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ABOUT THIS COLLEGE BULLETIN

The information in this publication pertaining to the academic semester is accurate as of August 1, 2015. Please consult our website at www.guttman.cuny.edu for updates. Circumstances may require that a given course be withdrawn or that alternate offerings be made.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 established by the Board 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Any information in a printed copy of the Bulletin may be superseded by the appropriate online version.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. Alterations may 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

Students are also responsible for checking Guttman communications sent to their email address on a regular basis.

CAMPUS SAFETY

The Department of Public Safety will provide on request all campus crime statistics 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 to students with disabilities. Visit http://guttman.cuny.edu/students/health-wellness-1.html and http://guttman.cuny.edu/about/policiesandreports/EqualOpportunityNonDiscrimination.html

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 may be accessed at: http://www.guttman.cuny.edu/about/mvvg/goals.html
STRAIGHT PLAN
Guttmann 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/performance-management/

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

HISTORY
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 289 students in the fall of 2012. As an open-admissions institution, the college accepts applicants who have a high school diploma or its equivalent. Enrollment will grow to approximately 5,000 when the college moves to its permanent home.

Learn more about the development of the college by reading the New Community College Concept Paper, the case study Rethinking Community College for the 21st Century and other college planning documents from 2008-2010. (accessible at: http://guttman.cuny.edu/about/strategicplanning/planning-documents.html)

In April 2013 The City University of New York received a $25 million gift from the Stella and Charles Guttman Foundation to support The New Community College at CUNY and two other community college initiatives to increase 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 Guttmann 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 Guttmann 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

Stella and Charles Guttman Community College of the City University of New York is a Candidate for Accreditation by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000).

Candidate for Accreditation is a status of affiliation with a regional accrediting commission which indicates that an institution has achieved initial recognition and is progressing toward, but is not assured of, accreditation. It has provided evidence of sound planning, appears to have the resources to implement the plans, and appears to have the potential for reaching its goals within a reasonable time.

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education 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 associate degree programs initially in five discipline areas of business, the health professions, the humanities, the physical sciences, engineering, and the social sciences.

On December 11, 2012, the New York State Board of Regents voted to grant accreditation to Stella and Charles 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 offers these registered programs leading to associate degrees:

- Associate in Arts (A.A.) in Business Administration
- Associate in Arts (A.A.) in Human Services
- Associate in Arts (A.A.) in Liberal Arts and Sciences
- Associate in Arts (A.A.) in Urban Studies
- Associate in Applied Science (A.A.S.) in Information Technology.

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

ADMISSIONS

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

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

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

INDIVIDUAL INFORMATION SESSION
Following the group information session, applicants are required to participate in a thirty-minute meeting to engage in a deeper conversation about their educational goals as they relate to their commitment to attend Guttman Community College. Applicants meet with 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.
Policy Regarding Accepting Transfer Students, Part-Time Students, and Students Requiring F-1 or J-1 Visas
At this time, we are unable to consider applicants who:

- require an F-1 or J-1 visa to study in the United States
- are interested in taking courses on a part-time basis or a non-degree status
- are transfer students

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: https://www.cuny.edu/admissions/undergraduate/downloads/admissionsfraudfinal9-25-06-4.pdf

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-transferable 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 July 8, 2015.

**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 6, 2015.

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 10 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 2015-2016 academic year the program is scheduled for August 24–September 4, 2015.

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 (http://www.cuny.edu/about/resources/value.html)

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.

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


More information and helpful resources about Financial Aid may be found at CUNY’s Financial Aid page (http://www.cuny.edu/admissions/financial-aid.html).

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.
Steps for Applying for Financial Aid

Please follow these steps below when applying for financial aid at Guttman Community College for 2015-2016:

1. Apply for an FSA ID for you (and your parents) https://fsaid.ed.gov/npsa/index.htm
2. File a 2015-16 Free Application for Federal Student Aid (FAFSA) at http://www.fafsa.ed.gov/. 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 2015-16 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.
3. 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.
4. 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 http://guttman.cuny.edu/financial-aid/how-to-apply/15-16FAFSAChecklist.pdf to refer to when applying for financial aid at Guttman.
5. 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 Government
- Outside organizations

FEDERAL PROGRAMS (PELL GRANTS, SEOG, WORK STUDY, LOANS)

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 [http://www.fafsa.gov](http://www.fafsa.gov). The Federal Processor determines the Expected Family Contribution (EFC). A confirmation of the FAFSA being processed is received immediately once the FAFSA is submitted electronically, but it can take from five to ten days after filing for a Student Aid Report (SAR), which contains the EFC, to 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. A student must:
- demonstrate financial need; have a high school diploma, a GED, or have been home-schooled; be enrolled/matriculated 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 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 [http://guttman.cuny.edu/financial-aid/financialaidrequirements/cunysap.html](http://guttman.cuny.edu/financial-aid/financialaidrequirements/cunysap.html).

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. In the 2015–2016 academic year, the maximum Pell Grant is $5,775.

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 [http://guttman.cuny.edu/financial-aid/financialaidrequirements/cunysap.html](http://guttman.cuny.edu/financial-aid/financialaidrequirements/cunysap.html).
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 (http://guttman.cuny.edu/financial-aid/financialaidrequirements/cunysap.html). 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 begin six months after the student graduates, withdraws, or falls below half-time (6 credits).

There are two types of Federal Stafford Loans:
1. **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) 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; (e) show financial need; and (f) file a FAFSA to determine the Expected Family Contribution (EFC).

2. **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 (enrolled for 12 or more credits and/or equated credits) degree students and is based on the family’s New York State net taxable income. All students should apply for TAP each year. And the application is available as a link from the FAFSA application: http://www.fafsa.ed.gov/. 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. 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 the New York State Higher Education Services Corporation (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: http://guttman.cuny.edu/financial-aid/financialaidrequirements/CUNYNewYorkStateSAPPolicy.html; 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. Undergraduate TAP awards range from $500 to $4800 annually at a community college. If there is a TAP award on your CUNY financial aid award letter, note that the amount of the award is an estimate. You can go to www.HESC.ny.gov to check the status of your award.

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 a Verification Worksheet, an 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: http://guttman.cuny.edu/financial-aid/formsandcalculators.html.

To order a Tax Return Transcript, the quickest way is to visit the IRS website: http://www.irs.gov/Individuals/Order-a-Transcript, 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 (http://www.cuny.edu/admissions/financial-aid.html) 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
(http://guttman.cuny.edu/financial-aid/financialaidrequirements/cunysap.html)

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 (http://www.cuny.edu/admissions/financial-aid/student-eligibility/academic-progress.html) 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 \[(0.875 \times \text{credits attempted}) - 21\]
• 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 both sessions) whether or not Title IV assistance was received. Students will be notified when they do not meet SAP requirements.
• 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 2015-2016:
• 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 your Student Success Advocate (SSA) or Career Strategist (CS) 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 your SSA or CS to the SAP Appeal form.

4. Submit the above packet to the HUB (3rd floor) prior to the deadline date of 8/27/15 for the Fall 2015 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 NY STATE STUDENT AID**
(http://guttman.cuny.edu/financial-aid/financialaidrequirements/cunysap.html)

All Guttman Community College students who receive New York State funding (TAP) must maintain Satisfactory Academic Progress (SAP) according to the CUNY SAP policy (http://www.cuny.edu/admissions/financial-aid/student-eligibility/academic-progress.html) 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;
- You are allowed a total of 48 TAP points for your entire undergraduate degree. You use 6 points for every full-time TAP payment. You may receive up to 6 semesters as an associate degree student. In your first TAP semester, you must be taking at least 3 degree credits as part of your full-time course load. You must take a minimum of 6 degree credits every semester after your first TAP payment.
- If you repeat a course that you previously passed, you may not count the repeated course towards full-time enrollment for TAP purposes. If you repeat a course that you previously failed, you may include that course towards full-time enrollment for TAP purposes.
- Remedial courses may be counted toward either full-time or part-time enrollment for TAP purposes. However, to qualify for TAP, you must always be registered for a certain number of degree credit courses.
- 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(s) 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 or after and have no remedial (non-credit) coursework their first semester, Meeting the Academic Progress Standard requires that you meet the requirements listed in the chart below:

<table>
<thead>
<tr>
<th>Associate 2-year Program: Students who Received their First NYS Award in the 2010-2011 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Being Certified for This Payment</td>
</tr>
<tr>
<td>A Student Must Have Accrued at Least This Many Credits</td>
</tr>
<tr>
<td>With at Least This Grade Point Average</td>
</tr>
</tbody>
</table>

Academic Progress for students who received their first NYS award in the 2010-2011 school year or after and have some remedial (non-credit) coursework their first semester, Meeting the Academic Progress Standard requires that you meet the requirements listed in the chart below:

<table>
<thead>
<tr>
<th>Receiving Aid in 2007-08 and After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Being Certified for This Payment</td>
</tr>
<tr>
<td>A Student Must Have Accrued at Least This Many Credits</td>
</tr>
<tr>
<td>With at Least This Grade Point Average</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>In semester #:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete this %</td>
<td>50%</td>
<td>50%</td>
<td>75%</td>
<td>75%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**ADA Part Time TAP**

Education Law section 661(d)(4) provides that for students who are disabled as defined by the Americans with Disability Act of 1990, “the full-time attendance requirement is eliminated. Such disabled students may be in part-time attendance, as defined by the commissioner in order to be eligible to receive payments. . .”

ADA Part-Time TAP recipients must meet all TAP eligibility requirements. Prior to the 2015-16 academic year, good academic standing was determined using the same satisfactory academic progress standard used for Aid for Part-Time Study—that was, for each ADA Part-Time TAP award, a recipient had two semesters to meet the progress standard.
Beginning with the 2015-16 academic year, for ADA students who received their first state award during the 2010-11 academic year and thereafter and who are enrolled less than full-time, good academic standing will be determined using new SAP standards which does not modify the requirements for disabled students, but aligns them to be equivalent with those required of full-time students.

<table>
<thead>
<tr>
<th>Program: Associate Program Calendar: Semester 2015-16 and thereafter (ADA Part-time students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Being Certified for This Payment</td>
</tr>
<tr>
<td>A Student Must Have Accrued at Least This Many Credits</td>
</tr>
<tr>
<td>With at Least This Grade Point Average</td>
</tr>
</tbody>
</table>

More information can be found on the New York State Higher Education Services Corporation’s (HESC) Website: http://www.hesc.ny.gov/partner-access/financial-aid-professionals/tap-and-scholarship-resources/tap-coach/12-ada-part-time-tap.html

**TAP SAP APPEAL PROCESS FOR 2015-2016:**

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:


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;

- 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 your Student Success Advocate (SSA) or Career Strategist (CS) 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 your SSA or CS to the SAP Appeal form.

4. Submit the above packet to the HUB (3rd floor) by to the deadline date of 8/27/15 for the Fall 2015 semester. (Note: the deadline date for the Spring 2016 semester is tentatively 3/31/16.)

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 (http://www.cuny.edu/admissions/financial-aid/student-eligibility/suspension-of-eligibility.html) 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, (i.e. WN grade) 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

2015-16 VERIFICATION FORMS

Dependent Student

Independent Student
2015–2016 Aggregate Verification Worksheet: V5-Independent Student
(http://guttman.cuny.edu/financial-aid/formsandcalculators/V5INDEPENDENT.pdf)
2015–2016 Household Resources Verification Worksheet: V6-Independent Student
(http://guttman.cuny.edu/financial-aid/formsandcalculators/V6INDEPENDENT.pdf)

MY COLLEGE EXPENSES

How much will it cost for me to attend Guttman Community College for the 2015-16 Academic Year?

If you are a New York City Resident, it will cost you approximately $14,750.90 as a full-time student for the year to attend Guttman Community College. That will be approximately $7,375.45 each semester. Your DIRECT costs are $5,192.90 and your INDIRECT costs are $9,558 for the year.

If you are NOT a New York City Resident, it will cost you approximately $18,770.90 as a full-time student for the year to attend the College. That will be approximately $9,385.45 each semester. Your DIRECT costs are $9,212.90 and your INDIRECT costs are $9,558.00 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></th>
<th>$2,400.00 per semester</th>
<th>$4,800.00 for the year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$2,400.00</td>
<td>$4,800.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$125.00</td>
<td>$250.00</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>$2,596.45</td>
<td>$5,192.90</td>
</tr>
</tbody>
</table>

Note: Tuition plus fees for non-NYC residents is approximately $4,606.45 per semester, or $9,212.90 for the year. (Non-New York City residents will be charged $210 a credit.)

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></th>
<th>$682.00 per semester</th>
<th>$1,364.00 for the year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Supplies</td>
<td>$682.00</td>
<td>$1,364.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>$510.00</td>
<td>$1,020.00</td>
</tr>
<tr>
<td>Meals</td>
<td>$574.00</td>
<td>$1,148.00</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$3,013.00</td>
<td>$6,026.00</td>
</tr>
<tr>
<td>Total</td>
<td>$4,779.00 per semester</td>
<td>$9,558.00 for the year</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 $20,260 for the year or $10,130 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 New York State 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. It will be used for direct costs if your tuition and fees are not covered by another grant, usually a TAP grant.

If the combined amount of your TAP, PELL and any other awards exceed 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.

Are there any financial or financial aid implications due to Guttman's innovative first-year curriculum?
Yes. Guttman has four courses that fall under the designation of developmental education (http://policy.cuny.edu/manual_of_general_policy/article_i/policy_1.12/2/2.5/text/#Navigation_Location): LASC 101 City Seminar I, LASC 102 City Seminar II, Math 103A Statistics A, and Math 103B Statistics B. Students will be charged and receive financial aid according to the amount of hours per course. If course hours are greater than credits offered, students will be charged for course hours and may receive financial aid for those hours.

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 at least 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 and subsequent payment(s) 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 by using your own checking or savings account.

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
The Office of the Bursar handles all matters related to the billing and collection of tuition and fees. We hope you find the information on this website helpful. We encourage you to contact us with any questions.

Our goal is to offer guidance in helping students fulfill their financial obligation to the college by providing you, the student, with the best, most current account information possible.

We can be reached by:
Phone: 646-313-8142
Email: bursar@guttman.cuny.edu
In person: Room 311, Monday thru Friday 9:00am to 5:00pm
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 2015 Term is August 18, 2015.

The due date for the Spring 2016 Term is February 17, 2016.

TUITION CHARGES
Effective with the Fall 2015 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>$2,400.00 per term</td>
<td>$210.00 per credit</td>
</tr>
<tr>
<td>A Non-Matriculated Student</td>
<td>$265.00 per credit</td>
<td>$265.00 per credit</td>
</tr>
<tr>
<td>Non-Residents of New York City</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Resident of New York State with Certificate of Residency on File</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matriculated Student</td>
<td>$2,400 per term</td>
<td>$210.00 per credit</td>
</tr>
<tr>
<td>Non-Matriculated Students</td>
<td>$265.00 per credit</td>
<td>$265.00 per credit</td>
</tr>
<tr>
<td>A Resident of New York State without Certificate of Residency on File</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matriculated Student</td>
<td>$320.00 per credit</td>
<td>$320.00 per credit</td>
</tr>
<tr>
<td>Non-Matriculated Student</td>
<td>$420.00 per credit</td>
<td>$420.00 per credit</td>
</tr>
<tr>
<td>Out-of-State Residents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matriculated Student</td>
<td>$320.00 per credit</td>
<td>$320.00 per credit</td>
</tr>
<tr>
<td>Non-Matriculated Students</td>
<td>$420.00 per credit</td>
<td>$420.00 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: $125 per semester for full-time students; $62.50 for part-time students**
Each semester, you will be charged a $125 technology fee if you are enrolled full time and $62.50 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 you 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.

PAYMENT

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 2015 Term is August 18, 2015. The due date for the Spring 2016 Term is February 17, 2016.

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: CUNY makes college more affordable by allowing you to better manage your payments over time using a convenient and secure plan with NelNet Business Solutions. There is a $40.00 enrollment fee per semester. Go directly to www.MyCollegePaymentPlan.com/cuny to check out and/or enroll in this payment option.

