student <pdf>
- 2014–2015 Aggregate Verification Worksheet: V5-Independent Student <pdf>
- 2014–2015 Household Resources Verification Worksheet: V6-Independent Student <pdf>
My College Expenses FAQ

How much will it cost for me to attend Guttman Community College for the 2013-2014 Academic Year?

If you are a New York City Resident, it will cost you approximately $11,652.90 as a full-time student for the year to attend Guttman Community College. That will be approximately $5,825.85 each semester. Your DIRECT costs are $4,541.70 and your INDIRECT costs are $7,110.00 for the year.

If you are NOT a New York City Resident, it will cost you approximately $15,852.90 as a full-time student for the year to attend the College. That will be approximately $7,925.85 each semester. Your DIRECT costs are $8,741.70 and your INDIRECT costs are $7,110.00 for the year.

What is the difference between direct and indirect costs?

Direct costs are those expenses that you have to pay directly to Guttman Community College and Indirect Costs are expenses that you will incur because you are attending college. Direct costs include tuition and fees. Indirect costs include books, supplies, transportation, personal expenses and room and board. (Indirect costs can also include child care expenses).

How much are my direct costs?

If you are a New York City resident, your direct costs will be:

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost per Semester</th>
<th>Cost per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$2,250</td>
<td>$4,500</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$100.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>Consolidated Fee</td>
<td>$15.00</td>
<td>$30.00</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>$55.00</td>
<td>$110.00</td>
</tr>
<tr>
<td>Student Senate Fee</td>
<td>$1.45</td>
<td>$2.90</td>
</tr>
<tr>
<td>Total</td>
<td>$2,421.45</td>
<td>$4,842.90</td>
</tr>
</tbody>
</table>

Note: Tuition plus fees for non-NYC residents is approximately $4,3671.45 per semester, or $9,342.90 for the year.

How much are my indirect costs?

If you live at home with your parent(s) or guardian, your estimated indirect costs will be:

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost per Semester</th>
<th>Cost per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Supplies</td>
<td>$652.00</td>
<td>$1,304.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>$510.00</td>
<td>$1,020.00</td>
</tr>
<tr>
<td>Meals &amp; Personal Expenses</td>
<td>$2,432.00</td>
<td>$4,846.00</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$888.00</td>
<td>$1,776.00</td>
</tr>
<tr>
<td>Total</td>
<td>$3,594.00</td>
<td>$7,188.00</td>
</tr>
</tbody>
</table>

If you are not living at home and are providing for your own room and board expenses, your indirect costs will be $19,984.00 for the year or $9,992.00 for the semester.
What if I was awarded Financial Aid?
Any financial aid you receive will be applied to your costs. If you were awarded a TAP grant, that amount will be applied directly to your DIRECT costs.

If you were awarded a PELL grant, that amount can be used for both your direct costs and your indirect costs.

If the combined amount of your TAP and PELL awards exceeds your direct costs, you are entitled to a refund. This refund must be used towards your INDIRECT costs.

Any other financial aid you receive, such as an outside scholarship, can never exceed your total direct and indirect costs for the year.

What if I am entitled to a Financial Aid Refund?
If the amount of financial aid you are receiving is greater than your Guttman tuition and fee charges, you may be eligible for a refund. In most instances refunds will be made in two payments. The first payment will be issued right before or during the first week of classes and is to be used to help pay for books and supplies. The second payment will be issued later during the semester and is to be used for all other indirect costs.

How can I receive my Financial Aid Refund?
If you do nothing at all, a check will be mailed to your mailing address. However, you are encouraged to sign up for direct deposit of your refund either by using your own bank account or by using the CUNY Scholar Support Prepaid Card. (http://www.guttman.cuny.edu/students/OfficeofTheBursar/TuitionandFees/ScholarSupportPrepaidCard.html)

What if I have additional questions?
Come to the Hub on the 3rd floor to speak to one of our representatives, or you can call the Hub at 646-313-8080

TUITION AND FEES/ OFFICE OF THE BURSAR

TUITION CHARGES
Effective with the Fall 2014 semester, tuition and fee rates are as follows:

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residents of New York City</td>
<td>12 or more credits/contact hours</td>
<td></td>
</tr>
<tr>
<td>A Matriculated Student</td>
<td>$2,250.00 per term</td>
<td>$195.00 per credit</td>
</tr>
<tr>
<td>A Non-Matriculated Student</td>
<td>$250.00 per credit</td>
<td>$250.00 per credit</td>
</tr>
<tr>
<td>Non-Residents of New York City</td>
<td>$2,250 per term</td>
<td>$195.00 per credit</td>
</tr>
<tr>
<td>A Resident of New York State with Certificate of Residency on File</td>
<td>$300.00 per credit</td>
<td>$300.00 per credit</td>
</tr>
<tr>
<td>A Resident of New York State without Certificate of Residency on File</td>
<td>$300.00 per credit</td>
<td>$300.00 per credit</td>
</tr>
<tr>
<td>Out-of-State Residents</td>
<td>$300.00 per credit</td>
<td>$300.00 per credit</td>
</tr>
<tr>
<td>Non-Matriculated Students</td>
<td>$395.00 per credit</td>
<td>$395.00 per credit</td>
</tr>
</tbody>
</table>
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.

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.

Consolidated services fee: $15 per Semester
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.

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.

University Student Senate fee: $1.45
The University Student Government fee is separate from the college student government fee. It helps cover the operation of CUNY's University Student Senate.

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.

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.

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.

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 (Sallie Mae), the provider will charge you a late fee for each missed payment. If you fail to pay Sallie Mae but pay the college directly, you will still be charged the late payment fee.
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.

**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.

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.

**Tuition Information**

Students do not receive tuition bills in the mail. It is the student’s responsibility to go to their CUNYfirst account at home.cunyfirst.cuny.edu to view their registration and class schedule, pending financial aid and tuition and fee charges.

Once you are on your Student Center page, scroll down to the Finances section to review your charges and Pending Financial Aid. When you click on “Account Inquiry”, the summary screen will allow you to figure out how much your payment should be. You should deduct your “Pending Financial Aid” amount from your “Outstanding Charges and Deposits”.

If your Pending Financial Aid is greater than the Outstanding Charges and Deposits, you do not have to make a payment to the College, and you may be eligible for a refund which may be sent to you right before classes begin.

However, if your Pending Financial Aid is less than your Outstanding Charges, you are required to pay the difference to Guttman Community College by the due date indicated on CUNYfirst.

The due date for the Fall 2014 Term is August 18, 2014.

The due date for the Spring 2015 Term is February 17, 2015.

**PAYMENT & REFUNDS**

You are responsible to make a payment of the “Total Due” (both Due Now and Future Due) semester amount on your CUNYfirst account by the due date indicated. The due date for the Fall 2014 Term is August 18, 2014. The due date for the Spring 2015 Term is December 17, 2014.

Electronic Payment: You can make a payment directly from your CUNYfirst account via e-check by entering your bank’s routing number and your bank account number. You can also pay by MasterCard, Discover, Visa or American Express. You will be charged a convenience fee of 2.65% to make a charge card payment on CUNYfirst. There is no additional charge for e-checks.
Payment Plan: If you would like to pay your charges in installments, you can set it up through the tuition payment plan administered by Sallie Mae. There is a link on your CUNYfirst account or you can go directly to http://www.tuitionpay.com/cuny or call 866-267-CUNY to check out this option. There is a small fee of $35.00 to enroll but no interest charges. In order to settle your account, this should be done by the tuition due date.

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

By Mail: You can also mail your check or money order for the balance due to:

Stella and Charles Guttman Community College
Bursar's Office - Room 309
50 West 40th Street
New York, NY 10018

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. You can verify this through your CUNYfirst account. Refunds will usually be made in two payments. The first payment may be issued right before the first week of classes to be used to pay for books and supplies. The second payment will be issued 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 Prepaid Card. The direct deposit link will be available on your CUNYfirst page. Refunds that are directly deposited are available to you immediately. If you do not sign up for direct deposit, a check will be mailed to your home.

Visit the Financial Aid page for more information about payment, refunds and financial aid.

PAYMENT
Once you have claimed your College ID (EMPL ID) and gained access to your CUNYfirst account (refer to Information Technology section), you can view your tuition and fee charges as well as your financial aid awards.

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 (both Due Now and Future Due). You will receive an email to your Guttmanmail address informing you of the due date of your tuition balance.

You can pay your tuition several ways.

- You can pay online from your CUNYfirst account via e-check by entering your bank’s routing number and your bank account number. You can also pay by MasterCard, Discover, Visa or American Express. You will be charged a convenience fee of 2.65% to make a charge card payment on CUNYfirst. There is no additional charge for e-checks.

- If you would like to pay your charges in installments, you can set it up through the tuition payment plan administered by Sallie Mae. There is a link on your CUNYfirst account or you can go directly to https://www.salliemae.com/landing/CUNY/ to check out this option. There is a small fee of $16.75 to enroll but no interest charges.

- Payment can also be made in person at NCC’s one stop student services department, The Hub, located on the third floor of the College. Payment should be made by check or money order only. Cash or charge cards are not accepted.
· You can also mail your check or money order for the balance due to:

    Guttman Community College
    Room 309
    50 West 40th Street
    New York, NY 10018

**CERTIFICATE OF RESIDENCY**

In New York State, Out of New York City Tuition:

If you are a student who resides in New York State, but not in New York City, you may be eligible to be charged the CUNY In-City Tuition Rate. The In-City Tuition rate ($2,421.45 for full time enrollment 2014-2015) is considerably lower than the Non-City Resident Tuition Rate.

You must obtain a Certificate of Residence from your home county and bring it to the HUB on the 3rd Floor of Guttman Community College as a condition of adjusting your charges to the In-City Rate of Tuition.

To obtain Certificate of Residence, click on one of the neighboring county links:

    Nassau County
    Rockland County
    Suffolk County
    Westchester County

If your county is not shown, please contact your county directly, or call us for assistance in locating the county’s web page.

Follow the instructions to complete the Certificate of Residence application, which must be completed and sent to your county to obtain the certificate. Please ensure the application is notarized or it will not be processed by the county.

Please note that a Certificate of Residence remains valid for one (1) year or as stipulated by the county.

It is your responsibility to ensure that a valid Certificate of Residence is on file at Guttman Community College before the first day of classes (September 4, 2014) for us to adjust your tuition charges.

To Review:

First Obtain a Certificate of Residence:

- Download the County Instructions and Application.
- Complete the request for a Certificate of Residence.
- Have the application form notarized.
- Present the notarized request, plus two items of proof of residency, to your local county clerk. The clerk will issue you a Certificate of Residency.
- Then, bring the Certificate issued by the county clerk to the HUB on the 3rd Floor of Guttman Community College before September 4, 2014.

Payment of your tuition for the Fall 2014 term is due on August 18, 2014. If you do not have the certificate at that time, please contact the Office of the Bursar to make arrangements.

