



STELLA AND CHARLES

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GUTTMAN

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COMMUNITY COLLEGE

COLLEGE BULLETIN

2020-2021

Information in the College Bulletin 2020-2021 is current as of August 26, 2020.



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## ABOUT THIS COLLEGE BULLETIN

The information in this publication is accurate as of August 15, 2019. Please consult the College's website, [guttman.cuny.edu](http://guttman.cuny.edu) for updates.

Circumstances may require that courses be withdrawn or that alternate offerings be made. Names of instructors for courses and the days and times of class sessions are set forth in the class schedule, available to students at registration, and online at [guttman.cuny.edu](http://guttman.cuny.edu).

The Stella and Charles Guttman Community College is subject to the bylaws of the Board of Trustees of The City University of New York ("CUNY") and [other CUNY policies](#). Tuition and fees are established by the Board and may change during the period covered by this publication.

Information in a printed version of the Bulletin may be superseded by the current online version.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

Guttman Community College reserves the right to amend the Bulletin at any time and without prior 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.

All references to persons and all pronouns should be read to refer to both the singular or plural and to all genders, as sense and circumstances require.

### STUDENT RESPONSIBILITY

Students are responsible for reviewing, understanding and complying with CUNY and Guttman Community College regulations, procedures, requirements and deadlines as described in official CUNY publications, including this Bulletin, [the Guttman Community College Manual of Students' Rights & Responsibilities 2019](#), and the [CUNY Rules for the Maintenance of Public Order](#).

### CAMPUS SAFETY

Guttman Community College complies with the Campus Safety Act and New York State Education Laws 129a and 129b. The current version of the Annual Security Report, including statistics, is available on [the Campus Safety website](#) or from the Campus Safety Office in Room 015.

Guttman Community College and CUNY are committed to providing a learning environment free from Sexual Misconduct (sexual harassment, gender-based harassment and sexual violence). For more information, see the [Guttman Title IX website](#).



## **EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION**

Guttman Community College provides services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, 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. For more information, see [The City University of New York Policy on Equal Opportunity and Non-Discrimination](#).

It is also Guttman's policy to provide reasonable accommodations to students with disabilities. See the [Guttman Accessibility website](#) for details.

## **ABOUT THE COLLEGE**

At the center of New York City on West 40th Street between Fifth and Sixth Avenues, Stella and Charles Guttman Community College is the first new community college in the City University of New York in more than four decades. The second CUNY community college in Manhattan was inspired by former Chancellor Matthew Goldstein's interest in improving graduation rates for CUNY's racially and ethnically 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 said.

The New Community College at CUNY (as Guttman was originally known) officially opened its doors with its first 289 students 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. It was approved by the CUNY Board of Trustees on February 28, 2011, by the New York State Board of Regents on June 21, 2011, and by New York State Governor Andrew M. Cuomo's approval of a master plan amendment on September 20, 2011—the final act in the establishment of the new college. Guttman was initially accredited by the New York State Board of Regents in December 2012 for a five-year period and then accredited in June 2017 by action of the Middle States Commission (Middle States Commission of Higher Education). Guttman is one of twenty-five CUNY schools and colleges that comprise the nation's leading public urban system. The University serves more than 275,000 degree-seeking students and almost as many adult continuing education and professional education students.

April 2013, The City University of New York received a \$25 million gift from the Stella and Charles Guttman Foundation to support student retention and help increase graduation rates. In honor of the \$15 million endowment gift ear-marked to the new 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 in June 2013 to rename The New Community College "Stella and Charles Guttman Community College." The gift provides support in perpetuity for activities such as paid internships, community service and experiential learning opportunities, and student emergency funds.



Guttman’s notable features include the following:

- A multi-step admissions process designed to help students determine if Guttman is the right fit to address their educational needs and career aspirations;
- A mandatory summer bridge program that introduces students to the curricular model and the demands of college-level work and full-time attendance in the first year;
- A first-year core curriculum that is centered on New York City and provides skills development in co-requisite workshops and contextualized, embedded skills development in credit-bearing coursework;
- Learning communities led by instructional teams that include faculty from each first year course and the advisors for those students;
- Structured advisement from professional staff scheduled each week; integrated academic and student services that build on strengths, have high expectations, and support student progress and timely degree attainment;
- A limited number of programs of study with well-defined pathways to degree, transfer and/or careers: Business Administration (A.A.); Information Technology (A.A.S.); Liberal Arts & Sciences (A.A.)—Social Science & Humanities track and a Science track; Human Services (A.A.); and Urban Studies (A.A.).
- A Center for College Effectiveness that fosters a culture of collaboration among faculty and staff and maintains a focus on continual improvement through the use of evidence and a Systematic Approach to Guttman Effectiveness—the SAGE framework.

Learn more about the development of the College:

[Recent Reports and Planning Documents](#)

[College Timeline](#)

## **MISSION**

Guttman was created and developed with the following 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.

## **STRATEGIC PLAN 2018–2022**

Planning in the CUNY ecosystem requires alignment with the University’s Strategic Framework and its five pillars: Access & Completion, College Readiness, Career Success, Knowledge Creation & Innovative Research, and the Funding Model. The Strategic Framework for CUNY is operationalized through Performance Management Process (PMP), targets for which the College reports to the Central Office. As part of CUNY’s Complete College America initiative, Academic Momentum Two-Year Goals and Targets are also worked up in consultation with the Central Office and with its support.

Within this planning matrix, Guttman developed its [2018 - 2022 Strategic Plan Goals](#), sub goals and actions with two overarching goals.

**Overarching the College’s four major goals is our commitment to equity and effectiveness goals:**

- A. To create an equitable community in which all students, faculty, and staff from diverse backgrounds can work and learn to the best of their ability.**
- B. To engage in continuous assessment and rigorous and sustained research of its model to improve overall effectiveness in pursuit of its mission.**

**Guttman Community College’s four major goals:**

**1. Improve the Educational Model**

GCC will deliver, assess, improve, and plan to scale its integrative educational model to serve all students with equity—especially those traditionally underserved in higher education—by engaging them through curricular, co-curricular and extra-curricular opportunities to learn, serve, and grow academically and socially.

**2. Be an Exemplary Environment in which to Work**



GCC will be an exemplary environment in which to work, one that affords our diverse faculty, administration and staff ample opportunities to grow, to learn, to collaborate, and to practice their professions at the highest standards.

**3. Be a Model Learning Organization**

GCC 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.

**4. Modify Space Use and Plan for Long-term Campus**

GCC will review and appropriately modify uses of existing space at 50 West 40th Street, secure additional short-term space, and work with the Central Office to identify, plan, and develop a permanent campus that will allow for growth in student enrollments, faculty and staff to serve 3,000 - 5,000 students

## ACCREDITATION

[Stella and Charles Guttman Community College of the City University of New York is accredited by the Middle States Commission on Higher Education](#), 3624 Market Street, Philadelphia, PA 19104. (267-284-5000). Guttman Community College was formerly New Community College at CUNY (2013 and prior years). 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 22, 2017, the [Commission acted to grant accreditation](#)

To request a monitoring report, due September 1, 2018, documenting further evidence (1) that faculty and/or other appropriate professionals are provided sufficient support for professional growth and are reviewed regularly (Standard III); (2) that the institution supports and sustains the assessment of student achievement and communicates results to stakeholders (Standard V); (3) of comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes (Standard VI); and (4) of the implementation of a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision-making by each constituency (Standard VII).

A small team visit may follow the submission of the monitoring report. The next Self-Study Evaluation is scheduled for 2020 – 2021.

In its most Recent Action on November 15, 2018, the Commission agreed “to acknowledge receipt of the monitoring report. To note that a follow-up visit will not be conducted. The next evaluation visit is scheduled for 2020-2021.”

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.

## **GUTTMAN AND THE IMPACT OF THE COVID-19 PANDEMIC**

All CUNY colleges were greatly affected by the Covid-19 pandemic. Following instructions from the CUNY Chancellor in March 2020, Guttman moved to online instruction. Guttman will continue to deliver online instruction for the Fall 1 and 2 semesters (September 2020-February 2021). While the physical campus remains closed and all offices are operating remotely, the food pantry and laptop loans are available by appointment.

At the time of publication of this Bulletin, it is not possible to confirm how instruction will be delivered for the Spring semester, which begins on March 6, 2021. We will continue to keep the campus informed as conditions warrant.

The College continues to offer its students all support-related services. We encourage students to become familiar with the special webpages dedicated to detailing the resources and information they might need to continue to succeed academically.

[Distance Learning Resources](#)  
[Essential Information for Personal Wellbeing](#)  
[Coronavirus Updates](#)

## **COVID-19 STUDENT CONDUCT PROTOCOL**

The City University of New York takes the well-being and safety of our students, faculty and staff very seriously. During the pandemic, we all have an obligation to behave in a responsible manner per the guidance approved in your campus' re-opening plan to prevent the spread of the coronavirus. Responsible behavior extends to your off-campus and personal lives, which can affect your ability to transmit the virus on campus, including at a minimum:

- always wearing a mask when on campus and when gathering with other individuals
- maintaining physical distance of at least six feet on campus and when gathering with individuals outside the classrooms and other areas
- limiting the size of on campus gatherings;
- minimizing and limiting the size of events gatherings with other students

Article XV of the CUNY bylaws requires that each student obey policies, regulations, and orders of the University/College. Students are reminded that the Rules and Regulations for the Maintenance of Public order pursuant to article 129a of the education law ("Henderson Rules") prohibits:

- behaviors that recklessly or intentionally endangers the health of others
- behavior that interferes with the institution's educational processes.
- failure to comply with the direction of a University official



The University is committed to adhering fully to current and future directives about social encounters from the federal, state and local public health officials. Any student found in violation of these directives may be subject to discipline under article XV of the CUNY bylaws.

## **VISITING GUTTMAN**

Please note that the campus is closed for the Fall I and Fall II 2020 semesters due to the COVID-19 pandemic. The food pantry and laptop loans are available by appointment.

Guttman Community College is located at 50 West 40th Street between Fifth and Sixth Avenues in midtown Manhattan.

Bryant Park is directly across the street and offers a beautiful place to study during the fall and spring. The Park hosts a variety of activities throughout the year, from ice skating and a holiday market in the winter to juggling and tai chi in the summer.

Our campus is within walking distance of many of New York's best cultural attractions, including Grand Central Terminal, the New York Public Library and Times Square. Learn more about our neighborhood on these sites:

[Bryant Park](#)

[Grand Central Terminal](#)

[New York Public Library, Stephen A. Schwarzman Building](#)

[Times Square](#)

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 5th Avenue-Bryant Park
- Take the 1, 2 or 3 to Times Square-42nd Street

Buses within Manhattan that stop near us:

- 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:

Icon Parking

143-145 W 40th St., between Broadway and 7<sup>th</sup> Avenue

Icon Parking

1114 6<sup>th</sup> Ave., between 42<sup>nd</sup> and 43<sup>rd</sup> Streets

Central Parking System

38 West 46th St., between 5th and 6th 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 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 multi-step 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 but acceptance will be dependent upon enrollment availability. Once the application has been submitted, students must satisfy both the information session and individual meeting requirements 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.

### **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 Guttman 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 information to determine the fit of Guttman Community College with their educational and professional goals.