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 311
50 West 40th Street
New York, NY 10018

REFUNDS

Refunds Based Upon Withdrawal or Change In Registration: 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.

Review the College's Refunding Schedule:
http://guttman.cuny.edu/students/OfficeofTheBursar/PaymentMethods/GuttmanCommunityCollegeRefundSchedules.pdf

Refunds Due To Financial Aid Entitlements: 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 for their refunds using their own bank accounts.

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.

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 ($2,596.45 per semester for full time enrollment 2015-2016) 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
http://rocklandgov.com/departments/finance/#college

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 8, 2015) for us to adjust your tuition charges.

To Review:
First Obtain a Certificate of Residence:
1. Download the County Instructions and Application.
2. Complete the request for a Certificate of Residence.
3. Have the application form notarized.
4. 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 8, 2015.

Payment of your tuition for the Fall 2015 term is due on August 18, 2015. 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.

FEDERAL TAX CREDITS: Form 1098-T Tuition Statement

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, Registrar
Guttman Community College
Room 317
50 West 40th Street
New York, New York 10018
646-313-8080
registrar@guttman.cuny.edu
OFFICE HOURS
The Office of the Registrar, along with the other operations of the Hub, is open Monday through Friday from 9 a.m. until 5 p.m. Students who cannot visit during these hours may call 646-313-8080 to schedule an appointment at another time.

The Registrar provides verification of enrollment for health plans and other purposes at no charge and transcripts in accordance with CUNY’s fee policy.

Through its use of CUNYfirst, the University’s system of record, and in cooperation with Admissions and Financial Aid, the Registrar makes available a wealth of information to students.

As guarantors of the accuracy and integrity of student records, we adhere strictly to federal regulations that ensure the confidentiality of student information.

ENROLLMENT AND DEGREE VERIFICATION
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.

The following information is intended for employers, scholarships, insurance companies, third parties and other agencies needing certification of student enrollment and degree verification at Guttman Community College.

Guttman Community College has authorized The National Student Clearinghouse (NSC) to act as our agent for certification of enrollment, degree and loan verifications for students who attended or graduated from Fall 2012 to the present.
CONFIDENTIALITY MATTERS (FERPA)

The Office of the Registrar takes its obligation to safeguard the confidentiality of student information very seriously. We go beyond the requirements of the federal law that governs access to this information. We will not release any information about a student without the student’s prior written consent.

We will only verify or confirm the following directory information:

- Dates of attendance
- Degrees or honors
- Major

If the student wants to authorize someone to have access to his/her academic record, GPA, or transcript, the student must provide the registrar with a written consent along with a copy of the student’s valid state ID. The consent should include the name of the person who is authorized to have access, and specify the education records that the student wishes to disclose.

If the student is authorizing the release of a transcript, a transcript request form needs to be completed and signed by the student. A letter of consent to release the transcript with the name of the party and reason should be included with the form along with a $7.00 check or money order made payable to Guttman Community College.

The only time that we will release information about a student without prior written consent from the student is under those circumstances specified by law. See http://guttman.cuny.edu/students/registrar/confidentiality-matters/NotificationofPrivacyRights100914.pdf.

If the student does not want the Registrar’s Office to confirm or verify even the directory information listed above without his/her prior written consent, submit a Directory Information Non-Disclosure Form (http://guttman.cuny.edu/students/registrar/confidentiality-matters/NotificationofPrivacyRights100914.pdf) to us in the Hub, located on the third floor of 50 West 40th Street, or mail the form to the Office of the Registrar at the following address:

Guttman Community College
Office of the Registrar
50 West 40th Street, Third Floor
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 any reason without the your prior written consent.

For additional information about FERPA, the federal law that governs the release of student education records, visit the FERPA site 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 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. 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.

Course Withdrawal Information:
http://guttman.cuny.edu/students/registrar/withdrawal/CourseWithdrawalInformation.pdf

NEW YORK RESIDENCY REQUIREMENTS AND GUIDELINES
For more information about New York State residency requirements ad guidelines, visit:
http://guttman.cuny.edu/students/registrar/NYResidencyRequirementsandGuidelines/residency.pdf

List of Documents for Tuition Verification
http://guttman.cuny.edu/students/registrar/NYResidencyRequirementsandGuidelines/Listofdocumentsfortuitionverification.pdf

CUNY Residency Form: Part A
http://guttman.cuny.edu/students/registrar/NYResidencyRequirementsandGuidelines/ResidencyPartA_Guttman.pdf

CUNY Residency Form: Part B
http://guttman.cuny.edu/students/registrar/NYResidencyRequirementsandGuidelines/ResidencyFormPartB_Guttman.pdf

CUNY Residency Form: Part C
http://guttman.cuny.edu/students/registrar/NYResidencyRequirementsandGuidelines/ResidencyPartC.pdf
TESTING SERVICES

Guttman’s Office of Testing Services provides information and services pertaining to the CUNY Assessment Tests (CAT) 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 2015-2016

## Fall 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 29</td>
<td>Monday</td>
<td>Summer Start Program (Math) Begins</td>
</tr>
<tr>
<td>August 12</td>
<td>Wednesday</td>
<td>Summer Start Program (Math) Ends (Phase 1)</td>
</tr>
<tr>
<td>August 21</td>
<td>Friday</td>
<td>Summer Start Program (Math) Ends (Phase 2)</td>
</tr>
<tr>
<td>August 24</td>
<td>Monday</td>
<td>Summer Bridge Program Begins</td>
</tr>
<tr>
<td>September 4</td>
<td>Friday</td>
<td>Summer Bridge Program Ends</td>
</tr>
<tr>
<td>September 5-7</td>
<td>Saturday-Monday</td>
<td>No Classes scheduled</td>
</tr>
<tr>
<td>September 7</td>
<td>Monday</td>
<td>Last day to Drop for 100% Tuition &amp; Fees Refund</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Labor Day–College Closed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last Day to Add a Class</td>
</tr>
<tr>
<td>September 8</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>September 13</td>
<td>Sunday</td>
<td>COA Rosters Available to Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End of 75% Refund Period</td>
</tr>
<tr>
<td>September 14</td>
<td>Monday</td>
<td>Financial Aid Certification Date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last Day to Drop without a Grade of “WD”</td>
</tr>
<tr>
<td>September 13-15</td>
<td>Sunday-Tuesday</td>
<td>No Classes Scheduled</td>
</tr>
<tr>
<td>September 15</td>
<td>Tuesday</td>
<td>Course Withdrawal Drop period begins. A grade of “WD” is assigned to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>students who officially drop a class.</td>
</tr>
<tr>
<td>September 17</td>
<td>Thursday</td>
<td>All-College Faculty/Staff Meeting (During Common Hour)</td>
</tr>
<tr>
<td>September 19</td>
<td>Saturday</td>
<td>End of 50% Refund Period</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COA Rosters Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last Day to Change a Major for Fall 2015</td>
</tr>
<tr>
<td>September 21</td>
<td>Monday</td>
<td>WN Grades Assigned</td>
</tr>
<tr>
<td>September 22-23</td>
<td>Tuesday-Wednesday</td>
<td>No Classes Scheduled</td>
</tr>
<tr>
<td>September 24</td>
<td>Thursday</td>
<td>End of 25% Refund Period</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Census Date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Withdrawal Drop (WD) period ends. Last Day to Drop without a transcript</td>
</tr>
<tr>
<td></td>
<td></td>
<td>notification and grade of “W”</td>
</tr>
<tr>
<td>September 25</td>
<td>Friday</td>
<td>Course Withdrawal Period Begins–A grade of “W” is assigned to students who officially withdraw from a course</td>
</tr>
<tr>
<td>October 2</td>
<td>Friday</td>
<td>First Day to Apply for Fall 1 2015 Graduation</td>
</tr>
<tr>
<td>October 12</td>
<td>Monday</td>
<td>Columbus Day–College Closed</td>
</tr>
<tr>
<td>October 16</td>
<td>Friday</td>
<td>Classes follow Monday schedule</td>
</tr>
<tr>
<td>October 28-29</td>
<td>Wednesday-Thursday</td>
<td>Assessment &amp; Community Days</td>
</tr>
<tr>
<td>November 2</td>
<td>Monday</td>
<td>Last Day to Apply for Fall 1 2015 Graduation</td>
</tr>
<tr>
<td>November 13</td>
<td>Friday</td>
<td>Withdrawal Period Ends–Last day to officially withdraw from a course with a grade of “W”</td>
</tr>
<tr>
<td>November 26-29</td>
<td>Thursday-Sunday</td>
<td>Thanksgiving Recess–College Closed</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
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<tr>
<td>December 11</td>
<td>Friday</td>
<td>Classes End</td>
</tr>
<tr>
<td>December 14-16</td>
<td>Monday–Wednesday</td>
<td>Culminating Course Experiences or Final Exams</td>
</tr>
<tr>
<td>December 17</td>
<td>Thursday</td>
<td>End of Fall I</td>
</tr>
<tr>
<td>December 17</td>
<td>Thursday</td>
<td>Assessment Day</td>
</tr>
<tr>
<td>December 19</td>
<td>Saturday</td>
<td>Grades Due at 5:00 P.M.</td>
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<tr>
<td>December 24-25</td>
<td>Thursday–Friday</td>
<td>College Closed</td>
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<tr>
<td>December 31</td>
<td>Thursday</td>
<td>College Closed</td>
</tr>
<tr>
<td>January 1</td>
<td>Friday</td>
<td>New Year’s Day–College Closed</td>
</tr>
<tr>
<td>January 6</td>
<td>Tuesday</td>
<td>Degree conferral for Fall 1</td>
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</table>

**Fall II 2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>January 3</td>
<td>Sunday</td>
<td>Last day to Drop for 100% Tuition &amp; Fees Refund</td>
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<tr>
<td></td>
<td></td>
<td>Last Day to Add a Class</td>
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<tr>
<td>January 4</td>
<td>Monday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January 6</td>
<td>Wednesday</td>
<td>Last day to Drop Classes without a grade of “WD”</td>
</tr>
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<td></td>
<td>All-College Faculty/Staff Meeting</td>
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<tr>
<td>January 7</td>
<td>Thursday</td>
<td>Course Withdrawal Drop period begins. A grade of “WD” is assigned to</td>
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<tr>
<td></td>
<td></td>
<td>students who officially drop a class.</td>
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<tr>
<td></td>
<td></td>
<td>COA Rosters Available</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Day to Apply for Fall 2  2015 Graduation</td>
</tr>
<tr>
<td>January 8</td>
<td>Friday</td>
<td>End of 50% Refund Period</td>
</tr>
<tr>
<td>January 10</td>
<td>Sunday</td>
<td>COA Rosters Due</td>
</tr>
<tr>
<td>January 12</td>
<td>Tuesday</td>
<td>End of 25% Refund Period</td>
</tr>
<tr>
<td>January 15</td>
<td>Friday</td>
<td>Census Date</td>
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<td></td>
<td></td>
<td>Course Withdrawal Drop (WD) period ends. Last day to Drop without a</td>
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<td></td>
<td></td>
<td>transcript notification and grade of “W”</td>
</tr>
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<td></td>
<td></td>
<td>WN Grades Assigned</td>
</tr>
<tr>
<td>January 16</td>
<td>Saturday</td>
<td>Course Withdrawal Period Begins–A grade of “W” is assigned to students</td>
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<tr>
<td></td>
<td></td>
<td>who officially withdraw from a course</td>
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<tr>
<td>January 18</td>
<td>Monday</td>
<td>Martin Luther King, Jr., Day–College Closed</td>
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<tr>
<td>January 21</td>
<td>Thursday</td>
<td>Classes follow Monday schedule</td>
</tr>
<tr>
<td>January 26</td>
<td>Tuesday</td>
<td>Classes follow Friday schedule</td>
</tr>
<tr>
<td>February 2</td>
<td>Tuesday</td>
<td>Last Day to Apply for Fall 2  2015 Graduation</td>
</tr>
<tr>
<td>February 4</td>
<td>Thursday</td>
<td>Withdrawal Period Ends–Last day to officially withdraw from a course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with a grade of “W”</td>
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<tr>
<td>February 12</td>
<td>Friday</td>
<td>Lincoln’s Birthday–College Closed</td>
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<tr>
<td>February 15</td>
<td>Monday</td>
<td>Presidents’ Day–College Closed</td>
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<tr>
<td>February 18</td>
<td>Thursday</td>
<td>Classes End</td>
</tr>
<tr>
<td>February 19-22</td>
<td>Friday–Monday</td>
<td>Culminating Course Experiences or Final Exams</td>
</tr>
<tr>
<td>February 25</td>
<td>Thursday</td>
<td>Fall 2 Ends</td>
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<td>Fall 2 Grades Due at 5:00 P.M.</td>
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<tr>
<td>Month</td>
<td>Day</td>
<td>Type</td>
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<tr>
<td>February</td>
<td>25-26</td>
<td>Assessment Days</td>
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<tr>
<td>March</td>
<td>5</td>
<td>Degree conferral for Fall 2</td>
</tr>
<tr>
<td><strong>Spring I 2016</strong></td>
<td></td>
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<tr>
<td>March</td>
<td>4</td>
<td>Last day to Drop for 100% Tuition &amp; Fees refund</td>
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<tr>
<td></td>
<td>5</td>
<td>Last Day to Add a Class</td>
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<tr>
<td></td>
<td>10</td>
<td>Classes Begin</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>End of 75% Refund Period</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Last day to Drop without a Grade of “WD”</td>
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<tr>
<td></td>
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<td>Financial Aid Certification Date</td>
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<tr>
<td></td>
<td>16</td>
<td>Course Withdrawal Drop period begins. A grade of “WD” is assigned to students who officially drop a class.</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>End of 50% Refund Period</td>
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<tr>
<td></td>
<td>21</td>
<td>COA Rosters Due</td>
</tr>
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<td>22</td>
<td>Course Withdrawal Period Begins - A grade of “W” is assigned to students who officially withdraw from a course</td>
</tr>
<tr>
<td></td>
<td>25-27</td>
<td>No Classes Scheduled</td>
</tr>
<tr>
<td>April</td>
<td>1</td>
<td>First Day to Apply for Spring 1 2016 Graduation</td>
</tr>
<tr>
<td></td>
<td>13-14</td>
<td>Assessment &amp; Community Days</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Classes follow Wednesday schedule</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Classes follow Thursday schedule</td>
</tr>
<tr>
<td></td>
<td>20-30</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>May</td>
<td>5</td>
<td>All-College Faculty/Staff Meeting (During Common Hour)</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Withdrawal Period Ends - Last day to officially withdraw from a course with a grade of “W”</td>
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<td>25</td>
<td>Last Day to Apply for Spring 1 2016 Graduation</td>
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<tr>
<td></td>
<td>29-30</td>
<td>Memorial Day Weekend - College Closed</td>
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<tr>
<td>June</td>
<td>14</td>
<td>Classes End</td>
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<td></td>
<td>15-17</td>
<td>Culminating Course Experiences or Final Exams</td>
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<tr>
<td></td>
<td>20</td>
<td>End of Spring I/Grades Due at 5:00 P.M.</td>
</tr>
<tr>
<td></td>
<td>21-22</td>
<td>Assessment Days</td>
</tr>
<tr>
<td></td>
<td>TBA</td>
<td>Commencement Day</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Degree conferral for Spring 1</td>
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### Spring II 2016