If you have any questions regarding this, please call Jeanne Schlosser at 646-313-8076, or the Hub at 646-313-8080.
OFFICE OF THE REGISTRAR

The Office of the Registrar provides services and support to students and alumni, to the Provost and faculty and to other departments at Guttman Community College. Additionally, the office works closely with IT, the Office of Student Engagement & Success, the Center for College Effectiveness, and the Office of Partnerships & Community Engagement.

The Registrar is located in the College’s third-floor Hub, a one-stop resource center for student services that also includes the offices of College Admissions and Access and Financial Aid and Student Financial Support. Externally, the Registrar works closely with CUNY’s central administration, stays current with State and Federal regulations, and is a member of AACRAO, the national professional association for registrars and admissions officers.

The Office is responsible for the accuracy and integrity of the College’s official student records. Its chief responsibilities include: registration; record-keeping; verifications and transcripts; course offerings; the class schedule; classrooms; and graduation.

Office of the Registrar
Marisol Cortes, Deputy Registrar
Guttman Community College
50 West 40th Street
New York, New York 10018
646-313-8141
registrar@guttman.cuny.edu

VERIFICATION OF ENROLLMENT

Guttman Community College is pleased to provide enrollment and degree verifications free of charge to all students and alumni. There are two ways you can order an enrollment or degree verification:

In-Person Requests:
The Registrar is located in the Hub on the third floor of the College at 50 West 40th Street.

Mail-In Requests:
Guttman Community College
Office of the Registrar
Attn: Verifications Desk
50 West 40th Street
New York, NY 10018

When requesting verification by mail, please be sure to provide the following information:

• Full name and any other name used while at Guttman Community College
• Your student ID number
• Dates of attendance
• Address and a phone number where we can reach you
• Best times to call you
• The name and address of the person to whom you want us to send the verification.
Be sure to sign your request. Please note that we only verify your dates of attendance, degrees and honors received, and your program of study. If you need verification of the courses you took and the grades you received, or of your GPA, you must request a transcript.

Current students can view their entire academic record and student advisement report from the CUNYfirst system. You can also print your record from the Web.

CONFIDENTIALITY MATTERS (FERPA)

The Office of the Registrar takes its obligation to safeguard the confidentiality of student information very seriously. In fact, we go beyond the requirements of the federal law that governs access to this information. In general, we won’t release any information about you without your prior written consent. There are only two exceptions:

First, we will confirm the following directory information:

- Dates of attendance
- Degrees or honors you have received
- Your major

Please note that we will never volunteer this information. Under no circumstances will we give anyone your Social Security number, your GPA, the courses you took or the grades you received. If you want someone to see your GPA or courses and grades, you may do so via CUNYfirst or you may send that person a transcript.

The only other time that we will release information about you without your prior written consent is under those circumstances specified by law.

If you do not want us to confirm even this minimum directory information without your prior written consent, submit a Directory Information Non-Disclosure Form to us in the Hub, located on the third floor of 50 West 40th Street, or send the form to us at the following address:

Guttman Community College
Office of the Registrar
50 West 40th Street
New York, NY 10018

Please note that if you ask us to withhold directory information, we will not be able to confirm your enrollment or degrees for enrollment purposes or for health plans or other verifications of status without your prior written consent.

For additional information about FERPA, the federal law that governs the release of student education records, click here or write to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

A PUBLIC NOTICE ABOUT SOCIAL SECURITY NUMBERS

New York State Education Law prohibits the use of the Social Security number for identification purposes. Neither the State of New York nor the Federal government requires the release of Social Security numbers except in a few carefully defined situations, such as verification of entitlement to financial aid. Since the Social Security number is not part of a student’s educational history, the Office of the Registrar at Guttman Community College does not confirm or in any other way make reference to or reveal a student’s Social Security number.
REGISTRATION AT GUTTMAN COMMUNITY COLLEGE

The Office of the Registrar announces the dates for registration in advance of each registration period. In their first semester students are registered into houses and cohorts and informed of their classes once registered. After their first semester, students register themselves. All students are responsible for their own registration.

An Advisement Service Indicator may be placed on students’ accounts in advance of registration dependent upon GPA and/or other factors. Students with this indicator cannot register until an advisor removes the service indicator. These students are required to see an advisor.

Before you go to your advisor, go to Degree Works to check on your progress toward your degree. By selecting the “Registration Checklist” view, you can find a list of classes that you need to complete your degree requirements. To register, go to CUNYfirst to see which of the classes you still need are being offered for the semester for which you wish to register.

Please note that you are fully liable academically and financially for the classes for which you register. Because of this you are strongly advised not to register for a class that does not apply to your degree program. If you register for a class that does not apply to your degree program, it could delay your graduation and adversely affect any financial aid for which you may otherwise qualify. If you have questions about which classes are required for your degree, please see your advisor.

When registering for classes, you should register for both the 12-week and 6-week sessions of the semester. If your credit total is below 12, you are considered part-time and your financial aid may be affected. Please see the Financial Aid office if you have questions.

The amount of credits you are able to register for may also be dependent upon your GPA. For instance, students who are below a 2.0 GPA and/or are on academic probation may not register for more than 12 credits, and only students with a certain GPA may enroll for more than 16 credits. If you would like to register for more classes than permitted in CUNYfirst, please meet with your advisor.

After you register, you can view your bill in CUNYfirst and you can see any financial aid for which you qualify. Financial services representatives are available year-round to assist you in satisfying your financial obligation to Guttman Community College.

Registration is not complete until payment is made, and the College reserves the right to drop you from your classes if payment is not made by the payment due date.

When you register for a class, Guttman Community College considers your registration to be a clear indication of your intent to attend that class. If you change your mind about attending class or if circumstances prevent you from attending, you must notify us officially of your change in status.

If CUNYfirst is available you should drop the class online. If CUNYfirst is not available, you should see your advisor who can drop the class for you during the allowed period. If you are not able to use CUNYfirst and cannot see your advisor, you must inform us in writing of your intent to drop. The drop will take effect the date of the post mark on your letter.

Classes dropped through the date indicated on the academic calendar do not appear on your transcript. After this date, you may withdraw from a class, but the class remains on your transcript with a grade of W.

You may be entitled to a full or partial refund of tuition paid for a class. Refunds are based on the date on which you drop officially. See the academic calendar for the deadline dates for dropping classes with a percentage refund.
If you do not notify the College of your intent to drop, your classes will appear on your transcript with whatever grades your instructors assign. Additionally, you will owe the full amount of your bill and you may have to repay some or all of the financial aid you have received.

WITHDRAWING FROM A CLASS
The academic calendar also indicates the last date by which you may withdraw from a class. When you withdraw from a class, it remains on your transcript with a grade of W. The W does not calculate into your GPA. Note that this differs from dropping a class. When you drop a class, it does not appear on your transcript.

To withdraw from one or more of your classes, you must contact your advisor. You should visit your advisor in person to discuss your decision. If you cannot visit your advisor, you must put your request in writing to your advisor.

Requests made through the deadline indicated in the academic calendar will be honored. There is no guarantee that a request for withdrawal after the last date indicated in the academic calendar will be approved. If a request after the deadline is not approved, you will receive a grade in the course.

Remember that adding, dropping, or withdrawing from a class is an academic action that you initiate and for which you are responsible. If you do not drop a class by the deadline indicated in the academic calendar, it will remain on your transcript whether or not you attended the class, even if you are subsequently allowed to withdraw from the class.

ADMINISTRATIVE WITHDRAWAL
CUNY requires faculty to confirm that students have attended class at least once by a date announced in the academic calendar for each session of each semester. Students who do not attend class even once by this date receive an administrative withdrawal from each class not attended. A grade of WN shows for the class in CUNYfirst, but the class does not appear on the student’s official transcript. If you receive a grade of WN you may not be admitted to class. Additionally, you remain financially liable for the class and you may lose financial aid.

ADDING A CLASS AFTER YOU HAVE REGISTERED
When the registration period is over, you will need permission to add a class. See your advisor for this permission. Once classes begin, you will also need the permission of the instructor of the class you wish to add.

GRADING POLICIES AND GUIDELINES
Our faculty members will assign your grades in classes based on the glossary below. Each grade corresponds to a certain number of “quality points” that 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 grade 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></td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
</tbody>
</table>
### Grade Definitions

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>W</td>
<td>Withdrew</td>
<td>--</td>
</tr>
<tr>
<td>WA</td>
<td>Administrative Withdrawal</td>
<td>--</td>
</tr>
<tr>
<td>WD</td>
<td>Withdrawed Drop - Dropped after financial aid certification date. Does not appear on transcript.</td>
<td>--</td>
</tr>
<tr>
<td>WN</td>
<td>Never attended - Does not appear on transcript</td>
<td>--</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrew unofficially (after attending at least one class session)</td>
<td>0.00</td>
</tr>
<tr>
<td>NC</td>
<td>No credit granted*</td>
<td>--</td>
</tr>
<tr>
<td>INC</td>
<td>Term's work incomplete</td>
<td>--</td>
</tr>
<tr>
<td>FIN</td>
<td>F from incomplete (used when the INC grade lapses to an F)</td>
<td>0.00</td>
</tr>
<tr>
<td>Z</td>
<td>No grade submitted by the instructor (a temporary grade assigned by the Registrar until the instructor submits the final grade)</td>
<td>--</td>
</tr>
<tr>
<td>PEN</td>
<td>Grade pending</td>
<td>--</td>
</tr>
</tbody>
</table>

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### Policy on Awarding Grades of NC or F

For courses in the First Year Experience at Stella and Charles Guttman Community College (LASC 101 City Seminar I, LASC 102 City Seminar II, SOSC 111 Ethnographies of Work I, SOSC 113 Ethnographies of Work II, ENGL 103 Composition I, MATH 103 Statistics, MATH 103 A Statistics A, and MATH 103B Statistics B) students will receive a grade of NC in lieu of a grade of F for failure to pass the course. A student must repeat the course if he or she receives a grade of NC in any of these courses. If a student fails the course a second time, then s/he will receive a grade of F instead of NC. If a student fails the same course two times (i.e., one NC and one F), there will be an intervention by the Assistant Dean of Student Engagement or her/his designee. The student may be allowed to repeat the course a third time under specified conditions.

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.

View an 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>Totals</td>
<td></td>
<td></td>
<td></td>
<td>19.95</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.
NY RESIDENCY REQUIREMENTS AND GUIDELINES

- Residency Requirement and Guidelines <pdf>
- List of Documents for Tuition Verification <pdf>
- Alternate Lease Statement <pdf>
- CUNY Residency Form Part A <pdf>
- CUNY Residency Form Part B <pdf>
- CUNY Residency Form Part C <pdf>

TESTING SERVICES

Guttman’s Office of Testing Services provides information and services pertaining to the CUNY Assessment Tests (CAT), the Collegiate Learning Assessment (CLA), and the Ability to Benefit (ATB) tests. In addition, the Office of Testing Services organizes and administers course exams for students who require special accommodations.