### **INDIVIDUAL MEETING**

Following the information session, applicants are required to participate in a thirty-minute meeting to engage in a deeper conversation to help applicants understand the commitment of attending Guttman Community College. Applicants meet with an Admissions and Access Peer Mentor to help students make a better-informed college decision regarding their journey in starting at Guttman and understand the next steps in the admissions process.

### **TRANSFER STUDENTS, PART-TIME STUDENTS, 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 considers a transfer student as someone who has attended any college, university and/or proprietary school since graduating from high school/secondary school. This applies whether or not you are seeking transfer credit and/or changing a program of study.

### **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 CUNY Policy on the Submission of Fraudulent Documents and the procedures for imposing sanctions.](#)

### **AFTER YOU ARE ACCEPTED**

Upon acceptance to Guttman Community College, students must complete the following requirements for enrollment:

- Accept Guttman’s Offer of Admission
- Complete New Student Orientation
- Submit Proof of Graduation
- Satisfy N.Y.S. Immunization Requirements
- Successfully Complete the Guttman Bridge Program

### **ACCEPT OFFER OF ADMISSION**

To secure your enrollment, students who received offer of admissions to Guttman Community College must complete the following three steps:

1. Accept Offer of Admissions by logging in to your [CUNY Login Page](#) navigating the Admissions Section in your Student Center and clicking on “I Accept Offer” for Guttman Community College.
2. Check if you have received an automatic commitment deposit waiver on the webpage immediately after you accepted the offer. If not, submit a \$100.00 non-refundable commitment deposit.



3. Complete an Online Commitment Form via the [GrizzlyPath](#), a personalized portal page used throughout the admissions and enrollment process. The deadline to accept offer of admissions and submit a commitment form is May 1. Failure to secure your enrollment by deadline may result in forfeiture of your acceptance.

## **NEW STUDENT ORIENTATION**

Entering first year students are required to complete New Student Orientation (NSO) prior to beginning the Summer Bridge Program. The mission of NSO is to holistically address students' transition to college. Therefore, our program is designed to familiarize students with Guttman's distinct resources and services, introduce them to faculty, staff and student life, review basic policies and procedures, and provide detailed information on our unique Summer Bridge program.

Students who have submitted a commitment form can register to participate in new student orientation at [GrizzlyPath](#), a personalized 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 information below helps to determine the action required by an incoming student.

**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. This information will be transmitted from the NYC DOE to the City University of New York during the month of August. Therefore, students that this information applies to do not have to submit a final transcript. In the case that we do not receive an official transcript from the Department of Education, students will be contacted via email.

**Non-DOE High Schools and Charter Schools Final High School Transcript:** A final high school transcript, indicating the date of graduation and type of diploma received, must be submitted by the first day of Summer Bridge. The transcript must be received in the original unopened envelope as issued by the school, with a school stamp or signature on the closed envelope flap.

Instructions and additional information will be available on student's personalized portal page, [GrizzlyPath](#).

If a student's graduation is contingent on the completion of summer school or a Regents exam that will be administered in August, please contact the Office of College Admissions and Access at [admissions@guttman.cuny.edu](mailto:admissions@guttman.cuny.edu) or call 646-313-8010

## **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 an [immunization form](#) indicating that they received and read the information. Vaccination is NOT mandated; however, completion of the Meningitis Response Form is required. For additional information, view [the Immunization Handbook for New York State Post-Secondary Institutions](#).

## **SUMMER BRIDGE PROGRAM**

To prepare for success in students' transition to college, all incoming participants are required to complete the Summer Bridge Program in order to take classes during the Fall semester.

During Summer Bridge, students explore their strengths and challenges as a learner, begin to set goals, and make plans for their future education and career. Participants are introduced to Guttman's academic expectations while practicing the strategies and study skills needed to meet them.

Students in Summer Bridge take classes with the same group of people they will work with in the Fall, which is an opportunity to meet their classmates and begin the bonding process. In addition, students also meet and work with the faculty who will teach them in the Fall semester, as well as their advisors and members of the College's diverse and dedicated professional staff. Overall, Summer Bridge is designed for students to experience our culture of mutual support and achievement as they join the Guttman community.

Attendance is required. For dates and times of the respective bridge programs, please visit the [Summer Bridge Program website](#).

## **FINANCIAL AID**

### **Contact Information:**

Office of Financial Aid  
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](mailto:financial.aid@guttman.cuny.edu)

The Office of Financial Aid at Guttman Community College is committed to assisting students explore their financial aid options.

Pursuing a college education is one the best investments a student can make in building their future career paths. Our mission is to ensure that every Guttman Community College student is educated regarding his or her financial aid options as it relates to financing their college degree. The Office of Financial Aid strives to assist Guttman's students in removing or reducing financial barriers in order to provide support in pursuing their academic goals. Financial need should not prevent any student from





attending a CUNY college. Over 60% of full-time Guttman students attend tuition-free due to the Federal Pell grant and New York State Tuition Assistance Program (TAP) award, which on average fully covers CUNY's low tuition. For more information on the different types of financial aid programs available please visit [Guttman's financial aid website](#) or to learn more about what CUNY offers, please visit [CUNY's financial aid site](#).

Financial Aid counseling is available on an individual walk-in basis, by appointment via Starfish, and in-group workshops conducted throughout the academic year. Our expert staff provides assistance with troubleshooting online financial aid applications (FAFSA and NYS Aid Applications). We also provide counseling about financial aid eligibility, including student loan counseling and literacy, and tuition payment options. The Office of Financial Aid is also responsible to determine student aid eligibility. For additional questions about financial aid, please contact the Office of Financial Aid at 646-313-8011, [financial.aid@guttman.cuny.edu](mailto:financial.aid@guttman.cuny.edu) or visit The Hub located on the third floor.

### **HOW TO APPLY FOR FINANCIAL AID**

Federal and New York State student financial aid is available to help pay for college. In order to continue receiving financial aid, you must apply every year. The Office of Financial Aid is here to assist you throughout this process but you must take the first step!

#### **Step One:** Submit a Free Application for Federal Student Aid (FAFSA)

Your eligibility for financial aid can only be determined once you have submitted your financial aid applications. All students seeking financial aid must complete the [Free Application for Federal Student Aid \(FAFSA\)](http://www.fafsa.ed.gov/), available online at <http://www.fafsa.ed.gov/>. It is important to include our Federal school code (**042101**) on the FAFSA application. The Federal school code allows the release of your FAFSA application data to Guttman Community College. If Guttman Community College is not listed on the FAFSA application, we will not receive your FAFSA application data, therefore, we will be unable to process any Federal Student Aid for you. The Free Application for Federal Student Aid (FAFSA) and NYS TAP application must be submitted every year.

#### **Step Two:** Submit a NYS Student Aid Payment Application

The NYS Student Aid Payment Application (I.E. TAP grant) is available for a student to submit via a link on the FAFSA Confirmation page. If the link is not displayed on the FAFSA Confirmation page, you will receive a separate email from [Higher Education Services Corporation \(HESC\)](#), which provides directions on how to complete the NYS Student Aid Payment application online.

If you would like Guttman Community College to process a New York State award (I.E. TAP grant) for you, then you must list Guttman's NYS TAP school code (**1421**) on the application.

There are also many other NYS financial aid programs you can apply for, such as the *NYS Excelsior Scholarship*, the *Peralta NYS Dream Scholarship*, and *NYS Part-time Scholarship (PTS)*. For more information on these scholarship(s) and how to apply, please visit the [HESC Grants, Scholarships and Loans website](#).



### **Step Three: Pay attention to your CUNYfirst “To Do List”**

It is important to resolve any items listed on your CUNYfirst To Do List. You can review your TO Do List items anytime by logging into your [CUNYfirst account](#).

Your To Do List will display the documents or actions you need to complete in order to finalize your financial aid. If the To Do List items are not resolved, then the Office of Financial Aid will not be able to process your financial aid awards. Make sure you respond promptly to any e-mail requests from the Office of Financial Aid to avoid in delays in processing your financial aid.

### **Important Information: *What do I need to know?***

#### **FINANCIAL VERIFICATION**

Federal verification is an important part of the financial aid application process. The Department of Education randomly selects a FAFSA application for a process called verification. When a student is selected for the verification process, the college is required to collect documents such as a verification worksheet, W2 form(s), Federal tax return information and any other form(s) required to resolve a verification. Verification must be completed prior to awarding a student Federal financial aid. Students can check their CUNYfirst “To Do List” to determine what documentation is required.

#### **FINANCIAL AID CERTIFICATION DATE**

Guttman Community College has a modular academic calendar that allows students to enroll in two sessions per term (Fall 1/Fall 2 and Spring 1/Spring 2). Financial aid eligibility is determined based on a student’s matriculation, Cost of Attendance (COA), Estimated Family Contribution (EFC), remaining financial need, and enrollment (amount of credits registered). Your enrollment for the term (which includes both sessions) is locked in on the 7<sup>th</sup> day of the term. Please refer to the [Academic Calendar](#) for further details.

On the 7<sup>th</sup> day of the term, the Office of Financial Aid will lock in your enrollment; therefore, it is important to pre-register for your Fall 2/Spring 2 courses (if applicable) prior to the 7<sup>th</sup> day of the term. Your financial aid awards will be based on the enrollment as of the 7<sup>th</sup> day of the **term**. If you need to make changes to your registration, the Office of Financial Aid advises that you speak to an academic advisor (Student Success Advocate or Career Strategist) and a financial aid counselor prior to making any changes to your enrollment since it may affect your financial aid awards for the term.

#### **Failure to attend one or more Courses (WN grades)**

If a student receives a WN administrative grade in one or more courses, it is as a result of the instructor reporting the student as never attending the course. A WN administrative grade affects the student’s financial aid eligibility and may create a balance which the student will owe to Guttman Community College. A WN administrative grade is not eligible for financial aid; the WN grade does not count towards your enrollment for the term for financial aid eligibility purposes. It is recommended that you visit an academic advisor (Student Success Advocate or Career Strategist) and a financial aid counselor to evaluate how the WN administrative grade(s) will affect financial aid eligibility. For information about



the grading policies at Guttman Community College please refer to the [Grading Glossary and Guidelines](#) in this bulletin.

**Important Note:** While a WN administrative grade is not financial aid eligible, the course is still being billed to the student which may create a balance on the student's account. It is the student's responsibility to pay the college any tuition and fee charges not covered by financial aid. If a student is aware that they will not be attending a particular course for a session, the student should contact their academic advisor and a financial aid advisor to evaluate their options.

### **SATISFACTORY ACADEMIC PROGRESS (SAP)**

All Guttman Community College students who receive Federal Title IV funding (Pell, SEOG, Federal Work Student, Direct Loans, etc.) and NYS Financial Aid funding must maintain Satisfactory Academic Progress (SAP) in order to maintain eligibility for their financial aid. Failure to maintain SAP will result in the loss of future eligibility for Federal and/or NYS financial aid. For additional information on the [SAP policies for Federal and NYS Financial Aid programs](#) you can visit our website.