<table>
<thead>
<tr>
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<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>26</td>
<td>Sunday</td>
<td>Last day to Drop for 100% Tuition &amp; Fees Refund</td>
</tr>
<tr>
<td>June</td>
<td>27</td>
<td>Monday</td>
<td>Last Day to Add a Class</td>
</tr>
<tr>
<td>June</td>
<td>29</td>
<td>Wednesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>June</td>
<td>30</td>
<td>Thursday</td>
<td>Last Day to Drop without a Grade of “WD”</td>
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<td>Course Withdrawal Drop period begins. A grade of “WD” is assigned to students who officially drop a class.</td>
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<td></td>
<td>COA Rosters Available</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>First Day to Apply for Spring 2016 Graduation</td>
</tr>
<tr>
<td>July</td>
<td>1</td>
<td>Friday</td>
<td>End of 50% Refund Period</td>
</tr>
<tr>
<td>July</td>
<td>3</td>
<td>Sunday</td>
<td>COA Rosters Due</td>
</tr>
<tr>
<td>July</td>
<td>4</td>
<td>Monday</td>
<td>Independence Day - College is Closed</td>
</tr>
<tr>
<td>July</td>
<td>5</td>
<td>Tuesday</td>
<td>End of 25% Refund Period</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Last Day to Drop Without a Grade of “W”</td>
</tr>
<tr>
<td>July</td>
<td>6</td>
<td>Wednesday</td>
<td>WN Grades Assigned</td>
</tr>
<tr>
<td>July</td>
<td>7</td>
<td>Thursday</td>
<td>Course Withdrawal Drop (WD) period ends. Last Day to Drop without a transcript notification and grade of “W”</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Census Date</td>
</tr>
<tr>
<td>July</td>
<td>8</td>
<td>Friday</td>
<td>Course Withdrawal Period Begins - A grade of “W” is assigned to students who officially withdraw from a course</td>
</tr>
<tr>
<td>July</td>
<td>25</td>
<td>Monday</td>
<td>Last Day to Apply for Spring 2016 Graduation</td>
</tr>
<tr>
<td>July</td>
<td>28</td>
<td>Thursday</td>
<td>Withdrawal Period Ends - Last day to officially withdraw from a course with a grade of “W”</td>
</tr>
<tr>
<td>August</td>
<td>8</td>
<td>Monday</td>
<td>Classes End</td>
</tr>
<tr>
<td>August</td>
<td>9-10</td>
<td>Tuesday -Wednesday</td>
<td>Culminating Course Experiences or Final Exams</td>
</tr>
<tr>
<td>August</td>
<td>15</td>
<td>Monday</td>
<td>End of Spring II/Grades Due at 5:00 P.M.</td>
</tr>
<tr>
<td>August</td>
<td>26</td>
<td>Friday</td>
<td>Degree conferral for Spring 2</td>
</tr>
</tbody>
</table>

Key: M=Monday; T=Tuesday; W=Wednesday; R=Thursday; F=Friday; S=Saturday; U=Sunday
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
Stella and Charles Guttman Community College’s learning outcomes encourage students to aim high and provide them with a framework for their entire educational experience, connecting school, college, work and life. These outcomes build on Lumina Foundation’s Degree Qualifications Profile and are informed by AAC&U’s LEAP Essential Learning Outcomes. They 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 will know from the time they enter Guttman Community College that they will be expected to demonstrate progress in achieving these outcomes. Institutional learning outcomes will be addressed at the course and program level. They 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
http://guttman.cuny.edu/about/mvvg/learning-outcomes/GLOBroadIntegrativeKnowledge.pdf

The outcomes in this category demonstrate that students can integrate learning from broad fields of general study and connect different academic disciplines and multiple perspectives.

a. Engages with issues that have contemporary, historical, scientific, economic, technological, or artistic significance.

b. Exhibits an understanding of how different disciplines create knowledge and approach questions.

c. Evaluate multiple perspectives on key issues connected to societal concerns.

d. Connects prior knowledge to ideas, concepts, and experiential learning across courses and majors.

e. Expresses curiosity about the essential questions that drive personal, academic, or professional growth.
2. Applied Learning  

The outcomes in this category describe what students can do with what they know, demonstrated by how they address problems in school and in non-classroom settings, including at work. They include applications of learning from the classroom and of skills developed from participation in activities outside the classroom.

a. Build on content knowledge using research and analytical skills to provide creative solutions to real-world problems.
b. Collaborates effectively with others to solve problems and complete projects.

3. Specialized Knowledge: The Majors  
http://guttman.cuny.edu/about/mvvg/learning-outcomes/GLOSpecializedKnowledgeTheMajors.pdf

The purpose of a major is to provide students with specialized knowledge. Students who achieve the learning outcomes in this category will understand basic concepts, vocabulary and research methods related to their major, which will prepare them to enter the workforce or continue their studies at the baccalaureate level.

a. Recognizes the scope and principal features of the field of study, including its main theories and practices.
b. Understands and uses the vocabulary specific to the field of study.
c. Connects content and concepts of specialized knowledge to the ideas studied in the City Seminars, Ethnographies of Work and other general education courses.
d. Demonstrates knowledge of problem-solving techniques and the ability to form hypotheses for research purposes.

4. Intellectual Skills for Life-Long Learning  

The communication, quantitative, and critical thinking skills included in this category are necessary to engage in learning throughout life in personal, academic, and professional contexts. These competencies will enable students to pursue their interests and questions about the world by accessing, understanding, and using knowledge and information.

a. Demonstrates the ability to analyze ideas, theories and issues by breaking them down, identifying the component elements and explaining how they relate.
b. Demonstrates a thorough understanding of context, audience, and purpose and their relationship in response to the assigned task(s).
c. Demonstrates skillful attention to and successful execution of a wide range of written and oral conventions and stylistic choices appropriate to the task.
d. Apply mathematical methods to reason about and solve quantitative problems from a variety of contexts and situations.
e. Analyzes and utilizes quantitative and qualitative data to explore, explain, and understand important issues.
f. Locates, evaluates and cites multiple information resources in projects, papers and presentations.
g. Demonstrates ability to use appropriate technologies, and/or acquire new ones to meet academic, professional and personal goals.
h. Demonstrates ability to assess own work and trajectory as a learner.

5. Civic Learning, Engagement & Social Responsibility  
This category describes the knowledge and skills a student should have and demonstrate in response to diverse social, environmental and economic challenges at local, national and global levels

a. Identifies and explains his or her own cultural background, including its origins, development and assumptions.
b. Understands difference and respects diverse cultural perspectives and demonstrates how they influence interpretations of critical issues in society.
c. Describes various historical and contemporary positions on democratic values or practices, and presents his or her position on specific problems.
d. Takes an active role in a community context, such as work, service, or co-curricular activities, and examines the civic issues encountered with the insights gained from the community experience

e. Demonstrates integrity, honesty and ethical reasoning in academic and professional contexts.

FIRST YEAR EXPERIENCE

Summer Bridge Program

Guttman’s Summer Bridge program is designed to prepare you for your transition to college. Whether you’ve just finished high school or earned your GED or are returning to school after some time off, the program will help you hit the ground running in the fall. Whatever your circumstances, your enrollment at Guttman Community College represents a new beginning. We are here to support you in the transition.

In order to ensure that all new students are prepared for success, we have made completing the Summer Bridge program an enrollment requirement. This means that you will not be permitted to take classes in the fall if you do not successfully complete all program activities.

Summer Bridge provides an introduction to Guttman’s high academic expectations and the strategies and study skills that will help you meet them. You will explore your strengths and challenges as a learner during the program and begin to set goals and make plans for your future education and career. It will be a time of self-discovery and commitment to excellence as you prepare to fulfill your potential in the years ahead.

Since you will take classes with the same students you’ll work with in the fall, you’ll make new friends and develop a support network. You’ll also meet your fall semester faculty and advisers, as well as members of the college’s diverse and dedicated professional staff. Overall, the program will be a time for you to join the Guttman community and begin to contribute to our culture of mutual support and achievement.

Summer Bridge program activities include:

• an introduction to college-level reading, writing, and mathematics
• a group research project and presentation focused on New York City neighborhoods
• the creation of an electronic portfolio where you’ll showcase and reflect on your work throughout your Guttman career
• multiple field experiences that explore New York City as our extended classroom

Program Coordinator:
Nate Mickelson, Instructor
email: Nate.Mickelson@guttman.cuny.edu
phone: 646.313.8034
location: 609-C

First Year Program of Study

Guttman Community College is more than a college located in the heart of New York City—it is a college with New York City at the heart of its curriculum.
In our First Year Experience Program, students enroll full-time and take a core set of classes their first year. These classes present students with academic topics, themes, and content to think critically about our City and what it takes to sustain and improve the vibrancy of New York. Our first year courses are experiential; we believe that in order for students to understand the curriculum and how the issues of sustainability, food, housing, gentrification, consumerism, and immigration affect them, they must leave the classroom and go to different neighborhoods, museums, and even grocery stores to conduct their own research. We see New York City as our laboratory; it is a space that challenges all of us to think, learn, and grow.

Our calendar offers two cycles per semester for the academic success of all students. If, as a student, you excel in your courses, you have the chance to take more courses and achieve more credits towards degree completion during the additional 6-week cycle. If you are a student who struggles with your courses, you have the chance to finish what you started the semester before during the 6-week semester. We believe students learn at different paces, and our choice of academic calendar reflects that. Each of our semesters has two cycles:

- Fall I, 12-week cycle
- Fall II, 6-week cycle
- Spring I, 12-week cycle
- Spring II, 6-week cycle

We require students to commit to full-time enrollment during the First Year Experience. We ask for this commitment because research shows that students who enroll in college full-time the first year graduate at higher rates than students who attend part-time. Additionally, during the first year students are placed in Houses and travel together for the year. Each House has a set of faculty who teach the students throughout their First Year Experience as well as its own Student Success Advocate. This continuity of faculty and advisement for students offers the academic and social/emotional support that many first year college students need.

Students have a full course load; they can choose to take classes in the morning (8:00 a.m.-1:00 p.m.) or the afternoon (1:15 p.m.-6:15 p.m.).

This is a first year’s student’s Fall I schedule:

- City Seminar I -- an interdisciplinary liberal arts and sciences course centered on New York City
  10.5 hours weekly
- Ethnographies of Work I -- a course about the working world and your place in
  4.5 hours per week
- Statistics-- a course that covers fundamental concepts of statistics and computational technique
  5 hours per week

Fall II*

In Spring I, a student takes these courses:

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

Spring II*

Students also take Composition II, part of our core curriculum, in the Fall of their second year.

*The classes students take during Fall II and Spring II depend on academic progress made during Fall I and Spring I.
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 on the sixth floor.

Advising

At Guttman, students work closely with an advisor starting in Summer Bridge straight through graduation. Advisors serve as academic and career success coaches. In the first year, students have a Student Success Advocate (SSA), who helps them make a smooth transition to college life. During the Summer Bridge program and throughout the first year, students meet with their SSA each week. Each House has its own SSA as part of the instructional teams.

Once students declare their major, they work with a Career Strategist, who guides them as they progress toward completing their degree and transitioning into a baccalaureate program and/or career. Career Strategists also host major-related activities, workshops, networking events, and college transfer support to help students.

Ultimately, students are responsible for their success, but the advisors will help them build and use the strengths, tools, skills, and strategies to stay on track.

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.

**Partnerships & Community Engagement**

The Office of Partnerships & Community Engagement (OPCE) works with community partners to develop experiential learning opportunities (academic internships, civic-engagement, and service-learning placements) to support the Guttman curriculum and enhance student career preparation. OPCE is committed to positioning Guttman students for career success.

OPCE offers a variety of resources and opportunities to students, including:

- internships and part-time employment
- community service projects and volunteer opportunities
- company site visits and job shadowing
- career and professional development seminars
• career panels with industry professionals
• networking events
• resume writing and interview preparation
• career advising appointments

**Guttman 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.

**Pathways Common Core Requirements at Guttman Community College**

<table>
<thead>
<tr>
<th>CUNY Pathways Required Common Core</th>
<th>Guttman Pathways Required Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 credits/ 4 courses</td>
<td>12 or 13 credits/ 4 courses</td>
</tr>
<tr>
<td>English Composition (2 courses)</td>
<td>ENGL 103 Composition I; ENGL 203 Composition II</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning (1 course)</td>
<td>MATH 103 (or Math 103A and Math 103B) Statistics</td>
</tr>
</tbody>
</table>
| Life and Physical Sciences (1 course) | BIOL 122 Introduction to Biology: Life in New York City*  
|                                   | BIOL 212 Human Biology               |

<table>
<thead>
<tr>
<th>CUNY Pathways Flexible Common Core</th>
<th>Guttman Pathways Flexible Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 credits/6 courses</td>
<td>18 credits/ 6 courses</td>
</tr>
<tr>
<td>World Cultures and Global Issues (1 course)</td>
<td>LASC 101 City Seminar I</td>
</tr>
<tr>
<td>U.S. Experience in Its Diversity (1 course)</td>
<td>LASC 102 City Seminar II</td>
</tr>
<tr>
<td>Creative Expression (1 course)</td>
<td>LASC 200 Arts in New York City</td>
</tr>
<tr>
<td>Individual and Society (1 course)</td>
<td>SOSC 111 Ethnographies of Work I</td>
</tr>
</tbody>
</table>
| Scientific World (1 course)      | CHEM 110 Introduction to Chemistry or  
|                                   | SOSC 231 Introduction to Urban Community Health** |
| One additional course from one of the above areas. | SOSC 113 Ethnographies of Work II        |

*Some majors, such as Human Services, require a different Pathways approved “STEM variant” course to satisfy the Life and Physical Sciences required core course. The STEM variant course, BIOL 212 Human Biology, is offered in 4 credits

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

**City Seminar**

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.

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 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.

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 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.

The topics addressed include: displaying categorical data using tables, bar graphs, and circle graphs; drawing conclusions about categorical data; displaying quantitative data using dot plots, stem-and-leaf plots, histograms and box-and-whisker plots; describing data distributions using measures of center (mode, mean, and median) and measures of spread (standard deviation, range and IQR); Displaying bivariate data using scatterplots; analyzing bivariate data using linear regression; elementary probability; normal probability distributions, sampling distributions; confidence intervals and hypothesis testing of the proportion and the mean.

**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**

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

**Business Administration**

Business is one of the most popular college majors, and around the country, students are interested in pursuing business-related careers.
At Guttman Community College, you can major in business administration in New York City, a major global business center. You will graduate ready to apply for jobs in business or to competitive bachelor's degree programs in business at CUNY and elsewhere.

To succeed in business, you need to think creatively just as much as you need to know about marketing, finance and accounting. Our program combines the study of liberal arts and sciences with exposure to basic business disciplines and issues. As you build your critical thinking, writing, speaking, problem-solving and technological skills, you will also learn the basic analytical tools of business and practice using them.

Philosophy
The Business Administration program develops intellectually-curious students and prepares them for transfer to baccalaureate programs in Business and/or employment in entry-level administrative and managerial positions in public or private enterprise.

Program Learning Outcomes
Upon successful completion of the Business Administration program, students will be able to:

- Research, critique and generate ideas using the principles and techniques of business;
- Explain how social, cultural, technological and regulatory forces affect a business organization;
- Recognize and classify diverse perspectives and demonstrate critical thinking when evaluating business environments;
- Identify and deconstruct challenges and opportunities facing businesses in the dynamic and diverse environment of New York City working individually and on teams; and,
- Design practical, sustainable, efficient and ethically-responsible solutions to address business challenges.

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)
- 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)

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 and Sciences Elective from among those listed above.

If you enter Guttman with proficiency in Precalculus, you will need to take two electives out of those listed above.

Articulation Agreements
The Associate in Arts degree in Business Administration articulates with the B.B.A. in Business Administration, Department of Finance and Business Management, Brooklyn College, and the B.B.A. in Business Administration, School for Business, Metropolitan College of New York.

Human Services
This program provides an excellent foundation for students planning for a career in the helping professions. Human Service professionals deal with psychologically, socially, medically, physically and economically vulnerable populations that need society's protections. Human service workers are an important part of that protection and delivery of services and effect change at all levels of society to enhance the well-being of individuals, families, groups, communities and global systems.

The Human Services Program at Guttman has a unique emphasis on human services and social work through a curriculum that combines academics and practical experience in order to explore the basic knowledge, skills, and values of the profession. Students that enter human services consider careers in social work, health care, community advocacy, rehabilitation, law, and education.