Yvonne Rubie
Academic Testing Director
646-313-8172

Terry Houston
Testing Specialist
646-313-8006
testing@guttman.cuny.edu

Learn more about CUNY Testing: http://www.cuny.edu/academics/testing.html

The CUNY Assessment Tests (CAT) evaluate competencies in the areas of reading, writing and mathematics. Students take these tests when they are first admitted to college unless they have demonstrated proficiency in these subject areas by other standards. Review the CUNY admissions assessment tests requirements: http://www.cuny.edu/academics/testing/cuny-assessment-tests/admissions-requirements.html

READING, WRITING AND MATH TESTS

The Reading Test
The Reading Test (or CATR) is designed to measure reading comprehension and is untimed, multiple choice, and computer based. A score of at least 70 is considered a demonstration of proficiency.

The Writing Test
The Writing Test (or CATW) is designed to measure the ability to do college-level writing in English based on critical reading, thinking, and writing skills. 90 minutes is allotted for the completion of this paper-and-pen test (time may differ for students with accommodations.) Non-electronic dictionaries are allowed. A score of 56 or higher demonstrates proficiency.

The Math Test
The math test is untimed, multiple choice, and computer based. It is composed of four sections:

- Numerical skills; pre-algebra
- Elementary algebra
- College algebra
- Trigonometry
Students are allowed to use the Microsoft Windows calculator while taking the test. A score of 40 or higher on the Algebra portion of the test is used to demonstrate proficiency in math.

**RE-TESTING**
For students who do not demonstrate proficiency on entry to Guttman Community College, there will be opportunities to do so through re-testing over the course of the first year. The Office of Testing Services coordinates these opportunities with faculty in relevant subject areas.
ACADEMIC CALENDAR 2014-2015

2014 Summer Bridge Program
Aug. 18-22 (M-F) Week 1
Aug. 25-29 (M-F) Week 2
Aug. 27 (W) Commencement
Sept. 1 (M) Labor Day: College Closed
Sept. 2 (T) Last Day of Summer Bridge Program

Fall I 2014
Sep. 3 (W) End of 100% Refund Period
Sep. 4 (R) Classes Begin
Sep. 9 (T)
End of 75% Refund Period
Sep. 10 (W)
  Financial Aid Certification Due
  Last Day to Drop a Class without a Grade of WD
  Last Day to Add a Class
Sep. 11 (R)
  COA Rosters Available
  Course Withdrawal Drop Period Begins
Sep. 15 (M) End of 50% Refund Period
Sep. 17 (W) COA Rosters Due
Sep. 20 (S)
  End of 25% Refund Period
  Last Day to Declare or Change a Major for Fall 2014
  Course Withdrawal Drop Period Ends
  Last Day to Drop a Class with No Transcript Notation
  WN Grades Assigned
Sep. 21 (U) Withdrawal Period Begins/Census Date
Sep. 24-26 (W-F) No Classes
Oct. 3-4 (F-S) No Classes
Oct. 13 (M) Columbus Day: College Closed
Oct. 14 (T) Friday Classes Meet
Oct. 28-29 (T-W) Assessment & Community Days
Nov. 4 (T) Last Day to Withdraw from a Class
Nov. 27-30 (R-U) Thanksgiving Recess: College Closed
Dec. 6 (S) Last Day of Saturday Classes
Dec. 8 (M) Wednesday Classes Meet
Dec. 9 (T) Last Day of Classes
Dec. 10-12 (W-F) Culminating Course Experiences or Final Exams
Dec. 15-16 (M,T) Assessment Days
Dec. 15 (M) End of Fall I
Dec. 18 (R) Grades Due
Dec. 24-25 (W-R) College Closed
Dec. 31 (W) College Closed

**Fall II 2014 No Wednesday Classes**
Jan. 1 (R) New Year’s Day: College Closed
Jan. 4 (U) End of 100% Refund Period
Jan. 5 (M) Classes Begin
Jan. 7 (W)
  Last Day to Add a Class
  Last Day to Drop a Class without Grade of WD
Jan. 8 (R) Course Withdrawal Drop Period Begins; COA Rosters Available
Jan. 9 (F) End of 50% Refund Period
Jan. 11 (U) COA Rosters Due
Jan. 13 (T) End of 25% Refund Period
Jan. 16 (F)
  Last Day to Drop a Class with No Transcript Notation
  Course Withdrawal Drop Period Ends
  WN Grades Assigned
Jan. 17 (S) Withdrawal Period Begins/Census Date
Jan. 19 (M) Martin Luther King, Jr., Day: College Closed
Feb. 5 (R) Last Day to Withdraw from a Class
Feb. 12 (R) Lincoln’s Birthday: College Closed
Feb. 16 (M) Presidents’ Day: College Closed
Feb. 17 (T) Monday Classes Meet
Feb. 19 (R) Last Day of Classes
Feb. 20; 23 (F;M) Culminating Course Experiences or Final Exams
Feb. 24-25 (T,W) Assessment Days
Feb. 25 (W) Grades Due
Feb. 26 (R) End of Fall II

**Spring I 2015**
March 3 (T) End of 100% Refund Period
March 4 (W) Classes Begin
March 9 (M) End of 75% Refund Period
March 10 (T)
  Financial Aid Certification Due
  Last Day to Drop a Class without a Grade of WD
  Last Day to Add a Class
March 11 (W)
  COA Rosters Available
  Course Withdrawal Drop Period Begins
March 15 (U) End of 50% Refund Period
March 17 (T) COA Rosters Due
March 20 (F)
  End of 25% Refund Period
  Last Day to Drop a Class with No Transcript Notation
  Course Withdrawal Drop Period Ends
  WN Grades Assigned
  Last Day to Declare or Change a Major for Spring 2015
March 21 (S) Withdrawal Period Begins/ Census Date
Apr. 3-11 (F-S) Spring Recess
Apr. 22-23 (W-R) Assessment & Community Days
May 8 (F) Last Day to Withdraw from a Class
May 24-25 (U-M) Memorial Day Weekend: College Closed
June 8 (M) Last Day of Weekday Classes
June 9-11 (T-R) Culminating Course Experiences or Final Exams
June 13 (S) Last Day of Saturday Classes
June 14 (U) End of Spring I
June 14 (U) Grades Due
June 15-16 (M,T) Assessment Days
June 17 (W) Commencement Day

**Spring II 2015 No Friday Classes**
June 17 (W) End of 100% Refund Period
June 18 (R) Classes Begin
June 20 (S)
  Last Day to Drop a Class without a Grade of WD
  Last Day to Add a Class
June 21 (U)
  COA Rosters Available
  Course Withdrawal Drop Period Begins
June 22 (M) End of 50% Refund Period
June 24 (W) COA Rosters Due
June 26 (F) End of 25% Refund Period
June 29 (M)
  Last Day to Drop a Class with No Transcript Notation
  Course Withdrawal Drop Period Ends
  WN Grades Assigned
June 30 (T) Withdrawal Period Begins/Census Date
July 4 (S) Independence Day: College Closed
July 20 (M) Last Day to Withdraw from a Class
July 29 (W) Last Day of Classes
July 30-31 R-F Culminating Course Experiences or Final Exams
Aug. 6 (R) End of Spring II
Aug. 7 (F) Grades Due

Key: M=Monday; T=Tuesday; W=Wednesday; R=Thursday; F=Friday; S=Saturday; U=Sunday
Updated: June 11, 2014

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ACADEMICS

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

2. Specialized Knowledge: The Majors
- Recognizes the scope and principal features of the field of study, including its main theories and practices.
- Understands and uses the vocabulary specific to the field of study.
- Connects content and concepts of specialized knowledge to the ideas studies in the City Seminars, Ethnographies of Work and other Guttman general education courses.
- Demonstrates knowledge of problem-solving techniques and the ability to form hypotheses for research purposes.
3. Intellectual Skills for Lifelong Learning

- Demonstrates the ability to analyze ideas, theories and issues by breaking them down, identifying the component elements and explaining how they relate.
- Communicates effectively using substantially error-free language in oral and written formats.
- Presents accurate mathematical calculations and operations, and explains how they are used to solve problems and to interpret data.
- Utilizes both quantitative and qualitative data to explore and understand important issues.
- Locates, evaluates and cites multiple information resources in projects, papers and presentations.
- Demonstrates ability to use appropriate technologies, acquire new ones and to resolve technology problems to meet academic, professional and personal goals.
- Displays ability to assess own work and its relative value.

4. Civic learning, Engagement, and Social Responsibility

- Identifies and explains his or her own civic and cultural background, including its origins, development and assumptions.
- Understands and respects diversity and cross-cultural perspectives and demonstrates how they influence interpretations of key problems in politics, society or the arts.
- Describes various historical and contemporary positions on democratic values or practices, and presents his or her position on specific problems.
- 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.
- Demonstrates integrity, honesty and ethical reasoning in academic and professional contexts.

5. Applied Learning

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

FIRST YEAR EXPERIENCE

Summer Bridge Program

To ensure first-year students are prepared for coursework in the fall, Guttman Community College requires all new students to attend our two-and-a-half week Summer Bridge Program starting in August.

Summer Bridge is a time of self-discovery and an opportunity for you to develop relationships with faculty, staff, and their peers. During Summer Bridge, you will 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. This will help you understand Guttman’s academic expectations and create a space where you can reflect on your strengths and challenges as a student.

Activities during the Summer Bridge Program include:

- an introduction to college-level coursework
- a group project which explores the concept of place in New York City
- the creation of an electronic portfolio (ePortfolio) where you will archive your college work
- field experiences that explore New York City as an extended classroom.
- Your attendance is mandatory during the Summer Bridge Program, August 18-September 2, 2014.
Learning Communities/Instructional Teams

Instructional Teams are comprised of faculty, Student Success Advocates, Peer 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 responsibilities of the Instructional Team include: developing and/or adapting integrative curricula and assignments, planning classroom and out-of-class activities and generating ideas for improving the learning community experiences 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 and on the sixth 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 fall semester to help you develop an academic plan, begin mapping your career, and identify courses to take during the spring semester. Your SSA will help you define, achieve and maintain your success during your first year.

Peer Mentoring

The Peer Mentoring Program is an integral component of the academic and co-curricular student experience at Guttman Community College. Academic Success Peer Mentors, Admissions & Access Peer Mentors, and Leadership & Service Peer Mentors help ease the transition from high school to college, and coach students through their continued...
educational career while at Guttman. Reporting to the Associate Director of Mentoring & Student Success, Peer Mentors are visible, active, and invested in the development of an inclusive, academically-focused community.

Peer Mentors can be found throughout campus, from the Admissions Office to the Information Commons. Their primary responsibilities include giving tours of the College, responding to student questions, and providing focused academic support. Peer Mentors are active participants in the Summer Bridge Program and first-year learning communities, and they plan and facilitate social and educational programs for the entire campus community.

There are three types of Peer Mentors:

1. Academic Success Peer Mentor (ASPM)- ASPMs provide students with assistance in areas including study and test-taking strategies, organization, collaboration strategies, time management, syllabus comprehension, and using online resources. ASPMs work with members of the Instructional Teams (including Faculty, Student Success Advocates and Information Commons Staff) to provide integrated support to students with varying backgrounds and strengths. ASPMs must be present for all training and development sessions throughout the year. There are two types of ASPMs—Studio and Meet-Up.