### **WITHDRAWALS AND THE RETURN OF FEDERAL FINANCIAL AID**

Federal financial aid is awarded with the expectation that a student will attend school for the entire period for which the awards were intended. If a student withdraws (W, WD, WA or WU grades are assigned) from all of their classes for the term or session, the college will determine the portion of your federal awards you are entitled to receive according to a prescribed formula established by the U.S. Department of Education. Any unearned disbursed portion of the aid will need to be repaid to the college/U.S. Department of Education. This process is called Return to Title IV (R2T4).

Federal Title IV programs that are included in the R2T4 calculation include Pell Grant, SEOG, Federal Teach Grant, Iraq and Afghanistan Service Grant, Direct Loans (Subsidized and Unsubsidized) and PLUS Loans (Parent PLUS and Graduate Plus). **The amount of federal financial aid earned by a student is determined by the number of days completed in the term/session.**

**Important Note:** If Federal funds need to be returned, it may create an outstanding balance on the student's account with Guttman Community College. The student will be responsible for any outstanding balance when funds are returned to the U.S. Department of Education.

Withdrawing from some or all of your classes may also impact your eligibility for New York State financial aid for the current or subsequent semester(s).

### **Have a Question?**

If you have questions about the financial aid application process or want to learn more information about the Financial Aid programs available, visit the [Guttman financial aid website](#) or contact us directly at [financial.aid@guttman.cuny.edu](mailto:financial.aid@guttman.cuny.edu), call us at 646-313-8011, or you can also visit The Hub located on the third floor.



## Useful Websites and Phone Numbers

[Guttman Community College Scholarships](#)

[The City University of New York \(CUNY\) Financial Aid Information](#)

[CUNY Scholarship Information](#)

Federal Student Aid

[Free Application for Federal Student Aid \(FAFSA\)](#)

[Federal Student Aid Information](#)

1-800-4-FED-AID (1-800-433-3243)

[Federal Student Loan Services](#)

New York State Higher Education Services Corporation (NYS HESC)

[TAP Grant Information](#)

1-888-NYS-HESC (1-888-697-4372)

## MY COLLEGE EXPENSES Q&A FOR STUDENTS

**How much will it cost for me to attend Guttman Community College for the 2020-2021 Academic Year?**

For a full-time New York City Resident student, your direct costs (tuition and fees) are \$5,192.90. If you are a full-time student and out of state or a non-resident of New York City then your **direct** costs (tuition and fees) are approximately \$11,912.90 (based on 15 credits/equated credits per term).

**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 pay for out of pocket because you are attending college. At Guttman Community College, your direct costs are tuition and fees. Indirect costs are out of pocket expenses such as books, supplies, transportation, personal expenses and room and board. A student's budget or Cost of Attendance (COA) is comprised of both direct and indirect costs. [Additional information regarding your Cost of Attendance \(COA\).](#)

**What if I was awarded Financial Aid?**

Your financial aid awards are applied to your direct costs which consists of your tuition and fees per semester. If your financial aid awards exceed your tuition and fees, then you may be eligible for a financial aid refund to help you cover out of pocket expenses such as books and supplies.

Any type of financial aid you receive, such as Federal or State grants, outside scholarships or Federal Direct Loans, can never exceed your total cost of attendance for the academic year.



### **What if I am entitled to a Financial Aid Refund?**

If the amount of financial aid you are receiving is greater than your tuition and fee charges, you may be eligible for a refund. In most instances refunds will be made in two payments. The first payment will be issued right before or during the first week of classes and it is to be used to help pay for out of pocket expenses such as books and supplies. The second payment will be issued approximately 30 days into the term and it can be used for all other indirect college expenses.

### **How can I receive my Financial Aid Refund?**

If you do nothing at all, a check will be mailed to your mailing address as listed on your CUNYfirst account. However, you are encouraged to sign up for direct deposit of your refund by using your own bank account. For more information on signing up for a direct deposit please visit the [CUNY Financial Aid and Tuition Refunds website](#).

### **What if I have additional questions?**

You can contact us by:

- Setting up an appointment on Starfish to meet with a financial aid advisor
- Email at [Financial.Aid@guttman.cuny.edu](mailto:Financial.Aid@guttman.cuny.edu)
- Phone at 646-313-8058

When the campus re-opens, you can also visit the Hub on the 3rd floor to speak to one of our representatives during normal business hours.

## **TUITION AND FEES/OFFICE OF THE BURSAR**

### **FEES**

During your time at Guttman Community College, you may be required to pay certain student fees:

**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: \$20**

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. Section 18 of the State Finance Law requires students to pay late fees on outstanding tuition and fees that are not paid within 30 days of receipt of a billing notice or invoice therefore. Late fees may include, without limitation, set fees or statutory interest.

Some students use outside servicing agents to administer tuition payment plans. If such servicing agents charge fees to students who are late with payments to such providers, those fees may be separate and different than CUNY's late payment fees.

The University may require a student to pay all outstanding tuition and fee amounts, plus applicable late charges, as a condition to reinstatement of the student, and such amounts will be in addition to any readmission fee due.



**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: \$30 for each 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; per transcript (for any institution outside of CUNY)

Please note:

- Every time a student or an alumnus requests a transcript, the student or the alumni will be charged \$7.00 per transcript.
- There is no need for a student or an alumnus to request transcripts for another CUNY school.

For more information about transcripts, please visit the [Transcripts webpage](#).

**TUITION INFORMATION**

Students do not receive tuition bills in the mail. It is the student's responsibility to go to their [CUNYfirst account](#) 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.



CUNY mandates that the accounts of students who do not make full payment of tuition and fees be referred to a Collection Agency. The student will be responsible for all collection costs. These costs include, but are not limited to:

- Collection Agency Fees
- Attorney Fees
- Court Costs
- Outstanding Tuition and Fees owed to the College

## **PAYMENT**

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

If you are not receiving any financial aid OR the amount of financial aid you are receiving is less than your tuition and fee charges, this is the amount that you are required to pay to Guttman Community College (both Due Now and Future Due). You will receive an email to your Guttmanmail address informing you of the due date of your tuition balance. The due date is determined by the date of registration.

You can pay your tuition several ways:

One time on line payment via CUNYfirst:

You can make a payment directly to your CUNYfirst account via eCheck by entering your bank's routing number and your bank account number. There is no additional charge for eChecks.

You can make a payment directly to your CUNYfirst account via credit card by entering your account number, expiration date and security code. There is a 2.65% charge for using a debit or credit card.

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. The Enrollment Fee for the payment plan will be \$25 per term. A 2.65% service fee will be charged to debit and credit card payments.

In Person:

Payment can also be made in person at the Bursar's Office, Room 311. Payment should be made by check or money order only, made payable to Guttman Community College. Cash or charge cards are not accepted at the office.

By Mail:

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

Guttman Community College  
Bursar Office Room 311  
50 West 40th Street  
New York, NY 10018





## REFUNDS

If the amount of financial aid you are receiving is greater than your tuition and fee charges, you may be eligible for a refund. You can verify this through your CUNYfirst account. Refunds will usually be made in two payments. The first payment may be issued right before the first week of classes to be used to pay for books and supplies. The second payment will be issued later during the semester. Students are encouraged to sign up for direct deposit of their refunds using your 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 [Guttman Payment and Refund webpage](#) for more information about payment, refunds and financial aid.

## CERTIFICATE OF RESIDENCE

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 (\$5,192.90 for full time enrollment) 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 Bursar's Office Room 311 as a condition of adjusting your charges to the In-City Rate of Tuition.

Certificate of Residence: Click on one of the neighboring county links:

[Nassau County](#)  
[Rockland County](#)  
[Suffolk County](#)  
[Westchester County](#)

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

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

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

It is your responsibility to ensure that a valid Certificate of Residence is on file at Guttman Community College before the first day of classes 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 Bursar’s Office Room 311 before the first day of class. If you do not have the certificate at that time, please contact the Bursar’s Office to make arrangements.

If you have any questions regarding this, please call the Bursar’s Office at 646-313-8142.

### TUITION & FEES CHART

<b>Residency Designation</b>	<b>Full-Time (12 or more credits/contact hours)</b>	<b>Part-Time (Per credit/contact hour)</b>
<b>Residents of New York City :</b> A Matriculated Student	\$2,400.00 per term	\$210.00 per credit
<b>Residents of New York City:</b> A Non-Matriculated Student	\$265.00 per credit	\$265.00 per credit
<b>Non-Residents of New York City:</b> <i>A Resident of New York State with Certificate of Residency on File</i> <b>Matriculated Student</b>	\$2,400 per term	\$210.00 per credit
<b>Non-Residents of New York City:</b> <i>A Resident of New York State with Certificate of Residency on File</i> <b>Non-Matriculated Students</b>	\$265.00 per credit	\$265.00 per credit
<b>Non-Residents of New York City:</b> <i>A Resident of New York State without Certificate of Residency on File</i> <b>Matriculated Student</b>	\$320.00 per credit	\$320.00 per credit
<b>Non-Residents of New York City:</b> <i>A Resident of New York State without Certificate of Residency on File</i> <b>Non-Matriculated Student</b>	\$420.00 per credit	\$420.00 per credit



Residency Designation	Full-Time (12 or more credits/contact hours)	Part-Time (Per credit/contact hour)
Out-of-State Residents: Matriculated Student	\$320.00 per credit	\$320.00 per credit
Out-of-State Residents: Non-Matriculated Students	\$420.00 per credit	\$420.00 per credit

## OFFICE OF THE REGISTRAR

The Office of the Registrar provides services and support to students and alumni, and other relevant parties. Additionally, the office works closely with the Office of Academic Affairs, the Office of Information Technology, the Office of Student Engagement, the Center for College Effectiveness, and the Office of Partnerships & Community Engagement to support the academic mission of the college and provide quality, effective service.

The Office of the Registrar is located on the College's third floor by the Hub. The Hub is a one-stop resource center for student services that also includes the Offices of Admissions, Bursar and Financial Aid.

Externally, the Office of the Registrar works closely with CUNY's central administration, and stays current with State and Federal regulations. Registrar staff are members of American Association of Collegiate Registrars and Admission Officers (AACRAO) the National Professional Association for Registrars and Admissions Officers, and the Middle States Association of Collegiate Registrars and Officers of Admission (MSACROA).

The Office of the Registrar is responsible for **the official student academic records** and is responsible for the accuracy, integrity, and security of those records under the Family Educational Rights and Privacy Act (FERPA).

The Office of the Registrar maintains student records; coordinates and sets up registration; issues degree and enrollment verifications; transcripts; course offerings; issues permits; sets class & finals schedules; sets classroom scheduling; maintains academic calendars; posts evaluated transfer and test credits; issues permits; awards students' degrees and issues and distributes diplomas and other student related services. We help to ensure student academic progress by maintaining the accuracy and integrity of student records' privacy.

## OFFICE HOURS

The Office of the Registrar, along with the other operations of the Hub, is open:

Fall and Spring Business hours:



Monday through Thursday: 9 a.m. until 6 p.m.  
Friday: 9 a.m. until 5 p.m.

Summer hours:\*

Monday through Thursday: 9 a.m. until 5 p.m.  
Friday: CLOSED

*\*Hours subject to change.*

Students who cannot visit the Registrar's Office during business hours, may call 646-313-8080 or email [Registrar@guttman.cuny.edu](mailto:Registrar@guttman.cuny.edu) to schedule an appointment at another time.

The Office of the Registrar provides verification of enrollment for health plans and other purposes at no charge online, by mail or in person and transcripts in accordance with CUNY's fee policy. Please visit [the Registrar webpage](#) for more information.