We are dedicated to providing you with a supportive and collaborative learning environment to help you work towards your educational and career goals. While in the program, you will have the opportunity to participate in a year-long field placement, which allows you to begin to integrate the knowledge, theory, skills, and professional behaviors that are being taught in the classroom. Students work in hospitals, clinics, service facilities, government agencies, among others.

In addition to a general liberal arts curriculum that serves as a base to help you understand the issues that shape and constrain communities, you will take courses in human services theory and practice, as well as, classes in sociology, anthropology, and political science.
Philosophy

Human service professionals deal with psychologically, socially, medically, physically and economically vulnerable populations that need society's protections. Human service workers are an important part of that protection and delivery of services and effect change at all levels of society to enhance the well-being of individuals, groups, communities and global systems. The Human Services Program at Guttman is dedicated to providing a supportive, collaborative and experiential learning environment and seeks to nurture and challenge students and to equip and prepare students with the basic knowledge, skills and values in Human services to make a difference in the lives of the clients they serve.

At the core of our program philosophy is a commitment to social justice, service to others through strength-based models of ethical professional practice. The interdependent, dynamic and resilient nature of systems provides a conceptual framework for the curriculum.

Our program recognizes that education should reflect a student-centered process within which students have opportunities for reflective learning along with knowledge and skill development. Intellectual inquiry immerses learners in multiple perspectives, theories, and disciplines, anchoring us in the diverse lived experiences of self and others. With a deep commitment to making a difference, students discover ways to intervene with individuals, groups, and communities and to facilitate processes for systems analysis, problem-solving, advocacy, and social change.

Mission

The Human Service Program aligns its mission with the college and the University to provide students with an academically rigorous and supportive learning environment that prepares graduates for baccalaureate study and with the values, knowledge and skills to fill entry-level positions in human services organizations.

Program Learning Outcomes:
Preamble: Recognizing that Human Services provides both an educational and practical foundation for entry level human services work and/or continued education at the baccalaureate level.

Students in the Human Services Program will be able to:

- Recognize the scope and principal features of the field of study, including its main theories and practices.
- Develop a general understanding of values, beliefs, roles, skills and techniques of Human Services in work with individuals, families, groups within the society and environment (including advocacy and social change when necessary).
- Demonstrate goal planning using the appropriate strategies, services, or interventions.
- Develop and implement a treatment plan using appropriate resources, specialized assistance, and community supports to achieve the desired outcome.
- Formulate a systematic method to evaluate the outcome of services and make referrals as appropriate.
- Demonstrate professional and ethical interaction with a variety of Human Services providers and agencies.
- Describe the effects of one's own values and beliefs in the role of the human Services worker.
- Use critical thinking and problem solving skills to assess the needs of individuals, families, and groups within the community.
- Identify entry-level employment opportunities in human services and articulate additional degree and licensing requirements for career advancement.

Pathways Common Core General Requirements, 31 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 212: Human Biology</td>
<td>4 credits</td>
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<tr>
<td>CHEM 110: Introduction to Chemistry</td>
<td>3 credits</td>
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<tr>
<td>or SOCI 231: Introduction to Urban Community Health</td>
<td>3 credits</td>
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<tr>
<td>ENGL 103: Composition I</td>
<td>3 credits</td>
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</tbody>
</table>
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)
- HSVC 298 Independent Study (1, 2, or 3 credits)
- INFT 203: Introduction to Management Information Systems (3 credits)
- PSYC 101 Introduction to Psychology (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)

**Articulation Agreements:**
The Associate in Arts degree in Human Services articulates with the B.A. in Social Work, Social Work Department, Lehman College, the B.S. in Health and Human Services, New York City College of Technology, and the B.S. in Social Work, Social Work Department, York College.

**Information Technology**
Are you intrigued by the inner workings of your computer and your cell phone? Do you want a job where you’ll be indispensable to the operation of your organization?

An information technology major at Guttman Community College will give you the knowledge necessary to navigate our society's complex technologies, recognize common problems and recommend and implement solutions. It will prepare you for an IT position in any number of workplaces. Today, few businesses or organizations can operate without an IT person or department to ensure their computing infrastructure works reliably and employees have their computing-related needs met.
We'll give you a combination of knowledge and practical, hands-on experience so you'll head into the workforce ready to take care of both an organization's technological infrastructure and the needs of the people who use it.

You'll learn the basics of computing and the Internet and be exposed to actual work environments to see the relevance of what you're learning in class. We'll hone your problem-solving abilities by building your technical knowledge as well as your interpersonal skills.

Employers want workers who are team players, and that's what we'll require of you. By the time you earn your degree, you'll be ready to launch a career as a computer support specialist that will earn you a stable living and offer ample opportunities for advancement as you gain experience. Should you plan to continue your studies, the IT program at Guttman Community College will give you excellent foundation knowledge to comfortably transfer to a four year college.

**Philosophy**
The Information Technology program prepares students for the technological workforce of tomorrow. To this end, we strive to enrich our students with basic and fundamental knowledge of the technologies that will govern our world of tomorrow and equip them with the skill and hands-on expertise needed at the workforce.

**Program Learning Outcomes:**
Upon successful completion of the Information Technology program, students will be able to:

- Apply the principles of database management, computer and data communication networks, security, programming, web technology and software development to a given information technology problem;
- Demonstrate proficiency with basic hardware and software-related tasks. Installing operating systems, assembling and disassembling a computer, installing software, setting up small networks, connecting peripherals;
- Illustrate how technology is used in a business setting;
- Apply technical knowledge and skills in devising solutions to business challenges;
- Analyze the effectiveness of various technologies in a business or information technology scenario;
- Explain and apply professional and ethical behavior as promoted by international computing societies, such as ASM and AITP.

**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, (30 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 223: Programming II (3 credits)
INFT 233: Systems Analysis & Design (3 credits)
INFT 204: Internship in Information Technology or INFT 298: Independent Study in IT (3 credits)
MATH 120: College Algebra or elective* (3 credits)

Program Electives, (6 credits)
Depending on proficiency in mathematics, students must take two (2) 3-credit electives from among:

- BUSI 102: Introduction to Business (3 credits)
- BIOL 122: Introduction to Biology: Life in New York City (3 credits)
- BUSI 204: Fundamentals of Project Management (3 credits)
- INFT 213: Special Topics in Information Technology* (3 credits)
- MATH 201: Precalculus* (3 credits)

*Students who demonstrate proficiency in college algebra choose three (3) 3-credit electives.

Students who do not demonstrate proficiency in college algebra choose three (3) 3-credit electives.

Articulation Agreement
The Associate in Applied Science degree in Information Technology articulates with the B.T. in Computer Systems Technology, Department of Computer Systems Technology, New York City College of Technology.

Liberal Arts and Sciences
Are you looking for a well-rounded education that will serve you well in any field?

A Liberal Arts and Sciences major at Guttman Community College will give you a solid foundation in the social sciences and humanities, preparing you for transfer to a bachelor's program. It will also equip you with the skills you'll need to thrive in today's workforce.

We designed the Liberal Arts and Sciences course of study in direct response to surveys on what employers value most: communication skills, critical thinking and complex problem-solving abilities. As particular job duties change rapidly in response to modern technology, this foundation will stand the test of time.

The Liberal Arts and Sciences major will connect academic disciplines to your everyday life in New York City. You'll learn how to address social issues across subject areas, and we'll encourage your growth as an active citizen in a democratic society.

Philosophy
The Liberal Arts and Sciences major is committed to creating independent critical thinkers and writers. In attaining the broad base of skills from social science and humanistic disciplines, graduates from the Guttman program in Liberal Arts and Sciences will be able to meet the challenges of today's society through the application of evidence based approaches to complex social and cultural issues.

Program Learning Outcomes:
Upon successful completion of the Liberal Arts and Sciences program, students will be able to:

• Distinguish the modes of inquiry used within liberal arts and sciences disciplines (e.g., Anthropology, Economics, Psychology, Sociology, Literature, History, Philosophy, Art, and Music);
• Explain how differences of race, class, gender and sexuality have contributed to the development of contemporary problems of social and economic inequality;
• Combine methodologies from multiple disciplines to investigate large-scale questions about human behavior and society;
• Apply ethical understandings to contemporary social issues; and
• Construct effective research questions and apply principles of analysis and synthesis in conducting research.

Pathways Common Core Requirements, 30 credits

BIOL 122: Introduction to Biology: Life in New York City (3 credits) or BIOL 212: Human Biology (4 credits)
CHEM 110: Introduction to Chemistry or 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)

ENGL 214: Twentieth Century American Literature: Introduction to Women Writers or ENGL 215 Topics in Literatures in English (3 credits)
HIST 201: Who Built New York? New York City History or HIST 221 History of Urban Life (3 credits)
PHIL 103: Introduction to Philosophical and Humanistic Thinking (3 credits)
LASC 254: Capstone Seminar in the Liberal Arts & Sciences (3 credits)
PSYC 101: Introduction to Psychology
GOVT 201 Urban Politics: NYC Government or GOVT 202: American Government and Politics (3 credits)
SOCI 102 Introduction to Sociology
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)
LASC 298: Independent Study (1, 2, or 3 credits)
COMM 101: Speech Communication
MATH 150: The Real Basics of Mathematics (3 credits)
MATH 120: College Algebra
MATH 201: Pre-Calculus
Math 210: Calculus
LASC 201: Environmental Ethics
GOV 203: Introduction to Urban Planning and Politics
ECON 223: Economics of Social Issues
Articulation Agreements:
The Associate in Arts degree in Liberal Arts and Sciences articulates with the B.A. in Communication and Culture, CUNY School of Professional Studies; the B.A. in Political Science, Department of Political Science, John Jay College of Criminal Justice; and the B.A. in Sociology, Department of Sociology, John Jay College of Criminal Justice.

Urban Studies
Are you interested in what makes cities work? Interested in what makes New York City work?

Every day, 8.4 million people navigate issues of housing, transit, employment, health care, education, community development, environmental sustainability and social justice here in one of the greatest cities in the world.

New York is a complex place built on an aging infrastructure. It has a constant stream of new immigrants who come looking for the American dream. What better place to examine how it all comes together than in the heart of the city itself?

At Guttman Community College, we are uniquely situated to offer a program in urban studies. Using New York City as a laboratory, this major will provide you with a rigorous liberal arts education exploring urban issues through the lenses of history, political science, sociology, anthropology, economics, literature, psychology and environmental science. It will prepare you for a range of majors at four-year colleges and open doors for potential careers in such fields as government, community and social services, and regional and urban planning.

By the time you leave us, you’ll be well-positioned to take an active role in your community and advocate for causes that are meaningful to you.

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)
- UBST 298: Independent Study (1, 2, or 3 credits)

Articulation Agreements
The Associate in Arts degree in Urban Studies articulates with the B.A. in Sociology, Department of Sociology, Brooklyn College; the B.A. in Urban and Community Studies, CUNY School of Professional Studies; and the B.A. in Urban Studies, Department of Urban Affairs and Planning, Hunter College.

INFORMATION COMMONS/LIBRARY
The Information Commons (IC) is a place to learn, share, and collaborate on academic work. The IC is also a virtual space, providing students with access to e-books and online article databases 24/7.

Services available in the IC include:
- Peer Mentor Meet-Ups for academic support
- Copies of textbooks for courses
- E-portfolio skill sessions
- Laptops loans and student computing support
- Media-scape tables with projection screens for sharing work
- Loans of books and remote access to e-resources (requires a library barcode.)

Hours (while classes are in session):
Monday-Thursday: 7:00 a.m.-10:00 p.m.
Friday: 7:00 a.m.-8:00 p.m.
Saturday/Sunday: Noon-5:00 p.m.
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
Corequisites: 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 about 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, the urinary system, the reproductive system. The course will also introduce the concepts of human genetics.
Prerequisites: BIOL 213: Human Anatomy & Physiology I
BUSI 102 (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

BUSI 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: BUSI 102: Introduction to Business

BUSI 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: BUSI 102: Introduction to Business

BUSI 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: BUSI 102: Introduction to Business

BUSI 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
**BUSI 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*

**BUSI 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*

**BUSI 298 (Credits: 1, 2, or 3; Hours: 1, 2, or 3)**  
**Independent Study**  
Independent Study courses at Guttman Community College are courses that go beyond those regularly offered by the college. These courses will feature individual design and initiative on the part of the student and will be focused on a unique academic project or exploration not addressed by regularly scheduled courses at the college.  
Guidelines for eligibility for Independent Study:  
- These courses may be taken by individual students or by a small group of students not to exceed four students.  
- The students must have completed the First Year Experience Core courses and have a minimum GPA of 2.5.  
- These courses will normally be developed by the student(s) and the faculty member working together. They can be designed for anywhere from 1 to 3 credit hours and should use the guideline that each credit hour earned (in a twelve seek session) should require approximately 3 hours per week of work on the part of the student (including meeting with the faculty member and working independently).  
- The form for independent study must be completed, approved, and filed with the registrar prior to the end of the academic session previous to which the work will be completed.  
*Pre/Corequisites: Permission of the instructor required.*

**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

COMM 101 (Credit: 3, Hours: 3)
Speech Communications
Communication 101 is an introduction to the field of communication studies. The course focuses on public speaking and other forms of oral and written communication and will provide students with the skills needed to deliver original speeches and develop an awareness of theories of interpersonal communication. Students will learn how to communicate effectively in oral and written presentations for professional, academic, and personal settings. A significant part of the course focuses on learning the material through class exercises, in a variety of small groups and reflecting on these experiences.
Pre/Corequisites: None

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
Corequisites: 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
Corequisites: 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: ECON 203: 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.
Prerequisite: ENGL 103 Composition I

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 "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: ENGL 103 Composition I

**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.

Prerequisite: ENGL 103 Composition I Corequisite: ENGL 203 Composition II

**ENGL 215 (Credits: 3, Hours: 3)**

**Topics in Literature**

This course will explore specific critical and thematic approaches to selected works of literature in English. Topic varies with each offering. Course description may be obtained from Program Coordinator before registration.

Pre/Corequisites: ENGL 103 Composition I; ENGL 203 Composition II

**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.
Prerequisite: ENGL 103 Composition I

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.
Prerequisite: ENGL 103 Composition I

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

**HSVC 298 (Credits: 1, 2, or 3; Hours: 1, 2, or 3)**

Independent Study

Independent Study courses at Guttman Community College are courses that go beyond those regularly offered by the college. These courses will feature individual design and initiative on the part of the student and will be focused on a unique academic project or exploration not addressed by regularly scheduled courses at the college.
Guidelines for eligibility for Independent Study:

- These courses may be taken by individual students or by a small group of students not to exceed four students.
- The students must have completed the First Year Experience Core courses and have a minimum GPA of 2.5.
- These courses will normally be developed by the student(s) and the faculty member working together. They can be designed for anywhere from 1 to 3 credit hours and should use the guideline that each credit hour earned (in a twelve seek session) should require approximately 3 hours per week of work on the part of the student (including meeting with the faculty member and working independently).
- The form for independent study must be completed, approved, and filed with the registrar prior to the end of the academic session previous to which the work will be completed.

Pre/Corequisites: Permission of the instructor required.

**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.

*Pre/Corequisites: INFT 211: Programming I; INFT 203: Introduction to Management Information Systems*

**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.

*Pre/Corequisites: None*
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.
Pre/Corequisites: INFT 211: Programming I; INFT 201: Networking and Data Communications; INFT 202: Database Management & Design; INFT 221: Web Technologies and Multimedia; Completion of 45 credits.

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: INFT 211: Programming I

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.
Pre/Corequisites: INFT 211: Programming I; INFT 201: Networking and Data Communications; INFT 202: Database Management and Design

INFT 298 (Credits: 3, Hours: 3 plus independent work)
Independent Study
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.
Pre/Corequisites: INFT 211: Programming I; INFT 201: Networking and Data Communications; INFT 202: Database Management and Design; INFT 221: Web Technologies and Multimedia; Completion of 45 credits.

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
Note: All students earn three degree credits for City Seminar I. For students who are not proficient in reading/writing, this course carries an additional 3 developmental credits for billing and financial aid purposes. For students not proficient in mathematics, this course carries an additional 3 developmental credits for billing and financial aid purposes. For students not proficient in mathematics and reading/writing, therefore, this course carries a total of 6 developmental credits for financial aid purposes.