Working alongside Graduate Coordinators, Studio ASPMs facilitate a weekly 90-minute session called Studio. Studio is designed for students to practice, reflect and develop the skills essential to engaging in the craft of successful academic study. Studio ASPMs plan and facilitate activities that allow students to assess academic strengths, identify areas for development and practice core academic skills. Studio ASPMs also assist students in creating a virtual learning community through e-Portfolio by sharing work-in-progress and commenting and reflecting on student work.

Meet-Up ASPMs are responsible for attending specific course sessions and modeling effective listening and participation, while also facilitating group work during in-class activities. Additionally, these peer mentors lead a weekly group study session (a Meet-Up) to provide academic support for a particular class or subject area, including accounting, algebra, biology, calculus, chemistry, economics, information technology, reading and writing, and statistics.

2. Admissions & Access Peer Mentor (AAPM)- AAPMs provide prospective students and families with a clear understanding of the Guttman experience and guide them through our unique admissions process. They advise students on academic policies and programs, campus life, and curricular and co-curricular activities. Additionally, AAPMs play a crucial role in the implementation of Admissions & Access events. AAPMs must be present for all training and development sessions throughout the year.

3. Leadership & Service Peer Mentor (LSPM)- LSPMs engage students in campus life by planning and implementing a variety of student-centered workshops and activities which foster a sense of social responsibility. LSPMs assist Student Success Advocates in weekly advisement sessions known as LABSS (Learning About Being a Successful Student). They also provide ongoing guidance and programmatic support to the Student Government Association (SGA) and emerging student organizations. LSPMs must be available for all training and development sessions throughout the year.

After successfully completing the first academic year, Guttman students have the opportunity to apply for a Peer Mentor position.

Graduate Coordinators

Graduate coordinators are doctoral candidates who help you with statistics, reading, writing and the development of critical thinking through group and individual tutoring. Graduate Coordinators work with the faculty to develop the curriculum, assignments, and classroom and out-of-class activities.
They also work closely with the Academic Success Peer Mentors to facilitate Studio, a weekly 90-minute section of the City Seminar course. Studio provides a highly supportive environment for you to practice the ‘craft’ of studying through project-based and independent work. Studio also develops helpful skills to be an effective student, including time management, organization, and test-taking strategies.

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 & Community Engagement
The Office of Partnerships & Community Engagement (OPCE) works closely with faculty, Student Success Advocates, and Career Strategists 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.

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 how you can be part of it. The courses are designed to help develop the skills to be successful in college and prepare for coursework in the majors.

In order to ensure that students have access to the support they need, each semester at the College is comprised of two sessions that are linked and considered one semester:

Fall Semester:
- Fall I, 12 weeks
- Fall II, 6 weeks
Spring Semester:
- 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 to take up to two additional courses in the first year program or programs of study if he/she is in good academic standing. Students who may need to retake a course may do so during the six week session provided that the course is being offered during that session.

All students are required to attend full time during the first year to become acquainted with the school, develop a supportive social network, and access the resources and support needed to be successful. Research also shows that students who enroll in college full time graduate at higher rates than students who attend part time.

The Fall I schedule consists of the following courses:
- City Seminar I- an interdisciplinary liberal arts and sciences course centered on New York City, 10.5 hours per week
- Ethnographies of Work I- a course that provides a range of perspectives on work as students investigate a range of careers, 4.5 hours per week
• Statistics- a course that covers fundamental concepts of statistics and computational techniques, 6 hours per week

The Spring I schedule consists of the following courses:

• City Seminar II- introduces students to a variety of perspectives on U.S. society and its diversity, 7.5 hours per week
• Ethnographies of Work II- the second course of a two-course sequence that uses a variety of disciplines to increase student understanding of the world of work and their future role in society, 4.5 hours per week
• Composition I- 3 hours per week
• Students also take Composition II, part of the 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.

**Guttmann Community College Pathways Approved Courses**

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 program (Information Technology) should review the general requirements.

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<thead>
<tr>
<th>Core</th>
<th>Common Core Area</th>
<th>Approved Pathways Course</th>
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<tbody>
<tr>
<td>Required</td>
<td>English Composition</td>
<td>ENG 103 Composition I</td>
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<td>ENGL 203 Composition II</td>
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<td>Math &amp; Quantitative Reasoning</td>
<td>Math 103 Statistics</td>
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<tr>
<td>Flexible</td>
<td>Life &amp; Physical Sciences</td>
<td>Biology 122 Introduction to Biology: Life in New York City</td>
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<td>World Cultures &amp; Global Issues</td>
<td>LASC 101 City Seminar I</td>
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<td>U.S. Experience in its Diversity</td>
<td>LASC 102 City Seminar II</td>
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<td>Creative Expression</td>
<td>LASC 200 Arts in New York City</td>
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<td>Individual &amp; Society</td>
<td>SOSC 111 Ethnographies of Work I</td>
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<td></td>
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<td>SOSC 113 Ethnographies of Work II</td>
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<td></td>
<td>Scientific World</td>
<td>CHEM 110 Introduction to Chemistry or SOCI 231 Introduction to Urban Community Health**</td>
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*Some majors, such as Human Services, require a different Pathways approved “STEM variant” course to satisfy the Life and Physical Sciences required core course. See the individual programs of study or speak to your Student Success Advocate for more information or clarification of program requirements at Guttmann Community College.

**SOCI 231 fulfills the Pathways Flexible Core requirement in Scientific World effective with the Fall 2014 semester.

**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 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 are developed by the Studio teams and feature clear and specific objectives derived from the City Seminar learning outcomes and skills spines. The exercises 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

Career Strategists

Once you’ve declared your major, you will be working closely with your Career Strategist, who will serve as your academic and career success coach, with ongoing support from faculty. Your Career Strategist will guide you in your progress towards degree completion and transition into a baccalaureate program and/or career. In addition to your individual advising touch points, there will be Major Meet-Ups, events, workshops, campus visits, transfer support and more to help you on your journey.

Your Career Strategist will assist you with:

- Individual advising
- Transfer Planning
- Creation of professional and co-curricular portfolios
- Career preparation
- Career-focused scholarships
- Professional skills training.

Internships

Through the College’s academic programs, students will have an opportunity to complete an internship or field experience in New York City’s professional community. Working in partnership with faculty, the Office of Partnerships & Community Engagement (OPCE) establishes relationships with New York City businesses and organizations to arrange internships or field experiences to help you gain real-world experience and apply what you have learned in the classroom. Through your internship or field experience, you will also develop the professional skills to advance your career when you graduate.

<table>
<thead>
<tr>
<th>Programs of Study: Program Name</th>
<th>Program Code</th>
<th>HEGIS Code</th>
<th>Degree Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>34968</td>
<td>5004.00</td>
<td>A.A.</td>
</tr>
<tr>
<td>Human Services</td>
<td>34972</td>
<td>5506.00</td>
<td>A.A.</td>
</tr>
<tr>
<td>Information Technology</td>
<td>34973</td>
<td>5299.00</td>
<td>A.A.S.</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>34974</td>
<td>5649.00</td>
<td>A.A.</td>
</tr>
<tr>
<td>Urban Studies</td>
<td>34975</td>
<td>5622.00</td>
<td>A.A.</td>
</tr>
</tbody>
</table>

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.

**Pathways Common Core 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
Pathways Entry-Level Courses for Business Majors:
  BUSI 201: Business Law and Ethics (3 credits)
  ECON 201: Macroeconomics or ECON 203 Microeconomics (3 credits)
  INFT 203: Introduction to Management Information Systems (3 credits)

Other Courses:
  ACCT 121: Principles of Accounting I (3 credits)
  ACCT 223: Principles of Accounting II (3 credits)
  BUSI 102: Introduction to Business (3 credits)
  ECON 203: Microeconomics or ECON 201 Macroeconomics (3 credits)
  ECON 204: Contemporary Economic Issues (3 credits)
  MATH 120: College Algebra & Trigonometry or MATH 201 Precalculus (3 credits)
  MATH 201: Precalculus or LAS Elective* (3 credits)

Liberal Arts & Sciences Electives:*
*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 (3 credits)
  SOCI 102: Introduction to Sociology (3 credits)

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

Whether you take an elective course, and the number of electives you take, will depend on your level of mathematical proficiency. If you have not completed College Algebra (or the equivalent) prior to entering Guttman Community College, you will take College Algebra and trigonometry (MATH 120), followed by Precalculus (MATH 201).

If you have proficiency in College Algebra (or its equivalent) upon entering the College, you will need to take Precalculus followed by a Liberal Arts & Sciences Elective from among those listed above.

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. Students will spend 125 hours a semester doing fieldwork and will possess the skills to obtain entry-level positions in agencies and institutions which provide social, community, educational, and health services.

Pathways Common Core General Requirements, 31 credits
- BIOL 212: Human Biology (4 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)

Human Services Program Requirements, 26 credits
- GOVT 202: American Government & Politics (3 credits)
- HSVC 103: Introduction to Human Services (3 credits)
- HSVC 113: Methods of Intervention for the Human Services (2 credits)
- HSVC 201: Fieldwork & Integrative Seminars I (3 credits)
- HSVC 203: Fieldwork & Integrative Seminars II (3 credits)
- HSVC 213: Health and Human Services Policy (3 credits)
- SOCI 102: Introduction to Sociology (3 credits)
- SOCI 231: Introduction to Urban Community Health (3 credits)
- UBST 201: Urban Anthropology: Poverty & Affluence (3 credits)

Electives, 3 credits
Students must take one elective from among:
- HSVC 204: Special Topics in Fields of Practice (3 credits)
- 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
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.

Empowering 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.

Pathways

Common Core Requirements, 24 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)

Information Technology Program Requirements, 27 credits
- BUSI 102: Introduction to Business (3 credits)
- INFT 102: Hardware & Software (3 credits)
- INFT 201: Networking & Data Communications (3 credits)
- INFT 202: Database Management & Design (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)

Program 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 204: Internship in Information Technology* (3 credit)
- INFT 213: Special Topics in Information Technology* (3 credits)
- INFT 223: Programming II (3 credits)
- INFT 244: Information Technology Independent Project* (3 credit)
- MATH 201: Precalculus* (3 credits)

*Students who demonstrate proficiency in college algebra choose four 3-credit electives. Students who do not demonstrate proficiency in college algebra choose three (3) 3-credit electives.
Articulations with senior colleges:
New York City College of Technology, Department of Computer Systems Technology, B.T. in Computer Systems

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.

Pathways Common Core 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 & Sciences Program Requirements, 27 credits
  ECON 223: Economics of Social Issues (3 credits)
  ENGL 214: 20th Century American Literature: Introduction to Women Writers (3 credits)
  HIST 201: Who Built New York? New York City History (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)
  UBST 201: Urban Anthropology: Poverty and Affluence (3 credits)

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

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.