Through its use of CUNYfirst, the University's system of record, and in cooperation with Admissions, Bursar, and Financial Aid, the Office of 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.

### **CONFIDENTIALITY MATTERS (FERPA)**

The Office of the Registrar takes its obligation to safeguard the confidentiality of student information very seriously by preserving the integrity and privacy of students' academic records and executing the provisions of the Family Educational Rights and Privacy Act (FERPA). The Office of the Registrar goes 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.

The Office of the Registrar will only verify or confirm the following directory information:

Dates of attendance  
Degrees or honors  
Program of study - Major

The Office of the Registrar will only release academic records prior to the student's consent under circumstances specified by law.

If a student does not want the Office of the Registrar to confirm or verify the directory information listed above without prior written consent, a Directory Information Non-Disclosure Form must be completed. The completed form along with the student's Guttman **photo ID** or valid U.S. Government issued State **photo ID** must be submitted in person to the HUB, located on the third floor of 50 West 40th Street, New York, NY 10018. If the original paperwork cannot be submitted in person, the documents can be uploaded through the Student Upload in CUNYfirst. Instructions in pdf and video format can be found on our [How-Tos/Reference Guides webpage](#).



Please note that if students ask the Office of the Registrar to withhold students' information, we will not be able to process the actions below without a written consent from the student and a notarized copy of the student's Guttman photo ID or valid U.S. Government issued State photo ID:

- Confirm your enrollment or degree information by mail or online
- Request transcripts by mail or online

The College may disclose Personally identifiable information (PII) from the student's records to parents of an eligible students if the student is a dependent for IRS purposes (§99.31(a)(8)).

Students who wish to release a transcript to an authorized person must complete the Transcript Authorization form, which can be obtained at the HUB. Please note that the authorized person will need to show a valid U.S. Government issued State photo ID and that the personal information must match with what is on the Transcript Authorization form. Completing a Transcript Authorization form is not requesting a transcript. Students must place a transcript order when they submit a Transcript Authorization form. For more information about transcripts, please visit [the Registrar's Transcripts webpage](#).

For additional information about FERPA, the federal law that governs the release of student education records, visit [the FERPA website](#) 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**

Registration dates for each term are announced in advance by the Office of the Registrar. The Office of the Registrar processes registration of classes for students in their first term and they are informed of their class schedules during Bridge, orientation or by email. First year students are assigned to a Student Success Advocate (SSA) and are placed into houses and cohorts. A positive service indicator is also placed on first year students' records to show which house and cohort the student has been assigned. After their first term, students are responsible for registering for classes themselves using CUNYfirst. The



Office of the Registrar will email students with the pertinent information before registration begins each term.

A negative Advisement Service Indicator may be placed on students' records prior to the registration period depending upon the student's GPA and/or other factors. Students with negative indicators **cannot** register and are **required** to meet with their Student Success Advocate (SSA) or Career Strategist before the indicators is be removed from their records in order to be able to register for classes.

Before meeting with a Student Success Advocate (SSA) or Career Strategist, students are encouraged to check DegreeWorks. The DegreeWorks system is used to monitor the progress towards a degree. This online system is a road map that provides details about the courses, requirements completed and courses still required to graduate. Use this self-advisement tool to regularly track your degree progress as well as plan for future registrations.

Users will be able to access DegreeWorks by using one of the following methods:

DegreeWorks link in CUNYfirst

- Campus Solutions > Self-Service menu > Student Center > DegreeWorks – Online Advisement under the Advisement / Transcript tab on the right side menu

DegreeWorks, however, is not a student's academic transcript nor is an official notification of completion of degree requirements. Changes made to students' official academic records will take at least 24-48 hours to be reflected in a student's DegreeWorks report. This progress report does not supersede the College Catalog and/or academic policies. Students' transcript is their official College record, and must be requested from the Registrar's Office. For more information on requesting an official transcript, please visit the [College's Transcript webpage](#).

Use DegreeWorks to regularly track your degree progress as well as plan for future registrations. When planning for registration, students are encouraged to check DegreeWorks for courses needed to complete their degree requirements. To view courses needed, select the "Registration Checklist" on DegreeWorks. It is advised to check on CUNYfirst before planning for registration to confirm if desired course(s) are offered.

Students are **academically and financially fully liable for the classes registered**. Because of this, students are strongly advised not to register for **a class that does not apply** to their degree program. If a class does not apply to the degree program, it can **delay graduation and adversely affect financial aid**.

It is strongly recommended that when students register for classes, they register for both sessions (12-week and 6-week sessions) of the term at the same time, especially if receiving financial aid. Financial aid is awarded for the term (includes both sessions) and it is locked in on the seventh day of the term. If the credit total is below 12, it is considered part-time and financial aid may be affected. It is advised that students see a Financial Aid advisor after registration or if any questions arise. For more information, please refer to the [Financial Aid page](#) on the Guttman website.

The number of credits a student is able to register for depends upon the student's cumulative grade point average (GPA).

- Students with a GPA below 2.0 and/or are on academic probation **may not register** for more than 12 credits within a term.



- Students who wish to take more than 6 credits during the 6-week session **must have** a GPA of 3.0 or higher and approval from their academic advisor {Student Success Advocate (SSA) or Career Strategist} and Program Coordinator.

After registration, billing and financial aid (if qualified) information can be viewed in CUNYfirst. Financial Aid representatives are available year-round to assist in satisfying financial obligations to Guttman Community College. Registration is not complete until payment is made. The College reserves the right to drop students from classes during the cancellation dates if payment is not made by the payment due date. For more information about billing and due dates, please visit the [Tuition Information webpage](#).

Guttman Community College considers registration to be a clear indication of students' intent to attend that class. If students change their mind about attending class or if circumstances prevent them from attending, **they must notify us officially of the change in status, and drop the class(es) before any deadlines to prevent any additional charges.** Courses should be dropped online using CUNYfirst. Please check [the academic calendar](#) for deadlines.

If CUNYfirst is available, the class should be dropped online. If CUNYfirst is not available, students should see their academic advisor {Student Success Advocate (SSA) or Career Strategist} during the allowed period to drop or withdraw. Please check the Academic Calendar for deadline. If students are not able to drop or withdraw through CUNYfirst and cannot see an academic advisor, they must inform the Office of Registrar in writing of the intent to drop. The drop will take effect the date of the postmark on their letters or email from Guttman's email account.

Classes dropped during the Drop period indicated on the academic calendar will not appear on a transcript. After the Withdrawal period, a student may withdraw from a class, but the class remains on the student's transcript with a grade of "W".

A student may be entitled to a full or partial refund of tuition paid for class(es) **based on the date on which the class(es) were dropped officially.** See the academic calendar for the deadline dates for dropping classes with a percentage refund.

If students do not notify the College of the intent to drop or withdraw, the class(es) will appear on their transcript with the grade submitted by the instructor. Additionally, students will owe the full amount of their bill and may have to repay some or all of the financial aid they had received.

## COURSE SEARCH

CUNY has a Course Search tool available to students to assist searching for classes when CUNYfirst is not available. It also facilitates the search for classes during registration which allows students to view course listings prior to beginning of registration. Students can look up classes and arrange their class schedule before their registration appointment. Please visit the [CUNYfirst Class Schedule](#).



## EPERMITS

The City University of New York (CUNY) offers all CUNY students the opportunity to take courses at other CUNY schools on permit as long as the student receives approval from their home school. The CUNY ePermit system was designed to assist students in finding equivalent courses at other CUNY colleges and to apply officially electronically for a CUNY permit. Guttman students need to see their academic advisor for approval **before** applying and initiating an online permit request.

[More information about ePermits.](#)

[Guttman Community College ePermit Policy](#)

For additional questions regarding ePermit, contact [epermit@guttman.cuny.edu](mailto:epermit@guttman.cuny.edu)

## ENROLLMENT VERIFICATION

An **enrollment verification** is an official document which provides proof of enrollment at Guttman Community College for current and past terms. Other common names for this are enrollment letter, enrollment certification, proof of enrollment, and attendance letter. Verification letters are frequently needed for medical coverage, loan deferments, and insurance purposes.

Guttman Community College has authorized the **National Student Clearinghouse (NSC)** to provide enrollment verification services to our degree seeking students free of charge. Students can view and print a verification letter at their convenience 24 hours a day, 7 days a week. To utilize this online service, students will need to log into their My Guttman portal. After login, students will be directed to the My Guttman homepage that displays a list of resources in an orange text box. An enrollment verification letter can be requested in the 'Registrar Resources' in the list of resources.

Please note that logging out will only log the user out of the National Student Clearinghouse website and not from My Guttman. To log out of My Guttman, the user must close the browser. Non-degree seeking students who wish to obtain an enrollment verification must contact the Registrar's Office their request by person, mail or email.

For insurance companies and other agencies needing certification of student enrollment and degree verification at Guttman Community College, the **National Student Clearinghouse (NSC)** is also authorized to act as our agent for certification of enrollment, degree and loan verifications for students who attended or graduated from Guttman Community College Fall 2012 to the present. These companies and agencies will need to contact NSC directly. NSC's contact information is:

### **National Student Clearinghouse**

2300 Dulles Station Blvd. Suite 300

Herndon, VA 20171-3019

Tel: (703) 742-4200

Fax: (703) 742-4239

[enrollmentverify@studentclearinghouse.org](mailto:enrollmentverify@studentclearinghouse.org)

Available seven days a week, 24 hours a day





## TRANSCRIPTS

Unofficial transcripts are free and can be obtained through CUNYfirst. Please visit the [Registrar's How-Tos/Reference Guides webpage](#) for instructions on obtaining them.

Official transcripts will not be issued to students with an outstanding financial obligation to Guttman Community College (negative service indicator). Transcripts cannot be emailed or faxed to students or institutions. Please plan ahead and submit your request at least three weeks before the deadline to leave time for processing and mailing. Please note that we do not process transcripts requested for CUNY institutions. All CUNY schools will have access to your academic record after you apply to their schools.

There are two types of transcripts that can be ordered:

- **Official Transcripts:** These are mailed directly to the College, University, employer, scholarship Office, etc.
- **Third Party/Officially Sealed Transcripts:** These are official transcripts picked up in person by the student or mailed to the student, who then delivers the official transcript in a sealed envelope to the designated party. Officially Sealed Transcripts are stamped "Issued to Student" and should **NOT** be opened by the student otherwise the transcript **becomes VOID**.

All transcripts are \$7.00 each. Payment must be received prior to processing the request. Acceptable methods of payment include check or money order payable to Guttman Community College by mail or in person at the Bursar Office. Student's full name and Empl ID must be written on the check or money order.

Transcripts can be ordered three ways:

- **Online:** Students are advised to request transcripts online as it is the quickest way to order. Guttman Community College has partnered with Credentials Solutions to accept transcript orders via the Internet. Through a secure site, online transcripts may be ordered conveniently 24 hours a day, 7 days a week. Please visit the [Transcripts webpage](#) for more information about ordering transcripts online.
- **By Mail:** Allow up to 3-4 weeks for your transcript delivery to the destined party. Students are responsible to submit requests ahead of time; the Office of the Registrar is not responsible for any missed deadlines. Download the transcript form from the [Guttman Registrar's webpage](#). Complete the pdf form electronically, print, and sign the request form. Mail the transcript request form(s) along with the check or money order to the address below.