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

Note: All students earn three degree credits for City Seminar II. For students who are not proficient in mathematics, this
course carries an additional 3 developmental credits for billing and financial aid purposes.

**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: ENGL 103 Composition I and 24 earned degree credits

**LASC 254 (Credits: 3, Hours: 3)**
**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.
LASC 298 (Credits: 1, 2, or 3; Hours: 1, 2, or 3)
Independent Study

Independent Study courses at Guttman Community College are courses that go beyond those regularly offered by the college. These courses will feature individual design and initiative on the part of the student and will be focused on a unique academic project or exploration not addressed by regularly scheduled courses at the college.

Guidelines for eligibility for Independent Study:

• These courses may be taken by individual students or by a small group of students not to exceed four students.
• The students must have completed the First Year Experience Core courses and have a minimum GPA of 2.5.
• These courses will normally be developed by the student(s) and the faculty member working together. They can be designed for anywhere from 1 to 3 credit hours and should use the guideline that each credit hour earned (in a twelve seek session) should require approximately 3 hours per week of work on the part of the student (including meeting with the faculty member and working independently).
• The form for independent study must be completed, approved, and filed with the registrar prior to the end of the academic session previous to which the work will be completed.

Pre/Corequisites: Permission of the instructor required.

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.

The topics addressed include: displaying categorical data using tables, bar graphs, and circle graphs; drawing conclusions about categorical data; displaying quantitative data using dot plots, stem-and-leaf plots, histograms and box-and-whisker plots; describing data distributions using measures of center (mode, mean, and median) and measures of spread (standard deviation, range and IQR); Displaying bivariate data using scatterplots; analyzing bivariate data using linear regression; elementary probability; normal probability distributions, sampling distributions; confidence intervals and hypothesis testing of the proportion and the mean.

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.

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.
The topics addressed include: displaying categorical data using tables, bar graphs, and circle graphs; drawing conclusions about categorical data; displaying quantitative data using dot plots, stem-and-leaf plots, histograms and box-and-whisker plots; describing data distributions using measures of center (mode, mean, and median) and measures of spread (standard deviation, range and IQR); Displaying bivariate data using scatterplots; analyzing bivariate data using linear regression; elementary probability; normal probability distributions, sampling distributions; confidence intervals and hypothesis testing of the proportion and the mean.

Successful completion of Statistics A and B satisfy the CUNY Pathways requirement in Mathematics and Quantitative Reasoning.

Pre/Corequisites: None

Note: All students earn 1.5 degree credits for Math 103 A and 3.5 developmental credits for billing and financial aid purposes.

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.

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.

The topics addressed include: displaying categorical data using tables, bar graphs, and circle graphs; drawing conclusions about categorical data; displaying quantitative data using dot plots, stem-and-leaf plots, histograms and box-and-whisker plots; describing data distributions using measures of center (mode, mean, and median) and measures of spread (standard deviation, range and IQR); Displaying bivariate data using scatterplots; analyzing bivariate data using linear regression; elementary probability; normal probability distributions, sampling distributions; confidence intervals and hypothesis testing of the proportion and the mean.

Successful completion of Statistics A and B satisfy the CUNY Pathways requirement in Mathematics and Quantitative Reasoning.

Prerequisite: Math 103A: Statistics

Note: All students earn 1.5 degree credits for Math 103 B and 3.5 developmental credits for billing and financial aid purposes.

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

PHIL 103 (Credits: 3, Hours: 3)
Introduction to Philosophical and Humanistic Thinking
This course introduces the student to the basic subject matter, questions, and assumptions of study common to Philosophy and the Humanities. Through a preliminary inquiry into how writers, historians, and philosophers represent an idea, such as “The Construction of Knowledge,” students will become familiar with how the humanities employ questions of form, effect, affect, and value. Students will draw connections between self and society and reflect on ways personal origins and beliefs affect actions and values. By looking at various dialogues across time, students will begin to see how the philosophical and humanistic thinking fueled and continues to shift socio-political, artistic, cultural and economic conditions. Students will grapple with the intersections of historical and contemporary issues, such as the construction of knowledge in the digital age as they explore the role of Philosophy and Humanistic thinking in the 21st century.
Pre/Corequisites: None
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 101 (Credits: 3, Hours: 3)
Introduction to Psychology
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.
Prerequisites: 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.
Prerequisites: 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 jail 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.
Prerequisites: 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.
Pre/Corequisites: None

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 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.

UBST 298 (Credits: 1, 2, or 3; Hours: 1, 2, or 3)
Independent Study
Independent Study courses at Guttman Community College are courses that go beyond those regularly offered by the college. These courses will feature individual design and initiative on the part of the student and will be focused on a unique academic project or exploration not addressed by regularly scheduled courses at the college.
Guidelines for eligibility for Independent Study:
• These courses may be taken by individual students or by a small group of students not to exceed four students.
• The students must have completed the First Year Experience Core courses and have a minimum GPA of 2.5.
• These courses will normally be developed by the student(s) and the faculty member working together. They can be designed for anywhere from 1 to 3 credit hours and should use the guideline that each credit hour earned (in a twelve seek session) should require approximately 3 hours per week of work on the part of the student (including meeting with the faculty member and working independently).
• The form for independent study must be completed, approved, and filed with the registrar prior to the end of the academic session previous to which the work will be completed.
Pre/Corequisites: Permission of the instructor required.
ACADEMIC POLICIES

Guttman Community College Academic Policies (as of June 30, 2015):

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.

POLICY ON INITIAL STATISTICS AND MATHEMATICAL PLACEMENT
Placement into Math 103 or Math 103A/B (which are required for graduation):

All incoming first-year students who have demonstrated Basic Algebra proficiency prior to the beginning of the fall semester will be placed into Math 103. All other incoming first-year students will be placed into Math 103A.

According to CUNY guidelines, students are considered proficient in basic algebra if they can document any one of the following:

- SAT Math score of 500 or higher
- ACT Math score of 21 or higher
- N.Y. State Regents:
  - Score of 80 or higher in Integrated Algebra, Geometry, or Algebra 2/Trigonometry AND successful completion of the Algebra 2/Trigonometry or higher-level course.
  - Score of 75 or higher in one of the following:
    - Math A or Math B
    - Sequential II or Sequential III
- CUNY Assessment Tests:
  - Algebra (Math 2) score of 40 or higher

All students will need to demonstrate proficiency in Basic Algebra prior to beginning Math 120: College Algebra. If a student has not demonstrated Basic Algebra proficiency by one of the above means, the student needs to pass the CUNY Elementary Algebra Exam prior to beginning Math 120. Students will prepare for the CEAFE through the Algebra Practicum which is offered during fall 2 and spring 2 sessions. Students who complete the minimum number of hours in the Algebra Practicum will take the CEAFE at the end of the Algebra Practicum.

Placement into Math 201: Precalculus
Any student who has demonstrated proficiency in Basic Algebra and has a combined score of 100 on the M2 and M3 portions of the CUNY Math Assessment Tests will be placed into Math 201: Precalculus rather than Math 120: College Algebra.

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.

POLICY ON ACADEMIC INTEGRITY (CUNY MANUAL OF GENERAL POLICY 1.03)

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. (BTM,2011,06-27,005,L)

1. Definitions and Examples of Academic Dishonesty
   1.1 Cheating
   Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. (BTM,2011,06-27,005,L)
Examples of cheating include (BTM,2011,06-27,005,_L):

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

1.2 Plagiarism

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include (BTM,2011,06-27,005,_L):

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

1.3 Obtaining Unfair Advantage

Obtaining unfair advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include (BTM,2011,06-27,005,_L):

a) Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
b) Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
c) Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
d) Intentionally obstructing or interfering with another student’s work.

1.4 Falsification of Records and Official Documents

Examples of falsification include (BTM,2011,06-27,005,_L):

a) Forging signatures of authorization.
b) Falsifying information on an official academic record.
c) Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Read the full Policy of Academic Integrity (CUNY Manual of General Policy 1.03):

http://policy.cuny.edu/manual_of_general_policy/article_i/policy_1.03/text/#Navigation_Location

GRADING GLOSSARY AND GUIDELINES

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.70</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>PW</td>
<td>Pass</td>
<td>--</td>
</tr>
<tr>
<td>WA</td>
<td>Withdrew 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.)</td>
<td>---</td>
</tr>
<tr>
<td>WD</td>
<td>Withdrew 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>

POLICY ON AWARDING GRADES OF NC OR F

For courses in the First Year Experience at Stella and Charles Gutman 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.

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.

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, 04-23,007A).

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.

**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.

**EXAMPLE OF GPA CALCULATION**

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

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 ON ACADEMIC PROBATION**

**Academic Probation Policy**

**Academic Standing**

1. **Cumulative Credits Attempted Minimum Cumulative GPA**
   
   $\geq 0$ through 12 1.50
   
   $>12$ through 24 1.75
   
   $\geq 25$ 2.00

2. Academic probation and dismissal will be determined at the end of each semester.

3. Students on probation must meet Federal and/or New York State Financial Aid SAP guidelines for the purpose of eligibility for financial assistance.

4. The first time that a student fails to achieve the minimum cumulative GPA, that student will be placed on probation at the end of the semester in which the student's cumulative GPA does not meet the standard.

5. Students will automatically have one semester of probation.

6. Semesters at Guttman are comprised of a 12 week session (fall I or spring I) followed by a six week session (fall II or spring II). If a student is on probation, he or she must achieve a minimum 2.3 GPA for courses taken in the first session of the semester (fall I or spring I). If a student does not achieve that GPA and if, at the end of the semester including fall II or spring II, the student's cumulative GPA does not meet the minimum standard for number of attempted credits, the student will be dismissed from the College. If a student’s probationary semester GPA equals or exceeds the cumulative standard for their number of attempted credits, they will automatically receive one additional semester of Academic Probation (extended probation).

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

8. Dismissed students may apply for readmission no sooner than one full semester (ie Fall 1 & Fall 2 or Spring 1 & Spring 2) after their dismissal. Students applying for readmission must adhere to admission deadlines.

   While on probation, students may not register for more than 9 credits per semester (i.e. Fall 1 & Fall 2) without the approval of the Committee of Academic Appeals and Policies.

10. 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.

**Terms of Academic Probation:**

Students on Academic Probation must adhere to the following conditions:

- Register for no more than 9 credits per semester (i.e. 6 credits during Fall 1 & 3 credits during Fall 2) without the approval of the Committee of Academic Appeals and Policies
- Complete an Academic Plan with their Advisor and submit it to the Committee on Academic Appeals and Policies
- Achieve a 2.3 minimum GPA during the first session of their probation
- Achieve a minimum cumulative GPA based on cumulative credits attempted to be in good academic standing within one semester
- Attend tutoring at least two hours per week
- Meet with their Advisor weekly
- Submit a midterm self-assessment to their Advisor
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 Readmission 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.

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.

POLICY REGARDING PERMIT STUDENTS
Stella and Charles Guttman Community College will not accept students on permit from other colleges into any classes.
POLICY ON INDEPENDENT STUDY COURSES

Independent Study courses at Guttman Community College are courses that go beyond those regularly offered by the college. These courses will feature individual design and initiative on the part of the student and will be focused on a unique academic project or exploration not addressed by regularly scheduled courses at the college.

Guidelines for eligibility for Independent Study:

• These courses may be taken by individual students or by a small group of students not to exceed four students.
• The students must have completed the First Year Experience Core courses and have a minimum GPA of 2.5.
• These courses will normally be developed by the student(s) and the faculty member working together. They can be designed for anywhere from 1 to 3 credit hours and should use the guideline that each credit hour earned (in a twelve week session) should require approximately 3 hours per week of work on the part of the student (including meeting with the faculty member and working independently).
• The form for independent study must be completed, approved, and filed with the registrar prior to the end of the academic session previous to which the work will be completed.

POLICY ON MAXIMUM CREDIT LOAD FOR FALL II AND SPRING II SESSIONS

Maximum Credit Load during Six Week Sessions

Students may not register for more than two courses (not to exceed 9 credits or 9 equated credits) during a 6-week session. Exceptions may be granted through special permission. Students will not be eligible for an exemption in the first 6-week session of their first year. In order to receive special permission, students must obtain written and signed permission from their Program Coordinator and the Dean of Academic Affairs in order to register for a third course during the 6 week session. To be considered for a third course, students must have passed all developmental skills exams and have a GPA of 3.0.

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.

WRITING INTENSIVE COURSES

RESOLVED, that a change in graduation requirements at Guttman Community College, effective fall 2015, be approved with the establishment of Writing Intensive Courses in ENGL 203 Composition II (a Pathways approved course for all students in the general education curriculum); LASC 254 Capstone Seminar in the Liberal Arts & Sciences (for students in the Liberal Arts and Sciences program of study); HSVC 213 Health & Human Services Policy (for students in the Human Services program of study); INFT 233 Systems Analysis & Design (for students in the Information Technology program of study); URB 253 Urban Research Seminar (for students in the Urban Studies program of study); and ECON 204 Contemporary Economic Issues (for students in the Business Administration program of study). Two WI courses are required, therefore, to graduate: ENGL 203 (for all students) and one other WI course in the student’s program of study.
Features of a WI course:

1. Integration of low-stakes and high-stakes writing, with formal assignments counting for at least 20% of the final grade.
2. Integration of peer review in assignment workflow.
3. Revision of graded work (into a longer, reorganized “finished” piece) built into assignment workflow.
4. Integration of self-reflective or discipline-based writing.
   
   This can include self-reflections as well as book reviews, job cover letters, college statements of purpose, business plans, or other professional assignments which integrate self-reflection into a broader writerly purpose based on the course.

5. Page Guidelines: 100-level courses should have, at minimum, 10 pages (approx. 2500 words) of informal writing and 10 pages of formal work; 200-level courses should have, at minimum, 15 pages (approx. 3750 words) of informal and formal writing each.
6. Reading and/or Research integrated into assignment workflow.
   
   Reading and research assignments should be challenging and guided by in-class work, as relevant to the discipline of study;
   
   An explicit information literacy component should be included for both 100- and 200-level courses. Examples include simple “research logs,” formal annotated bibliographies, or other discipline-specific reviews of primary and secondary material.

Faculty Development Requirement:
Faculty teaching WI courses are required to take, at minimum, 1 PD session (potentially led by the WAC Fellow). This workshop would integrate writing pedagogic theory with hands-on work on syllabus design and assignment sequencing.

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.”
COLLEGE LIFE

STUDENT LEADERSHIP AT GUTTMAN COMMUNITY COLLEGE
There are many opportunities for you to develop leadership skills at Guttman Community College. Your engagement with campus life and leadership opportunities contributes to the academic, social and cultural environment of the College. Also, Guttman leadership programming supports your preparation for professional and community responsibilities. For more information about any of the student leadership opportunities described below call 646.313.8121 or visit room 009.

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 extra-curricular activities, and charters student clubs and other student organizations. The SGA includes four student officers and six senators elected by their peers in April of each year. Leadership competencies for SGA members include, but are not limited to: decision making, systems thinking, civic engagement, work life balance, and applied ethics.

INTRAMURAL SPORTS
Guttman Community College has a budding intramural activities program. You are encouraged to participate in the CUNY-wide intramural events as a Guttman representative. 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, collaboration, follow-through, and community building.

MLK DAY OF SERVICE
Every January the Guttman Community joins millions of people across the country for a day of service. Most recently, the Guttman community held a dictionary-drive and donated the books to Books Through Bars, a non-profit organization that provides dictionaries to incarcerated individuals. Leadership competencies for MLK Day of Service participants include, but are not limited to: empathy, civic engagement, identity development, self-awareness and community building.

NYC RECREATION PASSES
Thanks to a generous grant from the CUNY University Student Senate a limited number of annual membership passes to NYC Recreation Centers are available to Guttman students. There are recreation centers in every one of the five boroughs. NYC recreation centers offer facilities such as indoor pools, weight rooms, basketball courts, and dance studios. Leadership competencies for recreation participants include, but are not limited to: initiative, follow through, confidence, identity development, and self-awareness.