Pathways Common Core 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 201: Urban Politics: New York City Government (3 credits)
- GOVT 203: Introduction to Urban Planning & Policy (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 & 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: Urban Research Seminar (3 credits)

Program 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)
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
GUTTMAN COMMUNITY COLLEGE INFORMATION COMMONS

Stella and Charles Guttman Community College Library—the Information Commons (IC)—is located on the first floor with a view of Bryant Park from the Atrium. 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 Information Commons staff is available during all scheduled hours to assist in making full use of the information resources. Individual assistance is also available about resources and search strategies.

The IC 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. Ask the Information Commons staff for a library barcode, which will be placed on the back of your ID card. Use the same barcode number for both the login and the password.


Hours:
Monday-Thursday: 7:00 a.m.-10:00 p.m.
Friday: 7:00 a.m.-8:00 p.m.
Saturday and Sunday: Noon-5:00 p.m.
COURSE DESCRIPTIONS (AS OF JUNE 30, 2014)

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

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 103 or 103B: Statistics; MATH 120: College Algebra & Trigonometry

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

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

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

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

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 (Credits: 4, Hours: 6)
Biology I
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 (Credits: 4, Hours: 6)
Human Biology
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 (Credits: 4, Hours: 4)
Human Anatomy & Physiology I
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 (Credits: 4, Hours: 6)
Biology II
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 (Credits: 3, Hours: 3)
Pathophysiology
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 (Credits: 4, Hours: 4)
Human Anatomy & Physiology II
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,
Our urinary system, the reproductive system. The course will also introduce the concepts of human genetics.

**Prerequisites: BIOL 213: Human Anatomy & Physiology I**

**BUSA 102 (Credits: 3, Hours: 3)**

**Introduction to Business**

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**

**BUSA 154 (Credits: 3, Hours: 3)**

**Business Communications**

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: BUSA 102: Introduction to Business**

**BUSA 201 (Credits: 3, Hours: 3)**

**Business Law & Ethics**

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: BUSA 102: Introduction to Business**

**BUSA 202 (Credits: 3, Hours: 3)**

**Fundamentals of Management**

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: BUSA 102: Introduction to Business**

**BUSA 203 (Credits: 3, Hours: 3)**

**Analyzing Business Sustainability**

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**
BUSD 204 (Credits: 3, Hours: 3)
**Fundamentals of Project Management**
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

BUSD 205 (Credits: 3, Hours: 3)
**Principles of Marketing**
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 (Credits: 3, Hours: 3)
**Introduction to Chemistry**
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 (Credits: 4, Hours: 8)
**General Chemistry I**
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 (Credits: 4, Hours: 8)
**General Chemistry II**
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 (Credit: 3, Hours: 3)
**Macroeconomics**
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

**ECON 203 (Credits: 3, Hours: 3)**

*Microeconomics*

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: MATH 103/103B: Statistics; MATH 120: College Algebra & Trigonometry

**ECON 204 (Credits: 3, Hours: 3)**

*Contemporary Economic Issues*

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.

Pre/Corequisites: Completion of 45 degree credits, including successful completion of ENGL 203.

**ECON 213 (Credits: 3, Hours: 3)**

*Energy Economics*

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 (Credits: 3, Hours: 3)**

*Economics of Social Issues*

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 (Credits: 3, Hours: 3)**

*Composition I*

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 (Credits: 3, Hours: 3)**

**Composition II**

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 (Credits: 3, Hours: 3)**

**Cities in Film and Literature**

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 a 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 214 (Credits: 3, Hours: 3)**

**20th Century American Literature: Introduction to Women Writers**

ENGL 214 is a course in critical thinking, reading and writing. It will provide a thorough introduction to Twentieth Century American women writers, using a variety of genres: essays, short fiction, drama, novels, and poetry. The course concentrates on themes relevant to women's experiences, and takes into consideration the diversity of women's experiences. Literary elements such as theme, plot, character development, tone and style, point of view, setting, and figurative language will be examined. Literary theories will be examined in relation to themes within the texts. Throughout the semester, the following concepts will be addressed on a regular basis:

- Contributions of Twentieth Century Women Writers
- Literary Analysis
- Women's Roles
- Women's Issues/Themes.

*Pre/Corequisites: None*

**ENMG 102 (Credits: 3, Hours: 3)**

**Energy Technology & Sustainability**

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 (Credits: 3, Hours: 3)**

**Sustainable Buildings**

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 (Credits: 4, Hours: 6)**

**Environmental Science I: Environmental Systems**

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 (Credits: 3, Hours: 3)**

**Urban Sustainability**

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 (Credits: 4, Hours: 5)**

**Environmental Science II: Urban Ecosystem Management**

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 (Credits: 4, Hours: 5)
Environmental Impact Assessment

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 (Credits: 3, Hours: 8)
Internship in Environmental Science

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 (Credits: 1, Hours: 1)
Special Topics in Environmental Science

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 (Credits: 3, Hours: 3)
Urban Politics: New York City Government

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 (Credits: 3, Hours: 3)
American Government and Politics

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 (Credits: 3, Hours: 3)
Introduction to Urban Planning and Policy
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

HIST 201 (Credits: 3, Hours: 3)
Who Built New York? New York City History
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 (Credits: 3, Hours: 3)
History of Urban Life
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 (Credits: 3, Hours: 3)
Introduction to Human Services
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 (Credits: 2, Hours: 2)
Methods of Intervention for Human Services
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 (Credits: 3, Hours: 7-8)
Fieldwork and Integrative Seminar I
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.

Prerequisite: HSVC 103: Introduction to Human Services
Pre or Corequisite: HSVC 113: Methods of Intervention for the Human Services

HSVC 203 (Credits: 3, Hours: 7-8)
Fieldwork and Integrative Seminar II
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 (Credits: 3, Hours: 3)
Special Topics in Fields of Practice
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 213 (Credits: 3, Hours: 3)
Health and Human Services Policy
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.
Pre or Corequisites: HSVC 103: Introduction to Human Services; GOVT 202: American Government and Politics

HSVC 223 (Credits: 3, Hours: 3)
Introduction to Disability Studies
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 (Credits: 3, Hours: 4)
Hardware & Software
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 (Credits: 3, Hours: 4)
Networking & Data Communications
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 (Credits: 3, Hours: 4)
Database Management & Design
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 (Credits: 3, Hours: 4)
Introduction to Management Information Systems
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 (Credits: 3, Hours: 3 plus internship)
Internship in Information Technology
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 (Credits: 3, Hours: 4)
Programming I
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 (Credits: 3, Hours: 3)
Special Topics in Information Technology
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 (Credits: 3, Hours: 3)
Web Technologies & Multimedia
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 (Credits: 3, Hours: 4)
Programming II
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 (Credits: 3, Hours: 4)
Systems Analysis & Design
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 (Credits: 3, Hours: 3 plus independent work)**

Information Technology Independent Project

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 (Credits: 3, Hours: 9)**

City Seminar I

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 (Credits: 3; Hours: 6)**

City Seminar II

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 (Credits: 3, Hours: 3)**

Foundations in the Humanities

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 (Credits: 3, Hours: 3)
The Arts in New York City
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 (Credits: 3, Hours: 3)
Environmental Ethics
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 (Credits: 3, Hours: 3)
Internship Seminar
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 (Credits: 4, Hours: 4)
Capstone Seminar in the Liberal Arts & Sciences
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: Completion of 45 degree credits, including successful completion of ENGL 203.

MATH 103 (Credits: 3, Hours: 6)
Statistics
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: Demonstration of elementary algebra proficiency

**MATH 103A (Credits: 1.5, Hours: 6)**

**Statistics A**

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 (Credits: 1.5, Hours: 6)**

**Statistics B**

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 (Credits: 3, Hours: 4)**

**College Algebra & Trigonometry**

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 (Credits: 3, Hours: 3)
The Real Basics of Mathematics
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 (Credits: 3, Hours: 5)
Precalculus
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 (Credits: 4, Hours: 5)
Calculus
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 (Credits: 4, Hours: 6)
Physics of Renewable Energy
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 (Credits: 3, Hours: 3)**

**Psychology: Social and Behavioral Studies**

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 (Credits: 3, Hours: 3)**

**Introduction to Sociology**

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 (Credits: 3, Hours: 3)**

**Crime & Justice in Urban Society**

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 (Credits: 3, Hours: 3)**

**Community Organizing**

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 (Credits: 3, Hours: 3)**

**Social Determinants of Health**

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; and SOCI 102: Introduction to Sociology

**SOCI 231 (Credits: 3, Hours: 3)**

Introduction to Urban Community Health

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.

**SOSC 110 (Credits: 3, Hours: 3)**

Foundations in the Social Sciences

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 (Credits: 3, Hours: 3)**

Ethnographies of Work I

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 (Credits: 3, Hours: 3)**

Ethnographies of Work II

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 (Credits: 3, Hours: 3)**

**Introduction to Urban Studies**

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 (Credits: 3, Hours: 3)**

**Urban Anthropology: Poverty & Affluence**

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 (Credits: 3, Hours: 3)**

**Race, Ethnicity & Community Development**

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 (Credits: 3, Hours: 3)**

**Special Topics in Urban Studies**

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 (Credits: 3 Hours: 3)

Global Urbanisms

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 of 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 (Credits: 3, Hours: 3)

Urban Research Seminar

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: Completion of 45 degree credits, including successful completion of ENGL 203.
ACADEMIC POLICIES

Guttman Community College Academic Policies (as of June 30, 2014):

POLICY ON SUMMER BRIDGE PROGRAM ATTENDANCE
Regular and punctual attendance at and participation in all Summer Bridge Program (SBP) assignments and activities at Stella and Charles Guttman Community College are required in order to continue into fall classes. Two incidences of lateness are equivalent to one missed class session. Students who miss more than one day or its equivalent (4 class sessions) without documented extenuating circumstances shall not be permitted to attend Guttman CC in the fall.

A student who misses one day or its equivalent (4 class sessions) will be required to meet with the Assistant Dean of Student Engagement and Success to discuss the circumstances of the absence and how s/he will make up the activity or activities that were missed. Students will be encouraged to continue attending and fully participating in the SBP with the understanding that a final decision will be made about their ability to enroll for the fall semester. Decisions about fall enrollment will be made by a committee composed of the Assistant Dean of Student Engagement and Success, the faculty co-Director of SBP, and a full-time faculty member designated by the Provost.

Students not permitted to take classes in the fall semester to which they have been admitted will have the option of deferring admission until the following fall. Students who defer admission will be required to attend and participate fully in the SBP the following year regardless of the extent of attendance and participation in their first SBP.

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 will not accept students on permit from other colleges into any classes.