### **Mailing Address:**

Guttman Community College  
Office of the Registrar  
Room 307A  
50 West 40<sup>th</sup> Street  
New York, NY 10018



- **In Person:** Allow 3-5 business days for processing and printing. Students are responsible to submit requests ahead of time; the Office of the Registrar is not responsible for any missed deadlines. Download the transcript form from the [Guttman Registrar's webpage](#). Complete the pdf form electronically, print, and sign the request form. Bring the completed form and payment to the HUB, located on the third floor during business hours. Students can also visit the HUB to obtain the request form.

**Please note: while the campus is closed due to the COVID-19 pandemic, transcripts can ONLY be ordered online – mail and in-person orders are not available. Mail and in-person ordering will resume when the campus re-opens.**

## GRADING POLICIES AND GUIDELINES

Our faculty members will assign grades based on the glossary below. Each grade corresponds to a certain number of “quality points” that will be used to calculate the grade-point average, or GPA. In the case where a dash is in place of quality points, the grade will not be included in the GPA.

Grade	Explanation	Quality Points
A+	Exceptional	4.00
A	Excellent	4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Passing	1.30
D		1.00
F	Failure/Unsuccessful completion of course	0.00
P	Pass	--
R	No Credit	--
W	Withdrew (Cannot be assigned by instructor)	--
WA	Administrative Withdrawal (Non-punitive grade assigned to students who register for classes but do not provide proof of immunization by the compliance date)	--
WD	Withdrew Drop (Dropped after Financial Aid Certification date. Does not appear on transcript)	--
WN	Never Attended (Does not appear on transcript)	--
WU	Withdrew Unofficially (After attending at least one class session. Assigned by instructor. Counts as "F")	0.00
CR	Credit earned (equivalent to "A" through "D") – Use during the Spring 2020 semester	--
FIN	"F" from Incomplete (when "INC" grade lapses to a "FIN"), which is computed in the GPA as "F"; this occurs if grade is not made up by the deadline date assigned by the instructor or the end of the following semester	0.00



Grade	Explanation	Quality Points
INC	Session's Work Incomplete – "INC" Contract needed. This may include absence from final examination	--
NC	No Credit Granted*	--
PEN	Grade Pending	--

\*Policy on Awarding Grades of "NC" or "F"

For courses in the **First Year Experience (FYE)** at Stella and Charles Guttman Community College (see list below), students will receive a grade of NC in lieu of the first grade of F for failure to pass the course. A student must repeat the course if a grade of NC is earned in any of these FYE courses. If a student fails the FYE course a second time, a grade of F will be given instead of NC. If a student fails the same course two times (i.e., one NC and one F), there will be an intervention with the Assistant Dean of Student Engagement or the designee. The student may be allowed to repeat the course a third time under specified conditions.

List of **First Year Experience** courses:

ENGL 103 Composition I  
 LASC 101 City Seminar I  
 LASC 102 City Seminar II  
 MATH 103 Statistics **OR** MATH 103 A Statistics A and MATH 103B Statistics B  
 SOSC 111 Ethnographies of Work I  
 SOSC 113 Ethnographies of Work II

"NC" was also assigned during COVID-19, the Spring 2020 term, as a flexible grade option for a failing grades converted to "NC".

All grades that carry a numerical quality point value are included in the calculation of the GPA. To compute the 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.

[More information on grading.](#)

## GRADES

At the end of every session, students will be able to view grades by signing into their CUNYfirst account. <https://www.cuny.edu>

## WITHDRAWING FROM A CLASS

Course Withdrawal period dates can be found on [the academic calendar](#). When withdrawing from a class, the class remains on the student's transcript with a grade of "W." The grade of "W" does not



calculate into the student's GPA. Note that this differs from dropping a class. When a class is dropped, it does not appear on a student's transcript.

To withdraw from one or more classes, students should contact or visit an academic advisor to discuss their decision. If a student cannot visit their advisor, the student must put the request in writing to the advisor. Requests made through the deadline indicated on the academic calendar will be honored. There is no guarantee that a request for withdrawal after the last date indicated on the academic calendar will be approved. If a request after the deadline is not approved, a student will receive a grade in the course.

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

### **ADMINISTRATIVE WITHDRAWAL (WN)**

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 term. 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 grade and class does not appear on the student's official transcript. If a student receives a grade of WN, the student may not be admitted to class. Additionally, the student remains financially liable for the class and may lose financial aid.

### **FINAL EXAMS**

Final exams are administered during Culminating Course Experiences or Final Exams period in a special two-hour session. See your instructor for the date and time of the exam or check the plasma TVs on campus and Guttman Registrar Final Exam webpage. Please check [the academic calendar](#) for final exam dates.

### **READMISSION**

Students who have previously attended Guttman Community College, but have not been in attendance for one or more terms, and did not graduate from Guttman are eligible for readmission. Any student interested in returning must complete the Readmission Interest form found on the Readmission Information page on the Guttman Registrar webpage. All students seeking readmission are required to read [the Readmission Policy](#) and meet with an advisor prior to applying. For more information on how to readmit to Guttman, please visit the [Readmission Information](#) webpage.

### **GRADUATION**



During their final term at Guttman Community College, all candidates for graduation **are required to** apply for graduation on CUNYfirst by the deadline noted in [the academic calendar](#).

**Applying for graduation is not applying to attend the Commencement Ceremony.** Graduation is the official completion of all academic degree requirements. Commencement is the ceremony that celebrates graduation.

All students who wish to graduate from Guttman Community College must apply in advance for graduation to receive a degree and diploma. If all graduation requirements are NOT met by the end of the final term, the student must reapply for graduation during the next term they are eligible to graduate. Instructions on how to apply for graduation can be found in the [How-Tos/Reference Guides page](#) on the Guttman Registrar webpage.

Please refer to [the Graduation Policy](#) for general graduation requirements.

For specific graduation requirements in your degree, please check DegreeWorks or consult your Career Strategist. Learn more about how the [DegreeWorks online advisement system](#) helps students track their academic progress.

Degrees are awarded four times a year. For specific conferral dates, please check [the Registrar's Graduation webpage](#). Dates falling on a Saturday or Sunday, will be moved to the preceding Friday.

The **degree conferral date** is the date in which the degree will be posted or awarded to the student's records after successfully completing all graduation requirements. Note that this is **not** the date when diplomas are to be picked up. Diploma distribution is 1-2 months after the conferral date. Graduates will be notified via their Guttman email when and where diploma distribution will take place. **Once a student has been conferred a degree, their degree will be locked and cannot be reverted.**

**Additional classes cannot be taken to be applied towards the conferred degree. If a student on track to graduation does not wish to graduate, they will have to notify the Registrar's Office via email before the conferral date.**

For more information about graduation, please visit [the Registrar's Graduation webpage](#).

## **NEW YORK RESIDENCY REQUIREMENTS AND GUIDELINES FOR COMMUNITY COLLEGES**

The following outlines the basic requirements a student must fulfill to qualify for the in-city tuition rate as a resident of State or City of New York.

- Is a US Citizen; or a Permanent Resident; or has a Qualifying Immigration Status, **and**
- Has continuously resided in State of NY for 12 months immediately preceding the first day of classes, **and**
- Has continuously resided in New York City for the 6 months immediately preceding the first day of classes, **or**
- Has presented a valid certificate of residence to the College from his/her home New York State County, **and**



- Has a bona fide intent to reside in New York permanently.

### **Time Frame for College Review**

The college should make every effort to complete all residency determinations by the first day of classes. If a student has submitted the required documentation and a decision has not been made by the college by the first day of classes, the college should defer the difference between in-state and out-of-state tuition until the determination is made. If resident tuition is denied and the student subsequently files an appeal under the procedures described further below, the student is responsible for paying out-of-state tuition while the appeal is pending.

The college will not review any residency determination unless the request for the review is made in writing, and all required documentation is submitted on or before the last day of finals in the semester for which resident tuition is being sought. The college will not make residency determinations retroactively and will not issue refunds to students even in cases where they would have qualified for the resident rate if they had submitted timely documentation.

The college should inform students of their determinations in writing.

### **Appeal Process**

Any student who receives a negative residency determination must, at the same time, receive a copy of the University's appeal procedures. If the student believes that he/she meets requirements for resident tuition, he or she may appeal by notifying the Registrar's Office (or other designated college appeal office) within ten days of notification that he/she has been determined to be a non-resident. At that time, the student must submit a statement to the Registrar (or other designated official) indicating why he/she disagrees with the college's decision.

Upon submission of an appeal, the student will be provided with a copy, stamped "received" and dated, or some other dated proof of the college's receipt of the appeal. The Registrar (or other designated official) will submit the City University Residency Form, copies of all documentation provided by the student and any statement made by the student, along with the college's determination and the reasons for the College's determination, to the University's Office of the Vice Chancellor for Legal Affairs and General Counsel, which will make a final determination regarding the student's residency status.

For more information about New York State residency requirements and guidelines, visit [the Registrar's Residency webpage](#) or the [Residency section of the CUNY Tuition & Fees Manual](#).

## **TESTING SERVICES**

For most current testing information, please refer to the [Office of Academic Testing](#) website.



## VETERANS' SERVICES

From the college application process through graduation, CUNY supports the student-veteran experience and is honored to welcome veterans to Guttman Community College. Meaningful connections with faculty, staff, college resources, and other student-veterans serve to enhance the student experience while at CUNY.

### APPLICATION PROCESS FOR VETERANS AND SERVICE MEMBERS

Veterans and service members are exempt from paying the CUNY Application and Fee Commitment fees. In order to request your Veteran Fee Waiver, follow these steps:

- After you submit your Admission Application, select the "PAY LATER" option on the payment screen.
- Print your Application Summary Package.
- Send "Veterans Fee Waiver Request via e-mail to [vetwaiver@cuny.edu](mailto:vetwaiver@cuny.edu) with the following information:
  - Full Name (as listed on your Application Summary Package)
  - Date of birth
  - Application Control Number (ten-digit number beginning with a W)
  - Indicate you are a Freshman applicant
  - Indicate the semester for which you have applied (ie. Fall 2020)
  - Attach proof of your Veteran/Military status (i.e., DD-214, Current Military ID Card, or Deployment or Pre-separation orders)

### VA PENDING PAYMENT COMPLIANCE

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.



## ACADEMIC CALENDAR 2020-2021

Guttman Community College's academic calendar is arranged in two semesters, each comprising a 12-week cycle followed by a 6-week cycle. The complete year is:

Fall I – 12-week cycle (September-December)

Fall II – 6-week cycle (January-February)

Spring I – 12-week cycle (March-June)

Spring II – 6-week cycle (June-August)

The Academic Calendar is subject to change throughout the course of the academic year. The most current version of the [2020-2021 Academic Calendar](#) can be accessed on the Guttman website.

## ACADEMICS

### FACULTY

Guttman's faculty members are committed to student centered teaching and to working collaboratively with colleagues to encourage and celebrate student success. As experts in their fields, faculty introduce students to the purpose, methods and content of various disciplines. As teachers, they model habits, strategies and ways of knowing that contribute to student achievement in the classroom and beyond. Faculty members make subject matter engaging, awaken student curiosity, and invite students to participate in broader academic and civic conversations. Faculty offices are located on the sixth floor.