COMMITTEE SERVICE
The student body at Guttman is an important stakeholder of the Guttman campus community. As such, you are invited to join college committees at the College. Some of the committees that you can participate in are: MLK Day of Service Committee, Disciplinary Committee, and the Clubs and Programs Committee. Leadership competencies for committee members include, but are not limited to: critical engagement, applied ethics, civic engagement and self-awareness.
MICRO-GRANTS
You may have an idea for a service project but need help with “seed money” and support to bring your project to fruition. If this is true of you then you should apply for a micro-grant. Micro-grants are small cash awards in the amount of $25 to $100 that are used to support a service project in your community. Leadership competencies for micro-grant awardees include, but are not limited to: initiative, social responsibility, service, civic engagement and self-awareness.

CONFERENCES AND WORKSHOPS
You 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.

CLUBS AND ORGANIZATIONS
If you are interested in co-curricular activities, you can start 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 I and spring I semesters. Leadership competencies for club members include, but are not limited to: identity development, self-awareness and community building.

LIST OF CURRENT AND PAST CLUBS AT GUTTMAN:
• 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 (NJN): 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.

THE OFFICE OF WELLNESS
The mission of Wellness Services is to support and aid students in reaching their academic and personal goals by promoting their interpersonal and psychological well-being. We are committed to assist students in addressing any stress, conflicts, and other psycho-social factors that may be a hindrance. The Office of Wellness seeks to provide a non-judgmental space, work collaboratively, and equip students with effective strategies to use now and in the future.

The Office of Wellness provides short-term, personal counseling services to assist students with problem-solving, adjustment issues, and other matters of personal concern that may interfere with their academic success at Guttman Community College. All counseling services are free, confidential, and voluntary. Additionally, Wellness Services facilitates several workshops and events throughout the year to support student growth and well-being.

Contact:
Courtney Stevenson
Wellness Clinician
wellness@guttmancuny.edu
646.313.8165

After Hours Emergency and Crisis Contacts:
Guttman Public Safety: 646.313.8101
Police/Ambulance: 911
LIFENET: 1.800.LIFENET (1.800.543.3638)
National Suicide Prevention Lifeline: 1.800.273. TALK (1.800.273.8255)
Safe Horizon Domestic Violence Hotline: 1.800.621.HOPE (1.800.621.4673)

THE OFFICE OF ACCESS-ABILITY
The mission of Access-ABILITY Services at Guttman Community College is to ensure that ALL students have equal access to all college programs, services, and activities. It is our objective to see that students with disabilities are provided with an impact learning experience.

Guttman Community College is committed to providing opportunity and access to all members of the campus community. We want to ensure that all students are afforded the same opportunity to participate in the learning process.

The Office of AccessABILITY complies 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 following documents will help you to navigate the process and connect you with the services you would like to receive.

Accommodations are not automatic and it is the student’s responsibility to request accommodations through the Office of AccessABILITY. Accommodations are based on documentation provided by the student.

Please schedule an appointment with the Office of AccessABILITY Services prior to the start of the semester in order to make arrangements in a timely fashion.
Contact:
Crystal Vazquez
Assistant Director of AccessABILITY Services
accessabilityservices@guttman.cuny.edu
Tel: 646.313.8812
Fax: 646.664.3907

SINGLE STOP
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.

Need help affording groceries, child care, rent? Get free, confidential one-on-one advice and help!

Free Benefits Screening:
- Determine your eligibility and get public assistance to help you and your family
- Health Insurance/Health Care
- Groceries and more

Free Financial Help:
- Financial advice
- Credit check and debt issues
- Budget management
- Savings

Free Legal Help:
- Housing eviction
- Benefits assistance
- Immigration
- Custody/Family

Free Tax Assistance:
- It’s quick and easy! If you worked in the last three years, you may be eligible for the Earned Income Tax Credit—from $100 up to $5,000 cash back per year!

Hours:
Monday-Wednesday 9:00 a.m.-5:00 p.m.
Thursday 9:00 a.m.-6:00 p.m.
Friday 9:00 a.m.-5:00 p.m.

Kednel-Gregory Jean, LMSW
Single Stop Specialist
646-313-8064, Room LL 020
kednel-gregory.jean@guttman.cuny.edu

Samantha Gregoire-James
Administrative Coordinator
Single Stop Program
THE HUB: STUDENT SERVICE CENTER

Merriam-Webster dictionary defines “hub” as a center of activity or a focal point. At Guttman Community College, the Hub is your center for many helpful services. Interested in applying? Need advice about how to pay for college or register for classes? If so, visit the Hub. At Guttman students are at the center of our community and the Hub is the center for student services typically associated with the offices of Admissions, the 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 of information necessary to receive your financial aid award.
• Provide immunization documentation.
• Update your address or telephone number if you've moved.
• Verify your enrollment or request a transcript.
• Learn how to use CUNYFirst so that you can view your courses, grades, and class schedule, view and pay your bill, and much more on your own time.
• Obtain information about any other service you may need to be successful at Guttman, or just stop by to say hello!

The Hub is located on the third floor near the Office of Student Engagement and Success and the faculty on the Mezzanine. You are never far from someone who is committed to supporting your path to graduation. Visit us Monday–Friday 9:00 a.m.-5:00 p.m. or by appointment outside these hours. Phone: 646-313-8080.

CAMPUS SAFETY

Guttman Community College’s 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.

Emergency Procedures Booklet:

Guttman Community College Annual Security Report:
http://www.guttman.cuny.edu/about/campussafety/annualsecurityreport.html

Campus Safety Policies:
http://www.guttman.cuny.edu/about/campussafety/Policies.html

Behavioral Intervention Team (BIT):
http://www.guttman.cuny.edu/about/campussafety/BIT.html

Campus Safety Contact:
Security Desk (24 hours)- Lobby
646-313-8101; 212-221-4630
publicsafety@guttman.cuny.edu
FACILITIES
The College is housed in a seven-story building with approximately 92,000 square feet on 50 West 40th Street in midtown Manhattan across from Bryant Park. The building contains 16 rooms available for instruction, including two science labs (chemistry and biology) and two computer labs.

The library, known as the Information Commons (IC) with about 5,620 square-feet, 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 offices, staff workstations, faculty workstations, and the Center for College Effectiveness meeting room to provide a space for faculty-staff interaction. Additionally, there is one media room to be used for private advising and additional group work. The Center for College Effectiveness, Office of Testing Services, 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 located on the third floor.

On the lower level are located the Student Government Association, Student Lounge, Peer Mentor Lounge, Single Stop, and two computer labs. Facilities office and Public Safety are also on this level. Classrooms are located on the 4th and 5th floors; two science labs are located on the 7th floor. The Provost and Faculty offices are on 6th floor. The President and administrative offices, Human Resources, and Business Administration office are also on the 7th floor.

Building hours while classes are in session:
Monday through Thursday: 7 a.m. to 10 p.m.
Friday: 7 a.m. to 8 p.m.
Weekends: 12 p.m. to 5 p.m.

CUNY summer schedule; starting last week in June through first week of August:
Monday through Thursday: 7 a.m. to 8 p.m.
Friday: Closed
Weekends: Closed
Building hours when classes are not in session (but the school is open):
Please check with school for more information.

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
INFORMATION TECHNOLOGY (IT)

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.

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
The primary computer lab is located at the rear of the Information Commons. There are desktop PC’s available for use, as well as print capabilities. Laptops are also available for on-campus use and can be checked out at the circulation desk in the Information Commons.

There are two additional computer labs located on the lower level, with printers located in each. These labs are also utilized as classroom space during the year. The labs are open to the student body when not in use by a course.

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 computer labs on the lower level. Students have the ability to print from any Guttman computer, or wirelessly from a Guttman laptop on campus. Charges will apply based on the number of copies being made.

STUDENT E-MAIL ACCOUNTS
All students are issued a Guttman email account before the first day of class. Your Guttman email address is the address to which the college sends official notifications, and is the required mode of e-communication for all students. As the owner of the account, you are responsible for its proper use and protection.

Students are responsible for checking and reading official Guttman communications sent to their email address on a regular basis.

Access your Guttman email at: http://mail.office365.com or through the Guttman portal at https://my.guttman.cuny.edu

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://www1.cuny.edu/portal ur/cmo/i/7/3/computer_policy.pdf. Students are encouraged to familiarize themselves with the policy prior to accessing Guttman’s network for the first time.
GUTTMAN WIRELESS NETWORK
Gutman offers free wireless networking throughout the 40th Street campus. Access to the network requires authorization which can be completed by providing the Gutman 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 Gutman 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 Gutman 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.

EPORTFOLIO/DIGICATION
Digication is Gutman's student ePortfolio 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 Gutman Web portal located at the following URL: http://my.guttman.cuny.edu

THE CUNY PORTAL
The CUNY Portal provides access to various enterprise resources, such as the eMail. Students are encouraged to take advantage of the eMail’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.

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 Gutman UserID.

Getting Started in CUNY First: Helpful documents
http://guttman.cuny.edu/students/information-technology/cunyfirst.html
MICROSOFT OFFICE 365
Guttman offers the Microsoft 365 service to all students as a way to have continuous access to an updated version of the Office Suite. Students have access to all Office programs via the web through the “Office 365” tab in their e-mail inbox. There is also an option to install Office programs, including Word, Excel, PowerPoint, Outlook and OneNote directly to their personal PC via this website.
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Policies

General Policies and Procedures

Equal Opportunity and Non Discrimination

Notice of Non-Discrimination

It is the policy of The City University of New York—applicable to all colleges and units—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, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws. This policy is set forth more fully in CUNY’s Policy on Equal Opportunity and Nondiscrimination.

Sexual harassment, gender harassment and sexual violence, forms of sex or gender discrimination, are also prohibited at CUNY. This policy is set forth fully in CUNY's Policy on Sexual Misconduct.

It is also the University's policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, employees who have pregnancy or childbirth-related medical conditions, or employees who are victims of domestic violence/stalking/sex offenses.

Retaliation for reporting or opposing discrimination, cooperating with an investigation of a discrimination complaint, or requesting an accommodation is also prohibited.

The following person has been designated at Stella and Charles Guttman Community College to handle inquiries and complaints relating to CUNY’s Policy on Equal Opportunity and Nondiscrimination as well as CUNY’s Policy on Sexual Misconduct:

Linda E. Merians
Room 706C
linda.merians@guttman.cuny.edu
646-313-8023

The City University of New York Policy on Equal Opportunity and Non-Discrimination:

http://www.cuny.edu/about/administration/offices/la/PolicyonEqualOpportunityandNonDiscriminationandProceduresDecember42014.pdf

Combating Sexual Harassment and Discrimination

Guttman Community College 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 sexual harassment, violence or discrimination. It is Guttman's policy to admit and provide services for students, and to recruit, employ, retain and promote staff, without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital or partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy (including childbirth and related conditions), status as a victim of domestic or other sexual violence, or any other legally prohibited basis, in accordance with federal, state and city law.

Guttman’s policies on workplace and domestic violence apply to all acts of violence that occur in the workplace or classroom. The school’s sexual harassment policy prohibits many forms of unwelcome conduct, including sexual assault, partner violence and the physical or electronic stalking of students or staff.
These policies prohibit retaliation for reporting or opposing harassment or discriminatory behavior. In addition, during the course of any investigation or disciplinary process, if any person or third party acting on his/her behalf attempts to contact another participant in the process so as to harass, intimidate, threaten or coerce that individual in any way, Guttman reserves the right to bring disciplinary action against both individuals. Such conduct by any member of the Guttman community will not be tolerated.

In this context, Guttman enforces CUNY's policies on:

**Sexual Misconduct:**

**Equal Opportunity and Nondiscrimination:**

**Violence in the Workplace:**

**Domestic Violence in the Workplace:**

Students who experience sexual harassment, violence or discrimination should bring their complaint to one of the following campus officials/offices:

**Title IX Coordinator:** Linda Merians, Room 706C, 646.313.8023
**Office of Public Safety:** Anastasia Koutsidis, Room 027, 646.313.8001
**Office of Student Engagement:** Carolee Ramsey, Room 201, 646.313.8061

Employees who experience sexual harassment, violence or discrimination should bring their complaint to one of the following campus officials/offices:

**Title IX Coordinator:** Linda Merians, Room 706C, 646.313.8023
**Office of Public Safety:** Anastasia Koutsidis, Room 027, 646.313.8001
**Human Resources:** Elsie Yoesoep, Room 707, 646.313.8024

Visitors who experience sexual harassment, violence or discrimination should bring their complaint to one of the following campus officials/offices:

**Title IX Coordinator:** Linda Merians, Room 706C, 646.313.8023
**Office of Public Safety:** Anastasia Koutsidis, Room 027, 646.313.8001

Once any of the individuals above is notified about any harassment, violence or discrimination, s/he will coordinate with the appropriate college offices to investigate, prevent its recurrence, and address its effects.

**CUNY Policies and Procedures on Sexual Misconduct:**

**CUNY's Policy on Sexual Misconduct:**
http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf

**Student Sexual Misconduct Complainants' Bill of Rights:**
http://www.cuny.edu/about/administration/offices/la/CUNYStudentSexualMisconductComplainantsBillofRights120214.pdf
STUDENT POLICY INFORMATION

Guttman Student Policies and Procedures: Introduction

Academic freedom is of paramount importance to Guttman Community College, its faculty and students. Guttman respects the right of its faculty to teach course content in a variety of different ways and expects that its staff will act professionally at all times. At the same time, Guttman recognizes its responsibility to provide students with procedures for appealing grades and for filing complaints about faculty or staff behavior which is not protected by academic freedom or administrative necessity, and is not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity or conduct unbecoming the staff.

In addition, Guttman has a variety of procedures for dealing with other issues that can arise in the academic setting, including violations of the college's code of academic integrity, behavioral misconduct, gender harassment, accommodation or discrimination concerns, and questions about the accuracy of student financial or academic records.

Determine the appropriate procedure:

As a general matter, if you have a question about what procedure to follow in a particular situation, you should consult with your Program Coordinator, Guttman’s Dean of Student Engagement or his/her designee, who will advise you about which procedure applies to the type of issue you have. Most situations will fall into one of the following areas:

I. Grade Disputes
II. Academic Integrity (e.g. dishonesty associated with an assignment that results in academic sanction)
III. Student Conduct / Discipline (e.g. behavior or academic misconduct that results in disciplinary sanction)
IV. Faculty or Staff Conduct (e.g. treatment or behavior unjustified by academic freedom)
V. Harassment/Discrimination (e.g. violation of civil rights, education law or CUNY policy)
VI. Student Records

Procedures specific to each area of concern follow.

Article I. Grade Disputes (CUNY Policy 4.2.2)

At Guttman, the faculty is responsible for creating the curriculum and for establishing the standards by which students are evaluated in each course. Student mastery of the subject matter will be reflected in his/her grade. From time to time, a student may wish to appeal a grade that the student believes was contrary to their performance or the expectations set forth in the instructor’s syllabus.

Informal resolution

Students must always attempt to resolve a grade dispute by first discussing the matter with the faculty member. Students may seek the assistance of their Program Coordinator to facilitate a resolution.

Appeal process

If your attempt to resolve the matter informally is unsuccessful, you may file a formal grade appeal in writing, with the Committee on Academic Appeals, using the form linked here (Student Grade Appeal):

http://www.guttman.cuny.edu/students/Policies/GradeAppealForm.pdf

(A) The appeal must be filed within thirty (30) days of receipt of the disputed grade. Your written material and all supporting documentary evidence, if any, should be as specific as possible in describing the issue of concern. State your case in simple, precise language; explain exactly why you feel your request should be considered. Check your appeal form and attachments for spelling or grammatical errors; avoid expressing frustration or anger. This is your chance to convince the reviewer(s) of the merits of your request.
(B) The Committee Chair will give a copy of your appeal to the faculty member with a caution stating there must be no retaliation of any kind against you for filing an appeal. The faculty member shall provide the Committee Chair with relevant material and supporting evidence for the original grade decision.