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></td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></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>
<tr>
<td>W</td>
<td>Withdrew</td>
<td>--</td>
</tr>
<tr>
<td>WA</td>
<td>Administrative Withdrawal</td>
<td>--</td>
</tr>
</tbody>
</table>

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.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>WD</td>
<td>Withdrew Drop- Dropped after financial aid certification date.</td>
<td>--</td>
</tr>
</tbody>
</table>

Does not appear on transcript.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>WN</td>
<td>Never attended. Does not appear on transcript.</td>
<td>--</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrew unofficially (after attending at least one class session)</td>
<td>0.00</td>
</tr>
<tr>
<td>NC</td>
<td>No credit granted*</td>
<td>--</td>
</tr>
<tr>
<td>INC</td>
<td>Term’s work incomplete</td>
<td>--</td>
</tr>
<tr>
<td>FIN</td>
<td>F from incomplete (used when the INC grade lapses to an F)</td>
<td>0.00</td>
</tr>
<tr>
<td>Z</td>
<td>No grade submitted by the instructor (a temporary grade assigned by the Registrar until the instructor submits the final grade)</td>
<td>--</td>
</tr>
<tr>
<td>PEN</td>
<td>Grade pending</td>
<td>--</td>
</tr>
</tbody>
</table>

POLICY ON AWARDING GRADERS OF NC OR F

For courses in the First Year Experience at Stella and Charles Guttman Community College (LASC 101 City Seminar I, LASC 102 City Seminar II, SOSC 111 Ethnographies of Work I, SOSC 113 Ethnographies of Work II, ENGL 103 Composition I, MATH 103 Statistics, MATH 103 A Statistics A, and MATH 103B Statistics B) students will receive a grade of NC in lieu of a grade of F for failure to pass the course. A student must repeat the course if he or she re-
receives a grade of NC in any of these courses. If a student fails the course a second time, then s/he will receive a grade of F instead of NC. If a student fails the same course two times (i.e., one NC and one F), there will be an intervention by the Assistant Dean of Student Engagement or her/his designee. The student may be allowed to repeat the course a third time under specified conditions.

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>Totals</td>
<td></td>
<td></td>
<td>7.5</td>
<td>19.95</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.

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.

**GRADE OF INCOMPLETE (INC)**

An instructor may assign the grade of “INC” (Incomplete) when the instructor deems that the work has not been completed and that the student can complete the work within an agreed upon time determined by the instructor but which may not exceed the last day of the semester following the one in which the “INC” is assigned. By semester is meant the combination of fall I and fall II sessions or spring I and spring II sessions. Thus the fall and spring semesters at Guttman are 18 weeks.

To be eligible for an INC, the student must have completed at least 75% of the course requirements and, based on that work, be passing the course and be reasonably expected to complete the course requirements no later than the allotted time or the last day of the following semester. If the work is not successfully completed within the time limit, the student will automatically receive an “NC” or an “FIN” as appropriate for the course. If the work is successfully completed within the time limit, the instructor will submit a grade change form replacing the “INC” grade with the appropriate grade earned. Incompletes will not be given to students who need to repeat a course or to students who are failing a course.

An instructor may also assign an “INC” when a student is absent from a final examination. The instructor is free to set the deadline for a make-up examination. The deadline may not exceed the last day of the semester following the one in which the “INC” is assigned. If the make-up is not taken within the time limit, the student will automatically receive an “NC” or an “FIN” as appropriate for the course. If the student takes the make-up within the time limit, the instructor will submit a grade change form replacing the “INC” grade with the appropriate grade earned.

When students fail to complete missing work by the agreed upon deadline, instructors may immediately submit a change of grade from INC to either FIN or NC. Instructors may also, in accordance with the grading criteria provided students at the outset of the class, calculate a grade based on the work completed and submit a change of grade based on that calculation. The calculation may, then, result in a passing grade as well as a failing grade.

CUNY assesses a fee for make-up final examinations. This fee is listed on the Guttman website.
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 Guttman 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.

POLICY ON GRADUATION HONORS
Students who earn a GPA of 3.50 or greater for credits received from Stella and Charles Guttman Community College upon graduation will be awarded the designation “Graduating with Honors.”

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 shall be chaired by the Dean of Academic Affairs or Provost Designee and will include:
   - Assistant Dean of Student Engagement;
   - Registrar Director (Advisory);
   - 4 full-time faculty members of the College Council elected for two year terms by the Council.
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 reinstatement and re-entry to the college;
2. conditions of probation;
3. substitutions and course waivers;
4. determinations of withdrawal from courses, including retroactive withdrawals and withdrawals for students called to military service;
5. determinations of honors list and of graduation honors;
6. determinations regarding taking courses on permit at other colleges;
7. extension of College/Institutional deadline to complete an INC grade (including waivers for students called to military service);
8. grade appeals.

The Committee on Academic Appeals and Policies, as it deems appropriate, will propose to the Curriculum and Student Academic Support Committee changes to existing policies as well as new policies of an academic nature that apply to students after they have been accepted to the 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. Faculty serving on the Faculty-Student Disciplinary Committee and the Academic Integrity Committee shall not also serve concurrently on the Committee on Academic Appeals and Policies.

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:

1. 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.
2. Coursework at CUNY must show a grade of D or better. Coursework outside of CUNY must show a grade of C or better.
3. AP courses must have an exam score of 4 or better as reported by the College Board.
4. 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:

1. Credits Attempted  Minimum Cumulative GPA
   - >0 through 12  1.50
   - >12 through 24  1.75
   - =>25  2.00

2. Academic probation and dismissal, which will not appear on the transcript or other external documents, will be determined at the end of each semester.
3. Students on probation remain in good standing for the purpose of eligibility for financial assistance.
4. 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.
5. Students will automatically have one semester of probation.
6. Dismissed students may apply for readmission no sooner than one semester after their dismissal.

Guttman Community College also adopts the following additional criteria:

7. 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.
8. 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.
9. While on probation, students may not register for more than 12 credits without the approval of the Director of Student Engagement.
10. The Assistant Dean of Student Engagement and Success, in consultation with the student's advisor, may impose other restrictions or conditions on enrollment during semesters of probation.
11. 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.
Policy on Readmission

Instructions for Readmission (Incomplete Applications Will Not Be Processed.)

• Your Application for Readmission should be filed immediately, according to the deadline listed on the “Readmission Process” web page.
• Any holds on your record must be cleared prior to submitting this form.
• The $20 readmission application processing fee is non-refundable.
• Students in Good Academic Standing (see criteria for Academic Standing in the College Bulletin)
• Pay the $20 Readmission Fee by check or money order at the Bursar’s Office.
• Obtain Immunization Clearance from the Registrar’s Office.
• Proof of Residency must be confirmed if your residency has changed since your date of last attendance.
• Return your Readmission Application for processing to the Registrar’s Office.

Students in Poor Academic Standing (see criteria for Academic Standing in the College Bulletin)

• If your cumulative GPA is below 2.00, you must write an Appeal Letter to the College Committee on Academic Appeals.
• The Readmission Application must be filed along with your Appeal Letter.
• Pay the $20 Readmission Fee by check or money order at the Bursar’s Office.
• Obtain Immunization Clearance.
• Proof of Residency must be confirmed if your residency has changed since you last attended. Return your Re-admission Form for processing to the Registrar’s Office. Your Readmission Application, including all supporting documents will be reviewed by the Committee for Academic Appeals.
• You will be notified by The Office of Academic Affairs of the status of your Application for Readmission in writing.

READMISSION OF FORMER CUNY STUDENTS

If you are applying to a CUNY college that you have previously attended, do not complete a Transfer Admission Application. Please contact the Registrar’s Office at the college for readmission information.

For college admissions information, contact the Office of Admissions and Access.

POLICY ON ACADEMIC INTEGRITY

For information about the academic policies that govern The City University of New York, please visit The Manual of General Policy, Article 1: Academic Policy, Programs and Research
COLLEGE LIFE

STUDENT LEADERSHIP AT GUTTMAN COMMUNITY COLLEGE

There are many opportunities for you to develop leadership skills at Guttman Community College. Leadership programming at Guttman is intentionally designed to engage you in learning experiences while supporting the College’s educational model. Your engagement with campus life and leadership contributes to the academic, social and cultural environment of the College. Additionally, Guttman leadership programming supports your preparation for professional and community responsibilities.

Call 646.313.8121 or visit room 024 to learn more about student leadership at Guttman.

STUDENT GOVERNMENT ASSOCIATION (SGA)

As official representatives of the Guttman student body, the SGA provides guidance to the administration, faculty, and staff on all student related matters. The SGA also disburses student activity fees, coordinates extracurricular activities, and charters student clubs and other student organizations. The SGA includes four student officers and four senators elected by their peers in April of each year. Leadership competencies for SGA members include, but are not limited to: civic engagement, work life balance, critical engagement and applied ethics.

CLUBS AND ORGANIZATIONS

If you are interested in co-curricular activities, you can create a club with support from the Student Government Association. You can also join an existing club with other members of the Guttman student body. Club members generally meet during common hours which are held on Tuesdays and Thursdays during the fall and spring semesters. Leadership competencies for club members include, but are not limited to: identity development, self awareness and community building.

Art & Poetry Club

The Art and Poetry club, also known as the Travelers’ Club, wishes to raise the community’s awareness of the opportunities to experience art and poetry especially around New York City area.

Fast Times at Guttman Newspaper Club

The purpose of the Fast Times at Guttman Newspaper Club is to provide students with an easily accessible source for all school related news and activities. The digital newspaper conveys the supportive aspects of the college community.

Image Consulting Club (ICC)

The Image Consulting Club aims to highlight the creativity of its members through self-style and enable students to express their personal interests through the lens of fashion. The ICC hopes to “trend” leadership, independence, creativity and entrepreneurship for its members.

Not Just Numbers (NJJ)

The NJN Club aspires to encourage students to be proactive in Mathematics and Science. NJN aims to make math easier by correlating problems with everyday life activities by identifying and demonstrating how mathematics is used in simple actions.

Phi Theta Kappa Honor Society (PTK)

Phi Theta Kappa is the international honor society of two-year colleges. The purpose of PTK is to recognize and encourage scholarship among two-year college students. PTK provides an opportunity for the development of leadership and service for high academic achieving students. Beta Phi Gamma is the College’s chapter.
Physical Action to Health Club (PATH)
The purpose of the PATH club is to build a stronger Guttman community through physical fitness activities. These activities will provide the Guttman community a way to learn about and practice healthier lifestyle habits within a fun and safe environment.

Trending News Club (TNU)
Members of the TNU Club meet as a group to have intellectual conversations about pervasive issues in the news. The mission of the club is to spread awareness among Guttman students by critically analyzing local, national and international news through roundtable discussions. The club activities expand students’ abilities to articulate their opinions in a well thought-out and respectful manner.

Video Game Club
The Video Game Club was created to help a thriving community of young and ambitious students better represent their favorite past time and to educate others about each game played and how games can be educational.

Recreation and Intramural Activities
Guttman Community College has a budding recreation and intramural activities program. Guttman students are encouraged to participate in the CUNY-wide intramural events. The season for intramurals generally runs from November through May. The intramurals championship series include competition in each of the following activities: handball, chess, table tennis, co-ed volleyball, indoor soccer, co-ed basketball and 5K run. Leadership competencies for recreation and intramural members include, but are not limited to: self awareness, identity development, applied ethics and community building.