### 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 college prior to enrollment
- A mandatory summer bridge program that builds community, prepares students for the academic work they will encounter at Guttman, and supports students as they transition to college
- Full-year, first-year learning communities that create a socially and academically supportive environment while fostering 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
- Statistics as the backbone of the mathematical curriculum
- A commitment to experiential learning within New York City to engage students and connect them with city resources





- Fully integrated use of technology including computers in every classroom, an extensive electronic library collection, and a focus on online pedagogy
- The opportunity for internships and/or capstone experiences
- A modified quarter system (the “12/6”) to improve retention and speed credit accumulation
- Structured progress in guided pathways to speed completion
- Integration of Student Success Advocates, Career Strategists, Peer Mentors, and Tutors into the entire academic experience

## **GUTTMAN LEARNING OUTCOMES**

Guttman Learning Outcomes (GLOs) encourage students to aim high and provide them with a framework for their entire educational experience, connecting learning inside and outside of the classroom. The GLOs support the college’s mission and represent its core learning values.

From the time they enter Guttman Community College, students will have the opportunity to demonstrate progress in achieving these GLOs in their courses and in co-curricular activities. The GLOs will be addressed across the educational experience from the First-Year Experience to the Programs of Study. They will also be assessed in students’ coursework and co-curricular activities throughout the educational experience, and these assessments findings will be used to continually improve the educational experience for students.

### **1. Written, Oral, and Digital Communication**

These skills address your ability to effectively argue and communicate ideas through written, oral, and digital mediums. Expert practitioners of these skills will take into consideration their audience and use appropriate grammatical, organizational, presentation, and stylistic conventions to convey meaning in a persuasive way. They cite relevant information from appropriate sources consistently within each assignment.

- Effective Communication
- Argumentation
- Evaluation and Use of Sources

### **2. Quantitative Reasoning and the Use of Digital Technologies**

These skills address your ability to use numbers and technology to analyze and solve problems. Here, the word “problem” does not refer to a source of distress or social tension; it refers to a question with a solution as the word “problem” is often used in STEM disciplines. Expert practitioners of these skills will make effective use of quantitative data (including categorical variables) and quantitative methods to analyze an issue or address a problem. They will use the unique and specific features of current digital technologies such as Excel, PowerPoint, and multimedia web sites to complete tasks effectively. These skills are not exclusively practiced in STEM courses.

- Quantitative Data Analysis
- Quantitative Problem-Solving
- Application of Digital Technologies



### 3. Critical Thinking and Problem Solving

These skills address your ability to use information, research, and data to effectively identify and solve problems. Expert practitioners of these skills will develop thoughtful hypotheses and detailed plans to research these hypotheses. They will decipher relationships between complex ideas, and propose novel solutions to real-world problems. By real-world problems, we mean problems that arise from actual events or situations in society at large as opposed to problems contrived for a specific classroom setting.

- a. Developing a Research Plan
- b. Analysis of Ideas
- c. Real-World Problem Solving

### 4. Integrative Knowledge

Integrative learning is the process of making connections between ideas and experiences from different contexts in order to leverage knowledge in new and more meaningful ways. This rubric, especially skill D1, is informed by Boix-Mansilla's<sup>1</sup> notion of "integrative leverage", which suggests that quality work integrates different disciplines/methodologies "to generate a new and preferred understanding". Expert practitioners of these skills will integrate knowledge and modes of thinking from multiple disciplines or perspectives. They will situate issues in broader contexts, and relate them to their own lived experiences. In particular, integrative knowledge is not exclusive to curricular experiences; it also applies to co-curricular experiences like student leadership, peer mentoring, tutoring, etc In this rubric, we use the word **perspectives** to refer to perspectives of specific cultures or stakeholders, as opposed to disciplinary perspectives. We use the word **methodologies** to refer to the approaches that different fields use to ask or answer questions.

- a. Synthesize Methodologies
- b. Connections to Personal Experience
- c. Contextualize an Issue

### 5. Global Learning and Civic Engagement

These skills address your ability to evaluate and engage with global and civic issues in a complex, interdependent world. Expert practitioners of these skills demonstrate an awareness of how a variety of dynamic contexts shape global and/or civic issues. They will explore the social impact of ethical dilemmas, and reflect on the impact their experiences make on the world.

- a. Evaluating Global and Civic Contexts
- b. Ethical Reasoning and Social Responsibility
- c. Global and Civic Engagement

## ACADEMIC TECHNOLOGY

In order to enhance teaching and learning, the College offers several academic technology resources for students and faculty. These resources support the success of students in both in-person and remote coursework.



## **Blackboard**

Blackboard is an online course management system that enables instructors to provide students with course documents, online assignments and assessments, individual grades and other learning materials and tools. These online materials and activities can complement face-to-face teaching and can be used to develop hybrid or online courses. CUNY automatically generates a Blackboard course for every class taught at Guttman. Instructors and students can access Blackboard through the MyGuttman portal or directly through CUNYfirst.

## **Digication**

Guttman uses Digication as the platform to create and manage digital portfolios for our students and faculty. All students at Guttman maintain their own ePortfolios and use them to learn, reflect and showcase their work for other peers and faculty. Many of our faculty and staff members use it to showcase their own professional identities and expertise. ePortfolio use is also integral to our college-wide assessment practices. Students and faculty can log onto the ePortfolio system by going to the Guttman portal.

## **Starfish**

Starfish is a student retention and success system designed to promote student engagement and connection to the community. Appointment scheduling and communication tools are used to help students stay on track. The platform also provides early alerts/warnings and case management for advisors, faculty, and staff. All full- and part-time faculty are expected to use Starfish regularly to award kudos, raise flags, and refer students to various support services at the College. Professional development is available online or in person.

## **eTerns**

eTerns are trained to support students in using academic technology that is an integral component of Guttman's unique instructional model. eTerns are available to answer questions related to the following platforms:

- ePortfolio
- Starfish
- Blackboard
- CUNYFirst
- MS Teams
- Zoom

To prepare for remote course delivery during the Fall I 2020 semester in the wider context of the COVID-19 pandemic, Guttman faculty and Advising Staff have completed a four-week Online Course Development Program on best practices in online instruction. This training expands on the Online Teaching Essentials Foundational Workshop offered by the CUNY School of Professional Studies by incorporating discussion, assignments, and resources on trauma; Culturally Responsive Pedagogy (CRP); Universal Design for Learning (UDL) and neurodiversity; as well as embedding open educational resources (OER) and information literacy within courses. The Online Course Development Program ensures that all faculty and advising staff are prepared to offer asynchronous, online courses on Blackboard that are in line with Guttman's Instructional Principles and our commitment to teaching excellence.



## RECORDING OF REMOTE CLASSES

### For Faculty:

Faculty utilizing Zoom, Blackboard Collaborate and other digital technology to deliver course curriculum/material must be sensitive to issues of privacy. Faculty offering classes through web conferencing digital technology like Zoom:

- 1) Must not record a student in a class session without the student's consent.\* To obtain consent, faculty who wish to record their class sessions must provide the following announcement, in emails, and/or class syllabus, to enrolled students and verbally at the opening of the first class session:

*Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.*

- 2) Must not use class recordings as a means of determining class attendance and are reminded that CUNY is classified by the U.S. Department of Education as a non-attendance taking institution. Doubts faculty may have regarding the identity of participants should be alleviated if faculty offer their classes through applications and resources that have been licensed by CUNY Central or their college and require a CUNY/College ID for login, thereby giving reasonable assurance that participants are CUNY students.

\*For the avoidance of doubt, the prohibition on recording without consent does not apply to audio or video lectures of the faculty member only and that do not include a student participation component.

### For Students:

- 1) CUNY discourages students from recording the sessions unless such recording is part of a reasonable accommodation under the law or is not prohibited by campus policy.

## VERIFICATION OF STUDENT IDENTITY IN ONLINE COURSES AT GUTTMAN

Verification of student identity is the confirmation of two conditions: 1) that the correct student has access to the course for which they are registered; and 2) that this individual is indeed performing the work for the duration of the entire course. Fully online courses at Guttman Community College are set up and conducted to meet both conditions in ways that meet or exceed established practice in classroom-based courses.

CUNY offers a unified CUNY Login service that provides a set of account credentials (username and password) for many University-wide applications, including Blackboard, which is CUNY's current learning



management system (LMS). Underpinning the credentials for these applications is an EMPLID, a unique identification number assigned to every CUNY student, faculty, and staff member in CUNYfirst, the University's Enterprise Resource Planning system.

All students participating in fully online instruction offered at Guttman must log in to their Blackboard course sites using their CUNY login credentials. To ensure compliance with FERPA privacy rules and National Institute of Standards and Technology (NIST) cybersecurity recommendations, strict access controls that include full encryption are in place for all Blackboard access.

This secure login is a student's only means of access to the LMS. Students are registered for their online courses through CUNYfirst, which imports registration information directly into the LMS without any action on the part of students, faculty, or staff beyond the regular registration process. Only duly registered students and the instructor of record appear on the roster of any online course. Furthermore, every action within a course site registers on the extensive tracking features of Blackboard, which records the time and duration of every user action by a user and the part of the site involved, even if a student does not post.

Supplementing these technical means of verifying student identity and activity is the extent of student and faculty interaction that characterizes online instruction at Guttman. Students introduce themselves, often through sharing prior knowledge and current interest in a course's subject, and may write multiple posts weekly, including responses to classmates as well to the instructor's prompts and discussion questions. Students may also maintain individual or group journals, blogs, and/or wikis, or post videos for assignments and discussion. Such intentional interaction creates a high degree of familiarity and even intimacy within each course. Both student orientation and faculty development stress the importance of "social presence" through self-presentation and interaction, including but not limited to:

- use of student photos and videos, especially in self-introductions
- participation in learning communities
- work in groups and teams
- plagiarism checkers (to ensure work that the work submitted by the student is the student's own)
- synchronous ("real-time") conferencing (by both voice and video)
- asynchronous conferencing (by both voice and video)

Though not all of the above tools and practices are implemented in every online course, instructors select and apply those best suited to creating and fostering interpersonal connections in their specific courses (e.g., work in teams and group projects as well as supervision of such work). As a result, the means of verifying student identity in online instruction rival or surpass those used in in-person instruction.



## **FIRST-YEAR EXPERIENCE**

### **Summer Bridge Program**

Whether students have just finished high school, earned their GED, or are returning to school after some time off, enrollment at Guttman Community College represents an exciting new beginning and a journey of self-discovery. To prepare for success in their transition to college, all incoming participants are required to complete the Summer Bridge Program in order to take classes during the Fall semester.

During Summer Bridge, students explore their strengths and challenges as a learner, begin to set goals, and make plans for their future education and career. Participants are introduced to Guttman's academic expectations while practicing the strategies and study skills needed to meet them.

Students in Summer Bridge take classes with the same group of people they will work with in the Fall, which is an opportunity to meet their classmates and begin the bonding process. In addition, students also meet and work with the faculty who will teach them in the Fall semester, as well as their advisors and members of the College's diverse and dedicated professional staff. Overall, Summer Bridge is designed for students to experience our culture of mutual support and achievement as they join the Guttman community.