The Committee shall review the materials submitted by the student and faculty member, and may interview any person with relevant knowledge or information. A Committee request for additional information shall be supplied within ten (10) days. If the information requested is not timely supplied by the student, the appeal may be denied; if the information is not timely supplied by another party, the Committee may proceed on the basis of available data.

By way of example, issues that the Committee might consider include:

- Did the instructor communicate the method by which the grade would be determined?
- Was the method for determining the grade followed?
- Was the calculation of the grade mathematically correct?
- Were all students in the class graded with the same criteria?
- Was the student subject to extraordinary circumstances beyond his/her control, for which documentation is provided, that would justify changing the assigned grade?

The Committee on Academic Appeals shall issue a written decision within fifteen (15) days which either affirms the grade or recommends a change. The Committee’s decision on the matter shall be final.

**Article II. Academic Integrity (CUNY Policy 1.03)**

All members of the Guttman community are responsible for academic integrity. Penalties for academic dishonesty – cheating on exams, plagiarism, falsifying documents, fabricating excuses for missed tests and so forth – may include academic sanctions such as course failure or grade reduction and/or disciplinary measures such as suspension or expulsion.

1. Examples of academic dishonesty

Academic dishonesty includes any act that involves fraudulently obtaining, for oneself or others, academic grades, credit or other recognition that is not properly earned. Examples include, but are not limited to, the following:

- Cheating on exams or assignments by copying from another student or using books, electronic devices, notes or other aids when not permitted
- Stealing, concealing, destroying or inappropriately modifying tests, classroom or other instructional materials, including posted exams, laboratory supplies or computer programs
- Helping other students on exams or assignments when not permitted
- Taking an exam or online course for someone else, or permitting someone else to take one’s exam or course
- Fabricating or falsifying data or references, furnishing false information or tampering with the work of others
- Submitting substantial portions of the same paper in more than one course without permission of the instructors
- Plagiarizing: copying another’s writing or paraphrasing it too closely without proper citation (even if only a part of your assignment, the instructor notes or e-presentation). This includes copying or ‘cutting and pasting’ material from websites without proper citation; presenting another’s ideas as your own without appropriate acknowledgements, or failing to credit collaborators on assignments.
- Falsifying documents or records related to credit, grades, status (add/drops, grading, transcripts, permissions) or other academic matters
- Depriving others of access to essential materials by stealing, destroying, defacing or hiding them
- Altering an exam or paper after it has been graded to obtain a grade change
• Using commercial term paper or research services to do assigned projects or papers
• Fabricating excuses for missed assignments, tests or extensions of time
• Preventing relevant material from being academically evaluated
• Receiving unauthorized access to an exam prior to the test
• Coercing or offering favors to another for answers

See CUNY's Manual of General Policy, Article I Sections 1.03.1.1 – 1.03.1.4 (describing academic dishonesty).
http://policy.cuny.edu/manual_of_general_policy/article_i/policy_1.03/text/#Navigation_Location

2. Responsibility of faculty

Guttman faculty are responsible for teaching courses, maintaining standards of academic achievement and providing direction to the student population. This section is designed to support maintenance of the spirit of integrity and academic honesty in the accomplishment of these goals.

(A) Faculty members should provide information about course expectations, including participation, grading requirements and academic integrity in their syllabi, as well as details about what constitutes plagiarism or unacceptable levels of collaboration among students in the course. Faculty are encouraged to explain to students what cheating is, and to discourage such activity by requiring, for example, alternate seating during exams; shutting off and storage of all electronic communication devices in closed containers before a test starts; the announced use of online programs (SafeAssign, Turnitin) to deter plagiarism, or handing out exams with questions organized in several different ways.

(B) Proctors should be available to answer questions and help students follow Guttman’s code of academic integrity. Proctors who see potential violations should advise the student to stop, record the name of those involved and report the incident to the course instructor or Academic Integrity Officer. Students may not be prevented from finishing an exam simply because cheating is suspected.

(C) The Guttman Academic Integrity Officer serves as the initial contact person for faculty members who suspect an incident of academic dishonesty. The Academic Integrity Officer maintains and updates faculty Report Forms after each suspected incident is resolved. Report Forms are to be kept in confidential files specific to each student alleged to have violated Guttman’s code of academic integrity, and shall be retained for the purpose of identifying repeat offenders, gathering data and assessing relevant policies. Unless the student is exonerated, decisions issued after adjudication by the Academic Integrity or Faculty-Student Disciplinary Committees also shall be placed in the student’s confidential file.

(D) A faculty member who suspects or learns of a potential violation of Guttman’s standards of academic integrity shall inform the student(s) and investigate the matter, in consultation with the Academic Integrity Officer if appropriate. If the faculty member concludes that the circumstances warrant a sanction, the incident must be reported to the Academic Integrity Officer using the attached Report Form. Academic sanctions may range from an essay assignment on integrity code compliance, citation training or other assignment, to grade penalties, course grade reduction or failure.

   (i) If the student admits to academic dishonesty, the faculty member’s recommendation shall be final and noted as such by the Academic Integrity Officer on the Report Form:
   http://www.guttman.cuny.edu/academics/AcademicPolicies/FacultyReportForm.pdf

   (ii) If the student admits to academic dishonesty but contests the recommended academic sanction, the student may appeal the sanction through the Grade Dispute appeal process. (See Article I).

(E) If the student does not admit a violation or, according to Academic Integrity Office records, has a prior finding of academic dishonesty on file, the faculty member shall recommend an appropriate academic sanction and refer the matter to the Academic Integrity Officer, who shall review the recommendation and arrange for adjudication by an academic integrity committee.
(F) The Academic Integrity Officer may recommend disciplinary sanction in addition to academic sanction if:

(i) the violation is significant in nature,
(ii) the student previously violated the integrity code or
(iii) the student has withdrawn from the applicable course.

Significant violations include, by way of example only, forging a grade form or a transcript; stealing an exam from a professor or office; having a substitute take an exam or taking an exam for someone else; having someone else complete one’s assignment or completing an assignment for another student; sabotaging another’s work or willfully impeding a student from successfully completing an assignment.

(G) Once a report is initiated, the review process will be completed, whether or not the instructor or student remains with the school. Students who challenge an accusation in a course that is in progress must continue to attend class and complete all assignments; students found not guilty will receive their earned grade in the course.

3. Procedure in cases involving only academic sanction

To ensure consistency in treatment and freedom from inadvertent bias in the review process, any disputed accusation of dishonesty shall be heard by members of Guttman's Academic Integrity Committee. Each academic integrity hearing shall consist of two faculty and one student, drawn by lot from the membership of a standing Academic Integrity Committee of four faculty and two students, elected by majority of their voting respective constituencies on an annual basis. Faculty shall be elected for staggered two year terms; students for one year terms. The initial student members may be voted to the standing committee by the Student Government Association to serve until the next all-college student election is held. The Academic Integrity Officer may not serve on the Academic Integrity Committee. Any elected individual with a direct interest in the outcome of a particular hearing shall disqualify him/herself from service.

(A) Notice of charges

(i) The student shall be given written notice of the charges and the time and place of the hearing by hand, certified or overnight mail; by regular mail and by electronic mail sent to all known email addresses at least five days before the scheduled hearing.

(ii) The notice shall set forth:

(a) a description of the incident
(b) the rules, regulation or bylaw the student is charged with violating
(c) possible penalties
(d) the student's right to appear before the Committee
(e) the student's right to present witness statements or call witnesses
(f) the faculty/staff member's right to appear before the Committee

(B) Hearing procedure

The role of the hearing committee (“Committee”) is to listen to the testimony, ask questions of the participants and witnesses, review the documentary and testimonial evidence and written submissions if any, and promptly render a decision on guilt or innocence. A faculty member shall serve as Chair. If the student is found to have committed the conduct charged, the Committee shall then determine the penalty to be imposed.

(i) Hearings should proceed as follows: the person reporting the act of academic dishonesty summarizes the facts; witnesses and evidence may be presented. Respondent then responds; witnesses and evidence may be presented.
(ii) Committee members may ask questions of any person present at any time, and may call additional witnesses with knowledge pertinent to the case to clarify any point of concern. Witnesses normally are present only for the duration of their own testimony. The Committee may permit any witness to be questioned by the student or faculty member involved or may require all questions be directed to the Chair for his/her subsequent inquiry, and may dismiss any participant who engages in disruptive behavior.

(iii) The Committee shall issue its written findings of fact and determination within fifteen (15) days to the Academic Integrity Officer, who shall forward copies of the decision to the student, faculty member and Provost. Committee findings may be based on testimony, documentary evidence, circumstantial evidence or a combination thereof, including witness credibility, observed communications or behaviors, changes in writing style, possession of accessible notes, devices or other prohibited material during an exam, unusual similarities in student work and so forth.

(iv) If the Committee finds that no violation occurred, the Academic Integrity Officer shall remove all material relating to the incident from the student’s confidential academic integrity file and destroy the material.

(v) The Committee’s decision shall be final.

4. Procedure in cases involving disciplinary sanctions

If both disciplinary and academic sanctions are recommended, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance by using the PEN grade established for this purpose, pending the outcome of the action.

If a Faculty-Student Disciplinary Committee finds that a disciplinary violation occurred, the faculty member may reflect that finding in the student’s grade. The student may appeal the finding in accordance with the appeals procedures set forth in Article III, or may appeal the grade imposed by the faculty member in accordance with the Article I Grade Dispute process.

When a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Officer shall promptly report its resolution to the faculty member and file a record of the resolution in the student’s confidential academic integrity file, unless the suspected violation is held to be unfounded. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed and all materials related thereto shall be destroyed.

Article III. Student Conduct / Disciplinary Proceedings (CUNY Board of Trustee Bylaw Article 15)

Disciplinary proceedings are designed to address repeated or serious infractions of Guttman’s academic integrity or student conduct code; gender-based offenses such predatory activity, stalking, harassment or assault; discrimination based on protected characteristics, as well as other behaviors that unreasonably interfere with a student’s ability to pursue his or her education or an employee’s ability to perform his or her job. Any Guttman student, employee, organization, department or visitor who believes themselves a victim of student misconduct may file a charge or allegation with the Dean of Student Engagement against the student (‘respondent’), which, if proved, may subject the respondent to disciplinary action.

Penalties may range from expulsion, conditional dismissal or suspension for one term or more, to campus or community service requirements, to removal from or loss of student club or extracurricular activity privileges, to retention subject to specified conditions and so forth. Depending on the circumstances, Guttman may implement emergency interim measures such as temporary suspension, ‘no contact’ orders, health or counseling service requirements, room or house or program reassignments until formal proceedings are complete.

Guttman will take every step necessary to protect persons involved in disciplinary proceedings in any capacity against retaliation for reporting an incident or for participating in a hearing or investigation of a complaint. Any staff, faculty member or student who retaliates against an individual or entity who complains of harassment or who participates in any capacity in the investigation of a complaint or a hearing, violates college policy and will be subject to sanction.
Complaints of retaliation should be reported as violations of CUNY regulations or Guttman’s conduct code.

Conversely, if any investigation or hearing reveals that a member of the Guttman community knowingly filed false accusations or knowingly gave false statements (as opposed to statements which, even if erroneous, were made in good faith), those individuals will be subject to appropriate action.

Guttman will maintain the confidentiality of the proceedings to the greatest extent possible, consistent with the law and its goal of conducting a thorough and complete investigation. Ongoing efforts will be made to safeguard the privacy and rights of all persons involved.

1. Preliminary investigation

Any charge against a student which, if proven, may subject that student to disciplinary action, must be communicated to the Office of Student Engagement by the individual, program or organization making the charge ('complainant'). The chief student engagement officer or designee shall conduct a prompt, thorough and impartial preliminary investigation to determine whether disciplinary charges should be filed. For all complaints, including any complaint of discrimination, harassment or violence, the investigator shall determine whether it is more likely than not that the alleged discrimination, harassment or violence occurred.

(A) The chief student engagement officer/designee shall advise the respondent about the charges, explain to the respondent and complainant their rights, consult with persons who were involved or may have knowledge of the situation, and review other relevant evidence.

(B) The preliminary investigation shall be concluded within thirty (30) calendar days of receipt of the complaint, unless the complaint involves two or more students or a matter that is also under investigation by law enforcement authorities, in which case the investigation shall be concluded within sixty (60) days. If the matter has been previously investigated pursuant to CUNY's policy against sexual violence, the chief student engagement officer/designee shall utilize the report completed by Guttman's Title IX Coordinator.

(C) After completion of the investigation, the student engagement officer/designee shall:
   (i) dismiss the matter and notify the individuals involved if there is no basis for the charge or the allegations do not warrant disciplinary action,
   (ii) refer the matter to mediation (except in cases involving allegations of sexual assault or other forms of sexual misconduct), or
   (iii) file formal disciplinary charges.

If respondent withdraws from Guttman after an accusation is made or formal disciplinary charges are filed, the respondent is required to participate in the disciplinary hearing or otherwise resolve the pending charges. The student shall be barred from attending any CUNY campus, unit or program until a decision on the charges is made or the matter is otherwise resolved. If respondent fails to appear, the college may proceed with the disciplinary process in absentia. Any decision and sanction shall be binding.

2. Mediation

Guttman shall offer respondent and complainant an opportunity to participate in mediation before the disciplinary hearing in an effort to resolve the matter by mutual agreement (except in cases involving stalking, sexual assault or other forms of sexual violence). The conference shall be conducted by a qualified staff or faculty member designated by the Provost. The following procedures apply:

(A) An effort shall be made to resolve the matter by mutual agreement.

(B) If agreement is reached, the faculty/staff member conducting the conference shall report the consensus to the chief student engagement officer for approval. If approved, complainant and respondent shall be notified, and a written memorandum created to reflect the resolution and any consequences for non-compliance.
(C) If no agreement is reached within a reasonable time or if respondent fails to appear, the faculty/staff member conducting the conference shall refer the matter back to the chief student engagement officer who may file disciplinary charges.

(D) The faculty/staff member conducting the mediation conference may not present the case or testify in any hearing about information received during the mediation conference.

3. Notice of charges and pre-hearing document inspection

The hearing shall be scheduled within a reasonable time after filing of the charges or the mediation conference. Absent consent to an earlier date, the chief student engagement officer/designee shall give respondent and complainant at least seven days prior written notice of the charges and the time and place of the hearing, by (i) personal delivery or by certified or overnight mail, (ii) regular mail and (iii) electronic mail sent to all known email addresses. The complainant is also entitled to a copy of the charges as they relate to her/him, sent in the same manner.

The notice shall set forth:

(A) An itemized statement of each charge filed against respondent that describes: (i) the specific conduct, (ii) each CUNY Rule for the Maintenance of Public Order (http://policy.cuny.edu/manual_of_general_policy/article_vii/policy_6.06/pdf/#Navigation_Location), policy, bylaw or regulation the student is charged with violating, and (iii) potential penalties for each such violation;

(B) Respondent and complainant's right to attend and participate fully in the hearing to:

(i) present their side of the story

(ii) present witnesses and evidence on their behalf

(iii) cross-examine witnesses presenting evidence

(iv) remain silent without assumption of guilt

(v) be represented by legal counsel or an advisor at their expense. If requested, Guttman will assist in locating an advisor.

(C) a warning that anything respondent says may be used against him/her at a non-college hearing.

(D) Respondent is permitted one adjournment as of right. Additional requests for an adjournment must be made at least five days before the hearing date, and shall be granted or denied at the discretion of the Chair. If respondent fails to respond to the notice, appear on the adjourned date or request an extension, the college shall proceed in absentia. Any decision and sanction shall be binding.

(E) At least five days before commencement of a disciplinary hearing, Guttman shall provide respondent, complainant and their designated representatives, if any, with similar and timely access to review any documents or other tangible evidence that the college intends to use at the hearing, consistent with restrictions imposed by the Family Education Rights and Privacy Act ("FERPA"). If the college seeks to introduce additional documents or other tangible evidence during or at some time prior to the hearing, respondent and complainant each shall be afforded the opportunity to review that material. If during the hearing, respondent submits documentary evidence, on request of the college or complainant, the Chair may direct respondent to produce such other documents as may be necessary in the interest of fairness.