CIVIC SCHOLARS
If you want to play an active role supporting the College and the city communities through service, you can become a civic scholar. As an important component of leadership, you will have the opportunity to engage in out-of-classroom community service to make a difference in the lives of fellow New Yorkers. You can contribute to improving life in New York City while learning about civic issues as a Civic Scholar. Leadership competencies for Civic Scholars members include, but are not limited to: civic engagement, identity development, self awareness and community building.

PEER 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. Leadership competencies for mentors include, but are not limited to: cultural competency, self awareness and community building.

Contact peermentoring@guttman.cuny.edu, call 646-313-8085, or visit the Peer Mentor Lounge in room 029 to learn more about Peer Mentoring.

COMMITTEE SERVICE
The student body is an important stakeholder in the Guttman campus community. As such, students are invited to join college committees to serve in advisory roles to influence important decisions that are made at the College. Some of the committees that you can participate in are: search committees, graduation committee, yearbook committee, disciplinary committee, and Community Days committee. Leadership competencies for committee members include, but are not limited to: critical engagement, applied ethics, civic engagement and self awareness.
CONFERENCES AND WORKSHOPS

Guttman students can participate in the many conferences and workshops sponsored by the City University of New York. Conferences and workshops are valuable non-formal learning opportunities and excellent venues for networking. The following conferences are held annually and have been well attended by Guttman student representatives: CUNY Emerging Leaders Conference; CUNY Leadership Challenge; NYS Association of Black & Puerto Rican Legislative Caucus Conference and the Somos El Futuro Conference. Also, the talented faculty, staff and students at Guttman host numerous workshops on campus each term. The vast range of topical areas ensures that there is something of interest for all participants. Leadership competencies for conference participants include, but are not limited to: professional excellence, critical engagement, identity development and contextual literacy.

WELLNESS/ACCESSABILITY SERVICES (COUNSELING AND DISABILITY SERVICES)

The Wellness/AccessABILITY Clinician provides services, advocacy and support to students in all areas regarding disability and counseling related issues and is available by phone, email, or office visit to answer your questions and to discuss your concerns.

Guttman Community College is committed to providing opportunity and access to all members of the campus community. Students who require accommodations due to a documented disability are encouraged to contact the Wellness/AccessABILITY Clinician in order to get registered. Accommodations are not automatic and it is the student’s responsibility to request accommodations through the Wellness/AccessABILITY Clinician. Accommodations are based on documentation provided by the student. Please schedule an appointment with the Wellness/AccessABILITY Clinician prior to the start of the semester in order to make arrangements in a timely fashion. 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.

The Wellness/AccessABILITY Clinician additionally provides short-term, personal counseling services to assist you with problem solving, adjustment issues and other matters of personal concern that may interfere with your academic success at Guttman Community College. All counseling services are free and confidential.

Contact:
Wellness/AccessABILITY Clinican
accomodations@guttman.cuny.edu
Room 506 or 507
Walk-in Hours: Monday–Friday, 10:00 a.m.– 4:00 p.m.

For further information, visit: http://www.guttman.cuny.edu/students/college-life/health-wellness.html

TEXTBOOKS

Guttman’s Info Commons purchases many of the books used in the classroom. Please check with the Info Commons to confirm whether your textbook is available. These books cannot be removed from the library and must be used in the Info Commons.

Students may also purchase or rent books online from a variety of vendors. Please first check with your instructor before purchasing a textbook to ensure you select the correct edition being used in your course. The City University of New York has compiled a helpful list of sites that offer students textbook savings: http://www.cuny.edu/about/resources/student/textbook-savings.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 to the College? 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 the 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 documents 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 on the Mezzanine and Tech Support down the hall on the third floor. You are never far from someone who is committed to supporting your path to graduation. Visit us on Monday–Friday 9:00 a.m.-5:00 p.m. or by appointment outside these hours. Phone: 646-313-8080

SINGLE STOP OFFICE

The Single Stop 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 Single Stop Specialist is your advocate to ensure you receive the benefits you qualify for.

The Single Stop Office currently offers:

• FREE and QUICK benefits screening
• Local services referrals
• Free financial counseling
• Access to legal services and tax preparation.

The Office is located on the lower level, room 018.

Hours: Monday-Friday, 9:00 a.m.-5:00 p.m.

Contact:

Single Stop Specialist
singlestop@guttman.cuny.edu
646-313-8857
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 UserID.

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 UserID@guttmanmail.cuny.edu.” For example, if a student’s Guttman UserID 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.

Guttman Computer Network
To access a desktop computer on the Guttman Campus, all students must log in using their Guttman UserID (the same user name as CUNYFirst.) The initial password 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. 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 UserID and password. Laptop computers will automatically detect the wireless signal, if properly configured. Students and faculty can receive help connecting to and troubleshooting the wireless connection by contacting the helpdesk.

Guttman Web Portal
The Guttman Web Portal is the student’s 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 UserID and password. Once logged into the web portal, students will see icons that link to services such as: student e-mail, student file storage, Digication, and various other student services.

Digication
Digication is Guttman’s student e-portfolio system. The Digication 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 digication in their classes and will need to become familiar with the system. To access Digication, students should log into the Guttman Web 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 25 GB of online file storage via Microsoft’s OneDrive. This service is accessed through the e-mail account by choosing “OneDrive” on the top right of the homepage.

Computer Labs
There are two computer labs on the campus, each with at least 25 computers. For student convenience, there is a printer in each computer lab.

Printing Policies
The Guttman ID card is used to print from a computer and make photocopies on campus. There are four multi-purpose copy machines available for students’ use on campus. The Information Commons has two copy machines. The other two copy machines are located in the student computer labs. Students have the ability to print from any computer or laptop 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 17 rooms available for instruction, including two science labs (chemistry and biology) and two computer labs.

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, Career Strategists 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 easy interaction for students. Information Technology is also nearby on the third floor.
On the lower level of 50 West 40th Street are located the Student Lounge, Peer Mentor Lounge, Single Stop, 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.

Consult the Emergency Procedures Booklet for detailed information. <pdf>

Annual Security Report 2013
The crime statistics in accordance with the FBI’s Uniform Crime Reporting procedures and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act can be viewed by clicking the link below. These statistics are gathered and prepared by the Public Safety Department from reports taken from Public Safety, campus security authorities, and local law enforcement. Any member of the College community or the public may request a printed copy of the crime statistics from the Department of Public Safety. Stella and Charles Guttman Community College has no recognized off campus student residential or dormitory facilities.

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 for CUNY Alert
Sign up for CUNY Alert by following the 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 FirstEMPLID’s will have to register with the CUNY Portal.

**Campus Safety Policies**

- Combating Sexual Assault and Other Unwelcome Sexual Behavior
- Discrimination and Sexual Harassment <pdf>
- Domestic Violence <pdf>
- Drugs and Alcohol <pdf>
- Emergency Closing Procedures <pdf>
- Identity Theft Prevention Program <pdf>
- Maintenance of Public Order (Henderson Rules) <pdf>
- Right to Know Handbook <pdf>
- Sexual Assault, Stalking and Domestic and Intimate Partner Tobacco <pdf> & Tobacco-Free CUNY
- Violence Against Students <pdf>
- Violence Prevention <pdf>
- Workplace Violence Prevention Program <pdf>
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POLICIES

THE CITY UNIVERSITY OF NEW YORK (CUNY) STUDENT POLICIES AND PROCEDURES

For a full view of all University policies, please visit:

CUNY Central Office of Student Affairs (COSA): http://www.cuny.edu/about/administration/offices/sa/policies.html
The City University of New York (CUNY): www.cuny.edu

ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein. For full view of the Academic Integrity guidelines, please go to http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf

Definitions and Examples of Academic Dishonesty
Methods for Promoting Academic Integrity
Procedures for Imposition of Sanctions for Violations of CUNY Policy on Academic Integrity

PROCEDURES FOR HANDLING STUDENT COMPLAINTS ABOUT FACULTY IN ACADEMIC SETTINGS

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.

For a full view of the Procedures for Handling Student Complaints About Faculty in Academic Settings, please visit: http://www.cuny.edu/about/administration/offices/la/PROCEDURES_FOR_HANDLING_STUDENT_COMPLAINTS.pdf

STUDENT RECORDS POLICY (FERPA)

FERPA

The Student Records Access Policy of the Board of Trustees of The City University of New York (CUNY) provides that the University and its colleges shall be in full compliance with the Federal Family Educational Rights and Privacy Act (FERPA) and its implementing regulations. These Guidelines contain the following four sections: (I) requirements of FERPA, (II) components of directory information which may be released without prior consent, (III) annual notification of students’ rights concerning educational records and directory information; (IV) rights of appeal to the Office of the General Counsel and Vice Chancellor for Legal Affairs. For a full view of FERPA, please visit: http://www.cuny.edu/about/administration/offices/la/Guidelines-for-implementation-of-the-Student-Records-Access-FERPA.pdf
STUDENT CONDUCT

Drugs & Alcohol

The City University of New York (“CUNY”) is an institution committed to promoting the physical, intellectual, and social development of all individuals. As such, CUNY seeks to prevent the abuse of drugs and alcohol, which can adversely impact performance and threaten the health and safety of students, employees, their families, and the general public. 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.

For a full view of policy on Drugs and Alcohol, please visit: http://www.cuny.edu/about/administration/offices/ohrm/cohr/drug-alcohol2011.pdf

Maintenance of Public Order (Henderson Rules)

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 freedoms: 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 flourish 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.

For a full view of the Henderson Rules, please visit: http://policy.cuny.edu/manual_of_general_policy/article_vi/policy_6.06/#Navigation_Location

Student Complaint Procedure of CUNY

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
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For a full view of the Student Complaint Procedure of CUNY, please visit: https://www.cuny.edu/about/administration/offices/la/PROCEDURES_FOR_HANDLING_STUDENT_COMPLAINTS.pdf

**Policies and Procedures Concerning Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students**

The City University of New York seeks to create and maintain a safe environment in which all members of the University community—students, faculty and staff—can learn and work free from the fear of sexual assault and other forms of violence. The University's policies on Workplace Violence and Domestic Violence and the Workplace apply to all acts of violence that occur in the workplace or that may spill over into the workplace. The University's Sexual Harassment Policy prohibits many forms of unwelcome conduct, including but not limited to, physical conduct of asexual nature. This policy is specifically directed towards sexual assault, domestic and intimate partner violence and stalking committed against students on and off-campus. CUNY wants all victims of sexual assault, stalking and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained to assist students in obtaining help, including immediate medical care, counseling and other essential services. If the alleged perpetrator is also a member of the CUNY community, the college will take prompt action to investigate, and, where appropriate, to discipline and sanction the alleged perpetrator. 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.

In order to eliminate sexual assaults and other forms of violence perpetrated against students, and to create a safe college community, it is critical to provide an appropriate prevention education program and have trained professionals to provide vital supportive services.