Bridge Program activities include:

- Identifying goals for being a college student and soon-to-be professional
- Setting personal expectations for academic success
- Exploring leadership styles
- Developing integrated assignments using textual and quantitative data

### **Summer Bridge Learning Outcomes**

By the end of Summer Bridge, students will be able to:

- Begin to develop the academic and social skills needed for a successful transition to college;
- Explore how one's social identities (e.g., race, ethnicity, gender) intersect with one's identity as a college student and as a contributing member of the Guttman academic community;
- Apply critical thinking and research practices by reading/analyzing texts and identifying/using textual and quantitative data; and
- Demonstrate ability to use the appropriate educational technologies to share work and to reflect on learning, personal strengths, and growth areas.

### **First-Year Experience**

The First-Year Experience (FYE) at Guttman Community College is a comprehensive model for academic access and future success fully aligned with the inclusive, equitable mission of the College. In our First-Year Experience, students are required to enroll full-time and take a core set of classes. In these courses, students examine current world issues and use New York City as a living text and laboratory, thus connecting information and concepts across multiple disciplines, contexts, and perspectives. This immersive approach equips Guttman scholars with the foundation of knowledge and skills essential to their intellectual, social, civic, and professional endeavors in and beyond the classroom. Coursework is integrated with academic advising and an array of support services. In addition, students develop



constructive, self-directed academic and social relationships by participating in a diverse learning community of faculty, advisors, and peers, guided and cultivated by instructional teams.

The Instructional Team is the professional learning community that provides instruction, advisement, mentorship, and support in the multiple academic learning communities where our first-year students learn and develop. Teams comprise faculty teaching selected First-Year Experience (FYE) courses, the advisors who guide students throughout the first year, and staff from different on-campus support resources. They meet weekly to discuss student progress and collaborate to address student needs and enable the achievement of their goals.

## **Philosophy**

The First-Year Experience (FYE) at Guttman Community College is the springboard for our students' future success in higher education and the professions, leveraging the social, emotional, and cognitive dimensions of learning to promote the development of the whole student. Embracing cutting-edge best practices and a robust, integrative curriculum, the FYE program establishes an inclusive, rigorous model for Guttman students to become confident owners and authors of their educational, professional, and life paths.

To promote career readiness within the curriculum, the FYE implements course design and experiences that promote and incorporate the [National Association of College and Employers \(NACE\) Career Competencies](#):

- Critical Thinking/Problem Solving
- Oral/Written Communication
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

## **First-Year Experience Learning Outcomes**

Upon completion of all FYE requirements, students will:

- Engage in critical thinking and reflective learning, showing the ability to make informed choices and persist academically;
- Develop and demonstrate responsibility for independent and collaborative learning;
- Approach personal development as a lifelong, self-directed process, involving goal-setting, planning, time management, and self-motivation;
- Gain proficiency in the practices of information literacy – to locate, evaluate, and use relevant and needed information effectively;
- Construct new knowledge in various capacities, including numerical, verbal, technological, digital, and creative;
- Integrate and apply knowledge and skills from different disciplines and multiple, diverse perspectives in intentional and deliberate ways;



- Identify and use specific skills, resources, and strategies proactively and purposefully
- Communicate clearly and effectively in written and oral forms, in person and digitally, including to articulate personal and social values; and
- Explore how social identities (e.g., race, ethnicity, gender, class) intersect with identity as a student at Guttman.

### **First-Year Experience Requirements**

Refer to individual course descriptions for further information.

- **ENGL 103:** Composition I (3 cr.) OR **ENGL 103:** Composition I (3 cr.) AND **ENGL 103A:** Composition IA (0 cr.)
- **LASC 101:** City Seminar I (3 cr.)
- **LASC 102:** City Seminar II (3 cr.)
- **MATH 103:** Statistics (3 cr.) OR **MATH 103A:** Statistics A (1.5 cr.) AND **MATH 103B:** Statistics B (1.5 cr.)
- **SOSC 111:** Ethnographies of Work I (3 cr.)
- **SOSC 113:** Ethnographies of Work II (3 cr.)
- **FYS 101:** Learning about Being a Successful Student I (LaBSS I) (0 cr.)
- **FYS 102:** Learning about Being a Successful Student II (LaBSS II) (0 cr.)





## CUNY COMMON CORE REQUIREMENTS AT GUTTMAN COMMUNITY COLLEGE

In Fall 2013, CUNY implemented the Pathways initiative across its undergraduate colleges. Pathways has established a new system of general education requirements and new transfer guidelines across the University—and by doing so has reinforced CUNY’s educational excellence while easing student transfer between CUNY colleges. The centerpiece of this initiative is a 30-credit general education [Common Core](#). Each CUNY college also requires bachelor’s-degree students to take another 6 to 12 credits of general education through the [College Option](#). Importantly, once fulfilled at one CUNY college, these general education credits will carry over seamlessly if a student transfers to another CUNY college. More information about how credits transfer in the Pathways curriculum structure for CUNY and non-CUNY Associate and Bachelor degree holders can be found on [CUNY’s Pathways website](#).

<b>CUNY Common Core Requirements (12 credits/4 courses)</b>	<b>Guttman Common Core Requirement Course Options</b>
English Composition (2 courses)	ENGL 103 Composition I ENGL 203 Composition II
Mathematical and Quantitative Reasoning (1 course)	Math 103 Statistics; OR MATH 103A <u>and</u> MATH 103B Statistics MATH 120 College Algebra & Trigonometry
Life and Physical Sciences (1 course)*	BIOL 122 Introduction to Life and Environmental Science (STEM variant) BIOL 212 Human Biology (STEM variant)

<b>CUNY Flexible Common Core Requirements (18 credits/6 courses)</b>	<b>Guttman Flexible Common Core Requirement Course Options (18 credits/6 courses)</b>
U.S. Experience in Its Diversity (1 course)	LASC 101 City Seminar I
World Cultures and Global Issues (1 course)	LASC 102 City Seminar II
Creative Expression (1 course)	LASC 200 Arts in New York City
Individual and Society (1 course)	SOSC 111 Ethnographies of Work I
Scientific World (1 course)	CHEM 110 Introduction to Chemistry (STEM variant) SOC 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 courses are BIOL 122 Introduction to Life and Environmental Science, BIOL 212 Human Biology, CHEM 110 Introduction to Chemistry, and CHEM 120 Introduction to Biological Chemistry.



## **PROGRAMS OF STUDY**

Stella and Charles Guttman Community College follows a “guided pathways” model. We offer few majors with limited electives in order to streamline student progress towards degree completion. The entire first year is a carefully planned series of courses that fulfill most of the CUNY Common Core requirements, after which students declare their majors and proceed into focused Program of Study coursework.

### **A.A. Business Administration**

Under the guidance of an exceptional faculty, the Business Administration Program prepares students to think critically, work effectively in teams, create and explore new opportunities to innovate while discovering opportunities to grow, get involved, make a difference and achieve dreams. An Associate degree in Business Administration enables graduates to apply critical thinking skills to real-world business problems, develop a global mindset, and think strategically in complex and diverse settings. This positions Business Administration students for admission and successful transfer to highly competitive Bachelor programs, as well as their future professions and workplaces.

Business Administration students develop knowledge of accounting, economics, business law, and ethical business practices through coursework and experiences exposing them to concepts and principles of finance, marketing, operations, and international business. Students also gain proficiency in upper level mathematics courses. In addition, the National Association of College and Employers (NACE) Career Competencies are embedded within the Program to best prepare students for careers in the field.

Guttman’s emphasis on experiential and applied learning brings the business world into the classroom, allowing students to gain communication, interpersonal, and leadership skills in order to integrate knowledge across the curriculum and acquire marketable job skills. Through this process, students learn to use technology to solve business problems, make business decisions, and enhance their analytical skills.

### **A.A. Human Services**

The Human Services Program delivers a structured combination of academics and supervised clinical experiences that instills knowledge, skills, and values essential to the field. Furthermore, it offers a gateway to advanced educational opportunities and meaningful careers in social work, health care, community advocacy, rehabilitation, education, and law. The curriculum and career-oriented fieldwork are oriented to addressing human needs and improving, often transforming lives through prevention and remediation. Theory and practice are effectively balanced to empower our students to meet their educational and career goals.

An interdisciplinary Liberal Arts curriculum provides the basis for understanding the issues that shape and constrain communities. To supplement this culturally engaging and intellectually



stimulating foundation, Human Services majors take courses in social work theory and practice, sociology, anthropology, and political science. Further, a special topics course and electives allow students to delve deeply into areas of individual interest, such as substance abuse, disabilities, child welfare, or immigration. In addition to rigorous coursework honing academic skills, the Program cultivates student capacities for asking questions, communicating effectively, and offering appropriate counsel.

Students in the Program are immersed in service learning and experiential education through intensive, prolonged fieldwork experiences in preparation to enter the human services workforce. During year-long fieldwork placements in human service organizations – including hospitals, clinics, service facilities, and government agencies – students begin integrating and applying the content covered in the classroom. Our outstanding, expert faculty is dedicated to student-centered teaching and creating an inclusive, supportive, and collaborative learning environment by being accessible, building positive relationships, and providing mentorship. The Human Services Program thus fosters the intellectual, cultural, social, and emotional development of our students and enhances their personal and professional growth.

### **A.A.S. Information Technology**

Using interdisciplinary and experiential approaches, the Information Technology (IT) Program lays a solid technological and digital knowledge base leading to further study and professional advancement in this competitive field. Students work with outstanding exceptional, experienced faculty to demystify and navigate the world of technology as well as to envision their futures in IT. Blending theory and practice, the inclusive, high-impact curriculum ensures consistent opportunities for students to experience and apply the information and skills they acquire.

Information Technology majors explore and learn fundamental aspects of web design, database management, programming, security, communication networks, and more. In addition to identifying the structures and functions of various multimedia systems, students expand their abilities to select, create, apply, integrate, and administer them. Complementing curricular emphasis on applied knowledge, the Program provides students exciting opportunities and essential support for internships and certification.

Innovative and applied learning and valuable practical experiences develop student familiarity with the industry, giving them an edge in their continued IT education and enhancing their job qualifications. Thus equipped with information, skills, experiences in the workplace, and industry certifications, IT graduates are poised to thrive upon transfer to a baccalaureate program and entering an intellectually and financially rewarding career.

## **A.A. Liberal Arts and Sciences**

An Associate degree in the Liberal Arts and Sciences is expressly designed to prepare our graduates for successful transfer, progress in higher education, and careers in a rapidly evolving, global workforce.

To reinforce a solid general education that emphasizes communication skills, critical thinking, and complex problem-solving abilities, using pedagogies of equity, the Program offers two distinct tracks: Science (LAS-Science) and Social Sciences and Humanities (LAS-SSHU). Both tracks culminate in a robust Capstone experience, giving students the opportunity to apply academic knowledge to addressing contemporary issues.

Students pursuing the Science track acquire a fundamental background in the life and physical sciences in preparation for smooth transfer to a baccalaureate program. Course-based undergraduate research and laboratory experiences are hallmarks of the Science track – students participate in at least one every semester. Science graduates with sights on advanced studies in the medical sciences are well-positioned to pursue their aspirations.