4. Emergency Suspension

(A) In emergency or extraordinary circumstances, the President or designee may temporarily suspend a respondent pending a hearing that is scheduled to take place within twelve (12) days. Such suspension shall be for conduct
which impedes, obstructs, impairs or interferes with the orderly and continuous administration and operation of
any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an
educational institution.

(B) Before commencement of any temporary suspension, Guttman shall give respondent oral notice (to be confirmed
via email sent to all known addresses) or written notice of the charges against her/him. If s/he denies the charges,
the college shall give respondent an informal oral explanation of the evidence supporting the charges. Respondent
may present informally his/her explanation or theory of the matter.

(C) When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the
academic process, notice and opportunity for denial and explanation may follow the suspension, but shall be given as
soon as feasible thereafter.

(D) The complainant shall be notified in the event that an emergency suspension is imposed against respondent, and/or
when the suspension is subsequently lifted, to the extent that the suspension involves the complainant, in the
same manner as notice is given to respondent.

5. Committee Structure

(A) Each Faculty-Student Disciplinary Committee (Committee) shall consist of two faculty members or one faculty
member and one member of the Higher Education Officer (HEO) series, two student members and a Chair, who shall
be a faculty member. Faculty representatives shall be selected by lot from a panel of four elected every two years
by the faculty from among the full time faculty staff. HEO representatives shall be selected by lot from a panel of
four appointed every two years by the President. Student representatives shall be selected by lot from a panel of four
elected each year in an election during which all registered students may vote. In the event that additional panel
members are needed, the President shall appoint representatives from each constituency. No person may serve on
the panel for more than four consecutive years. In cases involving sexual assault, stalking and other forms of sexual
violence, the President shall designate one Chair, two faculty/HEO members and two students who shall be specially
trained and shall constitute the Faculty-Student Disciplinary Committee in all such cases.

(B) The President shall select in consultation with the Council Executive Committee, two members of the faculty to
receive training and serve in rotation as chair of the Committee. If none of the chairs appointed from Guttman can
serve, the President, at her/his discretion, may request that a chair be selected by lottery from the entire group of
chairs appointed by other colleges.

(C) Hearings shall be scheduled promptly (including during the summers) at a time convenient to facilitate full
student and faculty representation. A quorum shall consist of the Chair and any two Committee members, one of
whom must be a student. The Chair shall preside at all meetings of the Committee and shall decide and make all
rulings for the Committee. S/he shall not be a voting member of the Committee, but shall vote in in the event of a tie.

(D) If a Chair cannot continue, the President shall appoint another Chair; if another Committee seat becomes vacant
and must be filled to continue the hearing, that seat shall be filled from the respective faculty, HEO or student panel,
by lottery.

(E) Each academic year, the chief student engagement officer or designee shall identify one or more college
employees to present evidence at hearings. This list shall be forwarded to the Office of the Vice Chancellor for
Student Affairs and the Office of the General Counsel before the first day of the academic year.

(F) Persons involved in filing the charges, who may participate in the hearing or appeals process in any capacity, or
who have a direct interest in the hearing's outcome shall be disqualified from Committee service.
6. Hearing procedures

The role of the Faculty-Student Disciplinary Committee is to listen to the testimony, ask questions of the witnesses, review and assess all documentary and testimonial evidence presented during the hearing and in any papers filed by the parties, then render a determination. If respondent is found to have committed the conduct charged, the Committee shall determine the penalty to be imposed.

(A) All Committee hearings are closed hearings, but respondent has the right to request an open public hearing. If the Chair determines that a public hearing would adversely affect or be disruptive of the Committee's normal operations, or when the complainant in a case involving allegations of sexual assault or sexual misconduct requests a closed hearing, the Chair may deny the request and hold a closed hearing. In the event of an open hearing, respondent must sign a written waiver permitting the disclosure of evidence introduced during the hearing.

(B) The college, respondent and complainant each may have lawyers or other representatives act on their behalf during the pendency of a disciplinary action, which may include calling and examining witnesses and presenting other evidence. Any party intending to appear with an attorney shall give the other party five days' notice of such representation.

(C) Guttman shall record each fact-finding hearing by stenographic transcript, an audio recording or equivalent means. A staff member must be assigned to each hearing whose sole responsibility is to ensure that the hearing is recorded in its entirety. No other recording of the proceeding is permitted. A respondent who is found to have committed the conduct charged may obtain a copy of the record on request without cost, on the condition that it is not to be disseminated except to respondent's representative or attorney. In the event of an appeal, both respondent and the complainant are entitled to a copy of the record on request, without cost, on the condition that it is not to be disseminated except to their representatives or attorneys.

(D) The Chair shall preside at the hearing. Except for respondent and complainant, all persons who are to appear as witnesses shall be excluded.

(i) The Chair shall inform respondent of the charges, the hearing procedures and his/her rights. Before accepting testimony, the Chair shall then entertain any motion questioning the impartiality of any Committee member or adequacy of the notice of charge(s).

(ii) Thereafter, the Chair may rule on the admissibility of the evidence and may exclude material or testimony that is irrelevant, unreliable or unduly repetitive. The Chair may limit the number of witnesses and duration of the testimony presented by any party and/or their representative. In addition, if a party wishes to question the impartiality of a Committee member based on evidence which was not available at the start of the hearing, the Chair may rule on that motion.

(E) After informing respondent of the charges and his/her rights, the Chair shall ask the student to respond.

(i) If respondent admits the conduct charged, s/he shall be given an opportunity to explain his/her actions to the Committee. The college shall be given an opportunity to respond and present evidence on the appropriate penalty.

(ii) If respondent denies the conduct charged, the college shall present its case. The college bears the burden of proving each charge by a preponderance of the evidence ('more likely than not').

(iii) At the conclusion of the college's case, respondent may move to dismiss the charges. If the motion is denied by the Committee, the respondent shall be given an opportunity to present his or her defense.

(F) If respondent is charged with sexual assault, stalking or other form of sexual violence, neither respondent nor complainant may cross-examine the other directly. Each party may provide written questions to the Chair for inquiry, or may cross-examine the other through a representative. If necessary, Guttman shall work with either or both to find a representative for this purpose.
(G) At the end of the presentations, respondent and complainant may introduce individual character references. The college may introduce a copy of respondent’s prior disciplinary record, including records from any CUNY institution the student has attended, provided respondent was shown a copy of the record before the hearing commenced. The prior disciplinary record shall be submitted to the Committee in a sealed envelope, bearing respondent’s signature across the seal.

(H) The Committee shall deliberate in closed session. The Committee shall issue its decision in writing, based solely on the testimony and evidence presented during the hearing and in papers filed by the parties. If respondent is found to have committed the conduct charged, the Committee may consult the disciplinary record, character evidence and other documents submitted by the parties and the college to determine an appropriate penalty. The Committee’s decision shall be final, subject to any appeal.

(I) Respondent shall be sent a copy of the Committee’s decision within seven days after the hearing concludes or, if multiple parties are involved, within fourteen (14) days, by regular mail and electronic mail sent to his/her known email addresses. In cases involving a crime of violence or a non-forcible sex offense, complainant shall simultaneously receive a copy of the Committee’s decision related to the offenses committed against complainant, as required by FERPA.

7. Disciplinary sanctions

(A) When a hearing results in a penalty of dismissal or suspension for one term or more, the decision is a university-wide penalty. Respondent shall be barred from admission to any CUNY unit or program while the penalty is being served.

(B) Disciplinary penalties shall be placed on respondent’s transcript unless a mediation agreement, the Committee’s decision or the decision on appeal (see below) expressly indicates otherwise.

(C) A penalty other than suspension or expulsion shall be removed from respondent’s transcript on written request of respondent to the chief student engagement officer, made at least four years after the penalty was completed, unless respondent has been found to have committed a subsequent violation.

8. Appeals

(A) An appeal from a decision of the Faculty-Student Disciplinary Committee may be made to the President on the following limited grounds:

   (i) procedural error,

   (ii) newly discovered evidence that was not reasonably available at the time of the hearing, or

   (iii) the disproportionate nature of the penalty.

(B) The President may remand for a new hearing or may modify the penalty either by increasing it (on appeal by complainant) or decreasing it (on appeal by respondent). If the President is a party to the dispute, her/his functions with respect to an appeal shall be discharged by a CUNY official appointed by the Chancellor or designee. If after the decision on appeal to the President, the penalty is one of dismissal or suspension for one term or more, an appeal may be made to the Board of Trustees’ Committee on Student Affairs and Special Programs. The Board may dispose of the appeal in the same manner as the President.

(C) All appeals shall be made in writing within fifteen (15) days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the President or Board Committee, as the case may be. Within three days of receipt of an appeal, the President or Board Committee shall send a copy of the appeal to the other party. The recipient of the copy may submit a written opposition to the appeal within fifteen (15) days of receipt of the notice of appeal.
(D) The President shall issue a decision within fifteen (15) business days after receipt of the appeal or the opposition papers, whichever occurs later. The Board Committee shall issue a decision within five (5) days of the meeting at which it reviews the appeal papers.

9. Action by the CUNY Board

The CUNY Board of Trustees reserves the authority to suspend or take other appropriate action against a student or student organization for conduct which impedes, obstructs or interferes with the orderly and continuous administration and operation of any college, school or unit of the University in the use of its facilities or in the achievement of its purposes as an educational institution, in accordance with Board procedures.

Article IV. Faculty or Staff Conduct (CUNY Policy 5.20)

Students are encouraged to resolve complaints informally with faculty or staff. Students may seek the assistance of a Program Coordinator to facilitate an informal resolution.

1. Formal complaint

If you do not wish to pursue informal resolution, or your attempt to resolve the matter informally is not successful, you may file a written complaint with the academic dean/designee or human resource director/designee (the “investigator”). Only students in a faculty member’s class or present in the setting where the staff conduct occurred may file a complaint against that individual.

(A) The complaint must be filed within thirty (30) days of the alleged event. Your written material and supporting evidence, if any, must be as specific as possible in describing the conduct of concern.

(B) The investigator shall give a copy to the faculty or staff member with a formal notice stating that the complaint itself does not imply that any wrongdoing has occurred and there must be no retaliation of any kind against the student for filing a complaint.

(C) If the student or faculty/staff member has reason to believe that the investigator may be unable to deal with the matter in a fair and objective manner, or if the investigator is the subject of the complaint, the student or faculty/staff member shall advise the Provost of the reasons for that belief. If the request appears to have merit, the Provost may designate a different individual to investigate or ask the President to designate a senior administrator to serve in that capacity.

(D) The President may re-assign any investigation at any time as appropriate, such as when an investigation is not completed in a timely manner or the designated individual is unavailable or unwilling to serve.

(E) The investigator should meet with the student and faculty/staff member, separately or together, to discuss the complaint and try to resolve it. The investigator may seek the assistance of other people to mediate or facilitate informal resolution at any time.

(F) If resolution is not possible, formal fact-finding shall commence.

(i) The student, faculty member and all other persons with relevant knowledge or information should be separately interviewed.

(ii) The identity of the student or faculty/staff member should not be revealed to others except to the extent necessary to conduct the investigation.

(iii) The student and faculty/staff member each may have a representative present during the initial meeting, the interview and any post-investigation meeting. Representatives may act as advisors only; they may not speak on behalf of the student or faculty/staff member.
(G) Where there is strong preliminary evidence that:

(i) the complaint is meritorious and the student may suffer immediate and irreparable harm, the investigator may provide appropriate relief to complainant before the investigation is completed. The affected faculty/staff member may appeal the interim relief to the Provost.

(ii) the complaint, even taken as true and viewed in the light most favorable to the student, is clearly protected by academic freedom, the investigator shall issue a written report dismissing the complaint and setting forth the reasons for dismissal. A copy shall be sent to the student, faculty/staff member, Provost and chief student engagement officer. Guttman notes that academic freedom rights do not supersede the college’s obligation to provide a discrimination and harassment-free work and learning environment.

(iii) the circumstances are of such severity as to warrant immediate action, disciplinary charges may be brought even though the investigative process is not yet complete. In that case, the investigation shall be automatically suspended and interim measures may be taken.

(H) At the end of the investigation, the investigator shall issue a written report setting forth his or her findings of fact and recommendations and shall send a copy to complainant, the faculty/staff member, the Provost and the chief student engagement officer. In ordinary cases, the investigation and written report should be completed within thirty (30) days of the date the complaint was filed.

2. Appeals procedure

If either the student or faculty/staff member is not satisfied with the fact finding report and recommendation, a written appeal to the Provost may be filed within ten (10) days of receipt.

(A) The Provost/designee shall convene and chair an appeals committee consisting of the chief student engagement officer or designee, two faculty members (or a faculty member and a HEO) and one student from the student senate (the “Appeals Committee”).

(B) The Appeals Committee shall review the report’s findings and recommendations, but shall not conduct a new factual investigation or overturn any factual findings unless the investigator’s findings are clearly erroneous.

(C) If the Appeals Committee decides to reverse the investigator in a case where there was no investigation because of an erroneous finding that the alleged conduct was protected by academic freedom, the report may be remanded or reassigned for further proceedings.

(D) The Provost/designee shall issue a written decision setting forth reasons for the Appeals Committee determination within twenty (20) days of receiving the appeal. A copy of the decision shall be sent to the student, faculty/staff member, investigator and President.

3. Subsequent action

On issuance of the Appeals Committee decision, the appropriate college official shall decide what action to take, if any. For example, a report may be placed in the faculty/staff member’s file or disciplinary charges may be filed. All actions taken, whether interim or final, must comply with all relevant CUNY bylaws, regulations and collective bargaining agreement procedures.

Article V. Harassment / Discrimination (CUNY Policies 7.142, 5.061, 6.02, 6.09)

Guttman Community College 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 harassment, violence or discrimination. It is Guttman’s policy to admit and provide services for students, and to recruit, employ, retain and promote staff, without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender
identity, marital or partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy (including childbirth and related conditions), status as a victim of domestic or other sexual violence, or any other legally prohibited basis, in accordance with federal, state and city law.

In this context, Guttman enforces CUNY's policies on:

- **Sexual Misconduct:**

- **Equal Opportunity and Nondiscrimination:**

- **Violence in the Workplace:**

See page 118 for further details about Combating Sexual Harassment and Discrimination.

This information is also available online:
[http://www.guttman.cuny.edu/about/policiesandreports/CombattingSexualMisconduct.html](http://www.guttman.cuny.edu/about/policiesandreports/CombattingSexualMisconduct.html)

**Article VI. Student Records (CUNY Policy 7.11)**

The Family Educational and Privacy Rights Act (FERPA) gives students the right to inspect their own education records and to seek amendment of those records believed to be inaccurate. However, FERPA's provisions do not apply to your grades. For grade disputes, see Article I.

If you believe that information in your records is inaccurate, misleading or in violation of your privacy rights, you may request an amendment. Based on information and evidence that you produce, the Registrar or other responsible school official shall decide within a reasonable time whether to amend the record or not.

If the Registrar or appropriate official decides that the information was inaccurate, misleading or in violation of your rights of privacy, you will be notified and your record amended.

If your record is not amended, you will be notified and given the right to place a statement in the record stating why you disagree with the information in the record. That statement shall be disclosed whenever the contested part of the record is disclosed. You may also appeal the decision within 30 days of its receipt to CUNY's Office of General Counsel, 205 East 42 Street, New York, New York 10017, phone: 646-664-9200; fax: 646-664-2964 or to the Family Policy Compliance Office, U.S. Department of Education, 600 Maryland Avenue, SW Washington, D.C. 20202-8520, phone: 1-800-USA-LEARN (1-800-872-5327).

**THE CITY UNIVERSITY OF NEW YORK POLICIES AND PROCEDURES**

**CUNY Central Office Human Resources:**
[http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures.html](http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures.html)