For a full view of the Policies and Procedures Concerning Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students, please visit: http://www.cuny.edu/about/administration/offices/la/CUNYSexualAssaultPolicy.pdf

**Combating Sexual Assault and Other Unwelcome Sexual Behavior:**

Anyone – of any gender, sexual orientation, religious affiliation, citizenship status, race, class or educational level – can suffer from sexual harassment, including sexual violence. The goal of this website is to help you understand what sexual harassment means and let you know that there are people at CUNY and in the community who can help if you or others experience it. We want to make sure you understand your rights as a student, CUNY’s policies, and other issues related to sexual harassment and assault.

On every CUNY campus there is a person who has special training in helping students who are facing issues related to sexual harassment and assault. We urge you to contact this person (who is known as the “Title IX Coordinator”) for guidance or information.

For a full view of the Combating Sexual Assault and Other Unwelcome Sexual Behavior policy, please visit: http://www1.cuny.edu/sites/title-ix/campus/guttman/

**Student Disciplinary Procedures from The City University of New York Bylaws**

Academic institutions exist for the transmission of knowledge, the pursuit of truth, 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.

For a full view of the Student Disciplinary Procedures from The City University of New York Bylaws, please visit: http://www.law.cuny.edu/about/legal/Bylaw-XV-Students.pdf

Computer Use Policy
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, invasion, 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.

For a full view of the Computer Use Policy, please visit: http://www.cuny.edu/about/administration/offices/CIS/policies/ComputerUsePolicy.pdf

Disability Accommodation
The City University of New York, in compliance with Sections 503 and 504 of the Federal Rehabilitation Act of 1973 (“Rehabilitation Act”), the Americans with Disabilities Act of 1990 (“ADA”), New York State Executive Law §296, and the New York City Human Rights Law, provides qualified individuals with disabilities the opportunity to participate in programs, activities, or employment.

For a full view of the policy on Disability Accommodation, please visit: http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/reasonable-accommodation.html

Equal Opportunity/Affirmative Action Policy
The City University of New York (“University or “CUNY”), located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University.

It is the policy 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, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, or status as a victim of domestic violence/stalking/sex offenses, or any other legally prohibited basis in accordance with federal, state and city laws.
It is also the University's Policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, or employees who are victims of domestic violence/stalking/sex offenses.

This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

For a full view of the Equal Opportunity/Affirmative Action Policy, please visit: http://www.guttman.cuny.edu/about/policiesandreports/EqualOpportunityNonDiscrimination/equalopportunitynondiscrimination.pdf

**Non-Discrimination of Students on the Basis of Pregnancy, Childbirth and Related Medical 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 AccessABILITY in Room 506 or call 646-313-8162.

**Policy on Equal Opportunity and Non-Discrimination and Against Sexual Harassment**

The City University of New York (“University or “CUNY”), located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University.

It is the policy 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, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, or status as a victim of domestic violence/stalking/sex offenses, or any other legally prohibited basis in accordance with federal, state and city laws.

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This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

For a full view of the Policy on Equal Opportunity and Non-Discrimination and Against Sexual Harassment, please visit: http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/finalnondeiscrimpolicy121213.pdf

**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.

For a full view of the Student Activity Fee, please visit: http://policy.cuny.edu/bylaws/article_xvi/text/#Navigation_Location

**Tobacco Policy**

RESOLVED, That the Board of Trustees of The City University of New York adopt the attached tobacco policy, effective no later than September 4, 2012, prohibiting (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; (ii) tobacco industry promotions, advertising, marketing, and distribution of marketing materials on campus properties; and (iii) tobacco industry sponsorship of athletic events and athletes.

EXPLANATION: This resolution updates, expands and supersedes the policy enacted by a Board of Trustees Resolution effective January 1, 1995, which prohibited smoking inside all facilities, including vehicles operated by the University. This revised tobacco policy must be implemented University-wide no later than September 4, 2012. As the nation’s largest urban public university, as a source of thousands of health-professions graduates, and as the home of the new CUNY School of Public Health, CUNY has an opportunity—and a responsibility—to set appropriate standards as an example for universities seeking to protect the health of their students and employees. In 2010, at the request of Chancellor Matthew Goldstein, Executive Vice Chancellor and University Provost Alexandra W. Logue convened a CUNY Tobacco Policy Advisory Committee to consider if—and how—the existing policy might be expanded to better protect the health of CUNY students, faculty, and staff. After extensive research, deliberations, and solicitation of community views, the Committee recommended that CUNY’s policy be expanded as indicated in this resolution to accomplish that goal. Across the United States, an ever-increasing number of colleges and universities are instituting tobacco-free policies: As of October 1, 2010, at least 446 colleges and universities had enacted smoke-free or tobacco-free policies for their entire campuses (indoors and out); about another 80 had enacted policies that include minor exemptions for remote outdoor areas. Other colleges and universities have not encountered significant problems enforcing tobacco-free policies. The Central Office supports the new policy by providing training, information, and other resources across the system. Each college (and the Central Office) has submitted college-specific implementation plans for review and approval by the Chancellery.

For a full view of the Tobacco Policy, please visit: http://www.cuny.edu/about/administration/offices/sa/policies/TOBACCORESOLUTIONREVISED_POLICY.pdf

Workplace Violence Policy & Procedures

The City University of New York (the “University” or “CUNY”) is committed to the prevention of workplace violence and will respond promptly to any threats and/or acts of violence. For purposes of this Policy, Workplace Violence is defined as any physical assault or acts of aggressive behavior occurring where an employee performs any work-related duty in the course of his or her employment, including but not limited to (BTM,2011,09-26,005,_H):

(i) An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;

(ii) Any intentional display of force that would give an employee reason to fear or expect bodily harm;

(iii) Intentional and wrongful physical contact with an employee without his or her consent that entails some injury; and

(iv) Stalking an employee in a manner that may cause the employee to fear for his or her physical safety and health when such stalking has arisen through and in the course of employment.


Veterans/Military

Veterans Fee Waiver

The City University of New York (CUNY) has one of the largest veteran student populations in the U.S., with over 3,000 enrolled veterans. CUNY consists of 11 four-year colleges, 7 community colleges, the Graduate Center, the Graduate School of Journalism, the CUNY School of Law, the Sophie Davis School of Biomedical Education, the
School of Professional Studies, the CUNY Baccalaureate Program, the Macaulay Honors College and the Online Baccalaureate Program. CUNY offers a wide range of special programs and options to veterans seeking a high-quality undergraduate or graduate education.

For a full view of the Veterans Fee Waiver, please visit: http://www.cuny.edu/about/resources/veterans/admissions.html

COLLEGE MATTERS: GUTTMAN STUDENTS

Cell Phone and Radio Usage
The use of a cellular telephone is prohibited in classrooms, labs and any area in which instruction or an organized function is taking place. Personal radio devices with headphones, iPods and mp3 devices are permitted in public areas, but not in classrooms.

Attire
As a Guttman student, you not only represent yourself but also the College. We ask that you forgo any attire that could be a distraction to the learning process of your fellow classmates.

Food
Food should not be eaten in classrooms unless the faculty or staff overseeing the space grants permission. Food and drinks are prohibited in the computer labs, as well as at the computer kiosks located in the Hub.

Literature Posting
Posting of flyers, handouts or other types of literature without authorization is prohibited. All literature should be approved by the Office of Student Engagement and Success located on the Mezzanine. Upon approval, literature must be posted on bulletin boards, which are located throughout the building.

Identification
Every Guttman student must wear a valid identification card at all times. Students are required to display their ID cards when entering the building, borrowing books and discussing financial matters with the Hub. Students are expected to present their ID card to any college official who requests such identification. For additional information, please contact the Head Security Officer.

Cameras
For your safety, security cameras are located throughout the campus.

Drugs, Tobacco and Alcohol
Guttman Community College affirms its continuing commitment to drug, tobacco, and alcohol education on campus. It is committed to the development of educational and support programs directed toward eliminating the use and abuse of drugs, tobacco, and alcohol, whether legal or illegal.

The inappropriate use of alcohol and other drugs threatens the health and safety of students and the general public. Alcohol and drug use also adversely impairs performance. Guttman is committed to promoting health, safety, and a positive learning and working environment by preventing alcohol and other drug-related problems among the members of the college community.

The unlawful possession, use, or distribution of alcohol or other drugs by anyone, either on college property or at college-sponsored activities, is prohibited. Any person who is determined to have violated this policy will be subject to intervention by college officials.

This policy and its requirements are consistent with the college’s desire to promote health and safety and are in accordance with the requirements of the Drug-Free Workplace Act of 1988 and the Drug-Free School and Communities Act Amendments of 1989.
Bicycles
For the safety and security of the entire college community, bicycles are not allowed on campus at any time. There
is no bicycle storage/parking in the building. Students who wish to ride their bikes to the college should use the
designated bike racks in and around Bryant Park or in front of FedEx.

Loitering
Loitering is prohibited at the College. Persons on campus without permission or proper ID may be subject to warning,
suspension, expulsion, or arrest.

Plagiarism
Plagiarism is the presentation of someone else’s ideas, words, or artistic/scientific/technical work as one’s own
creation. A student who copies or paraphrases published or on-line material, or another person’s research, without
properly identifying the source(s) is committing plagiarism.

Plagiarism violates the ethical and academic standards of our college. Students will be held responsible for such
violations, even when unintentional. To avoid unintended plagiarism, students should consult with their instructors
about when and how to document their sources. The library also has both print and digital guides designed to help
students cite sources correctly.

Plagiarism carries a range of penalties commensurate with severity of the infraction. The instructor may, for example,
require the work to be redone, reduce the course grade, fail the student in the course, or refer the case to the Faculty-
Student Disciplinary Committee. Cases referred to that committee could result in suspension or expulsion from the
College.

Solicitation
Soliciting or fund raising of any kind without proper authorization is not permitted.

CUNY POLICIES AND PROCEDURES: FACULTY AND STAFF

Affirmative Action
Catastrophic Sick Leave Bank Program & Forms <pdf>
Civil Service Commission
Conflict of Interest
Computer Resources Use Policy
Dedicated Sick Leave <pdf>
Disability Accomodation Procedure
Domestic Violence
Drug & Alcohol Policy
Ethics Guidelines
Equal Opportunity, Non-Discrimination & Against Sexual Harrassment <pdf>
Fingerprinting Procedures for Candidates using L-1 <pdf>
Higher Education Officer Series
Instructional Staff Intra-University Mobility <pdf>
IT Security Procedures <pdf>
Leaves of Absence
Leave for Breast, Prostate Cancer Screening & for Blood Donation <pdf>
Legislation Right of Nursing Mothers to Express Breast Milk at Work <pdf>
Library Use by Members of the Faculty
Maintenance of Public Order
Military Leave <pdf>
Multiple Positions
Pre-Tenure Year Review Policy
Violence Protection

CODE OF PRACTICE
Code of Practice Regarding Instructional Staff: Title Descriptions and Minimum Qualifications <pdf>
Code of Practice Regarding Instructional Staff: Academic Leaves <pdf>
Code of Practice Regarding Disciplinary Procedures for Excluded Instructional Staff <pdf>

ECP
ECP Terms & Conditions of Employment <pdf>
Family & Medical Leave Act (FMLA) Documents