Using approaches from a range of social sciences and humanities, the LAS-SSHU track invites students to deepen their engagement with academic while fostering their development as active citizens in a diverse, democratic society. A selection of courses on specialized topics, where students interact closely with expert faculty, impart the conceptual tools and varied skills required for excellence in further education and their chosen professions.

## **A.A. Urban Studies**

Taught by experienced, dynamic faculty, the Urban Studies Program offers an intellectually rigorous foundation in the disciplines that focus on contemporary city life, urban culture, and urbanization, with emphasis on equality, diversity, inclusion, environmental sustainability and social justice. Through the lenses of history and literature, sociology and anthropology, political science and economics, psychology and environmental science, students explore the foundations, structures, and character of cities while considering their future development. The theoretical frameworks, conceptual tools, and research methods the Program instills provide a solid background for careers in urban policy, government, law, civil/public service and administration, real estate, journalism, community organizing, and regional or urban planning.

Using New York City as its laboratory, the Program guides students in navigating urban systems such as housing, transportation, health care, and education. As they investigate municipal structures and local communities, students develop analytical and practical skills and perspectives on urban development. Moreover, Urban Studies majors perform fieldwork in urban communities and the organizations serving them first-hand, allowing students to preview socially and environmentally relevant careers they can pursue upon transfer to a baccalaureate program.



Urban Studies is integral in the contemporary global context. By applying interdisciplinary analysis and research skills to the long-term vision of social change, economic development, and environmental sustainability, students learn to view cities as living organisms that have wide-ranging impacts not only on urban residents, but also the population of the world and international markets, movements, and trends. This broad perspective informs the deep, nuanced understanding of modern cities and strategic, critical thinking that Urban Studies graduates carry into further higher education and both public and private sector professions.

## **A.A. BUSINESS ADMINISTRATION**

**TOTAL CREDITS: 60-61**

**Program Code 34968; HEGIS Code 5004.00**

### **Philosophy**

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

To promote career readiness within the curriculum, the Program implements course design and experiences that promote and incorporate the [National Association of College and Employers \(NACE\) Career Competencies](#):

- Critical Thinking/Problem Solving
- Oral/Written Communication
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

### **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 in teams; and
- Design practical, sustainable, efficient and ethically-responsible solutions to address business challenges.

### **Program Requirements**

The associate degree in Business Administration (A.A.) requires the completion of 60 credits. Refer to course descriptions for information on pre-requisites and/or co-requisites. For more information on potential paths to degree completion, review the [Business Administration Degree Map](#).



### College Requirements

- Two (2) Writing Intensive courses
- A minimum 2.0 cumulative GPA

### CUNY Common Core Requirements (30 cr.)

- **BIOL 122:** Introduction to Life & Environmental Science (3 cr.)
- **CHEM 110:** Introduction to Chemistry (3 cr.) OR **SOCI 231:** Introduction to Urban Community Health (3 cr.)
- **ENGL 103+:** Composition I (3 cr.)
- **ENGL 203^:** Composition II (3 cr.)
- **LASC 101:** City Seminar I (3 cr.)
- **LASC 102:** City Seminar II (3 cr.)
- **LASC 200:** The Arts in New York City (3 cr.)
- **MATH 103:** Statistics (3 cr.) OR **MATH 103A:** Statistics A (1.5 cr.) AND **MATH 103B:** Statistics B (1.5 cr.) OR **MATH 120:** College Algebra & Trigonometry (3 cr.)
- **SOSC 111:** Ethnographies of Work I (3 cr.)
- **SOSC 113:** Ethnographies of Work II (3 cr.)

### Business Administration Course Requirements (30-31 cr.):

- **ACCT 121:** Principles of Accounting I (3 cr.)
- **ACCT 223:** Principles of Accounting II (3 cr.) OR **MATH 210:** Calculus (4 cr.)
- **BUSI 102:** Introduction to Business (3 cr.)
- **BUSI 201\*:** Business Law & Ethics (3 cr.)
- **ECON 201\*:** Macroeconomics (3 cr.)
- **ECON 203\*:** Microeconomics (3 cr.)
- **ECON 204^:** Contemporary Economic Issues (3 cr.)
- **INFT 203\*:** Introduction to Management Information Systems (3 cr.)
- **MATH 120/120.5++:** College Algebra & Trigonometry (3 cr.)
- **MATH 201++:** Precalculus (3 cr.)

### Business Administration Electives (0-6 cr.):

- **GOVT 201:** Urban Politics: New York City Government (3 cr.)
- **GOVT 202:** American Government & Politics (3 cr.)
- **LASC 295:** Issues in Global Learning (3 cr.)
- **MATH 210:** Calculus (4 cr.)
- **SOCI 102:** Introduction to Sociology (3 cr.)
- **BUSI 298:** Independent Study (1-3 cr.)

+ Students determined to be non-proficient in reading and writing by CUNY will be enrolled in **ENGL 103** AND in a co-requisite, non-credit bearing support class, **ENGL 103A**.

^Writing Intensive Course

\*CUNY Gateway Courses for Business Majors

++If a student has not completed College Algebra (or the equivalent) prior to entering Guttman Community College, they must take **MATH 120/MATH 120.5**. If they have not completed Precalculus (or the equivalent) prior to entering Guttman, the student must also take **MATH 201**. If a student enters Guttman with exemptions from one or both Mathematics requirements, they may take one (1) to two (2) electives as sufficient to meet the required total of 60 credits for the degree.



## **A.A. HUMAN SERVICES**

**TOTAL CREDITS: 60**

**Program Code 34972; HEGIS Code 5506.00**

### **Philosophy**

Human services 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's philosophy is a commitment to social justice, and 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.

The Human Services Program recognizes that education should reflect a student-centered process where 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.

To promote career readiness within the curriculum, the Program implements course design and experiences that promote and incorporate the [National Association of College and Employers \(NACE\) Career Competencies](#):

- Critical Thinking/Problem Solving
- Oral/Written Communication
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

### **Mission**

The Human Service Program aligns its mission with the College to provide students with an academically rigorous, experiential, and supportive learning environment that prepares graduates with the values, knowledge, and skills for pursuit of advanced education and professional career attainment. Our philosophy is guided by the profession's principles of respecting the dignity and welfare of all people; promoting self-determination; honoring cultural diversity; advocating for social justice; and acting with integrity, honesty, genuineness and objectivity. Our students apply ethical, evidence-based practice with individuals, groups, and organizations. Graduates from the Human Service Program have foundational training in assessment, counseling, advocacy, and program development.



## Program Learning Outcomes

Upon successful completion of the Human Services Program, students will be able to:

- Recognize the scope and principal features of the human services field of study, including its main modalities, employment opportunities, advanced degrees, and licensing/certification requirements;
- Identify values, beliefs, roles, skills, and strategies of human services work with individuals, families, groups, and communities;
- Demonstrate professional and ethical interactions within a variety of human services agencies;
- Analyze and interpret health and social welfare policies over time for applications in advocacy and social change;
- Identify, evaluate, and apply appropriate evidence-based research in everyday practice; and
- Identify entry-level employment opportunities in human services and articulate additional degree and licensing requirements for career advancement

## Program Requirements

The associate degree (A.A.) in Human Services requires the completion of 60 credits. Refer to course descriptions for information on pre-requisites and/or co-requisites. For more information on potential paths to degree completion, review the [Human Services Degree Map](#).

## College Requirements

- Two (2) Writing Intensive courses
- A minimum 2.0 cumulative GPA

## CUNY Common Core Requirements (31 cr.)

- **BIOL 212:** Human Biology (4 cr.)
- **CHEM 110\*:** Introduction to Chemistry (3 cr.) OR **SOCI 231\*:** Introduction to Urban Community Health (3 cr.)
- **ENGL 103+:** Composition I (3 cr.)
- **ENGL 203^:** Composition II (3 cr.)
- **LASC 101:** City Seminar I (3 cr.)
- **LASC 102:** City Seminar II (3 cr.)
- **LASC 200:** The Arts in New York City (3 cr.)
- **MATH 103:** Statistics (3 cr.) OR **MATH 103A:** Statistics A (1.5 cr.) AND **MATH 103B:** Statistics B (1.5 cr.) OR **MATH 120:** College Algebra & Trigonometry (3 cr.)
- **SOSC 111:** Ethnographies of Work I (3 cr.)
- **SOSC 113:** Ethnographies of Work II (3 cr.)

## Human Services Course Requirements (23-26 cr.)

- **GOVT 202:** American Government & Politics (3 cr.)
- **HSVC 103:** Introduction to Human Services (3 cr.)
- **HSVC 113:** Methods of Intervention for the Human Services (2 cr.)
- **HSVC 201:** Fieldwork & Integrative Seminar I (3 cr.)
- **HSVC 203:** Fieldwork & Integrative Seminar II (3 cr.)
- **HSVC 213^:** Health and Human Services Policy (3 cr.)
- **SOCI 102:** Introduction to Sociology (3 cr.)
- **SOCI 231\*:** Introduction to Urban Community Health (3 cr.)
- **ANTH 201:** Urban Anthropology: Poverty & Affluence (3 cr.) OR **ANTH 227:** Sexuality & Gender in Urban Life (3 cr.)





**Electives+ (3-6 cr.)**

- **HSVC 204:** Special Topics in Fields of Practice (3 cr.)
- **HSVC 223:** Introduction to Disability Studies (3 cr.)
- **HSVC 298:** Independent Study (1, 2, or 3 cr.)
- **INFT 203:** Introduction to Management Information Systems (3 cr.)
- **LASC 295:** Issues in Global Learning (3 cr.)
- **PSYC 101:** Introduction to Psychology (3 cr.)
- **SOCI 201:** Crime & Justice in Urban Society (3 cr.)
- **SOCI 214:** Social Determinants of Health (3 cr.)
- **SOCI 203:** Community Organizing (3 cr.)

\* If a student elects to take **SOCI 231** to fulfill the CUNY Common Core Scientific World requirement, they must take two (2) electives to meet the required total of 60 credits for the degree. If they elect to take **CHEM 110** to fulfill the CUNY Common Core Scientific World requirement, the student must take one (1) elective to meet the required total of 60 credits for the degree.

+ Students determined to be non-proficient in reading and writing by CUNY will be enrolled in **ENGL 103** AND in a co-requisite, non-credit bearing support class, **ENGL 103A**.

^Writing Intensive Course

## **A.A.S. INFORMATION TECHNOLOGY**

**TOTAL CREDITS: 60**

**Program Code 34973; HEGIS Code 5103.00**

### **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.

To promote career readiness within the curriculum, the Program implements course design and experiences that promote and incorporate the [National Association of College and Employers \(NACE\) Career Competencies](#):

- Critical Thinking/Problem Solving
- Oral/Written Communication
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

### **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, such as 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; and
- Explain and apply professional and ethical behavior as promoted by international computing societies, such as ACM and AITP.

### **Program Requirements**

The associate degree of Applied Science (A.A.S.) in Information Technology requires the completion of 60 credits. Refer to course descriptions for information on pre-requisites and/or co-requisites. For more information on potential paths to degree completion, review the [Information Technology Degree Map](#).

### **College Requirements**

- Two (2) Writing Intensive courses
- A minimum 2.0 cumulative GPA



### **CUNY Common Core Requirements (24 cr.)**

- **ENGL 103+**: Composition I (3 cr.)
- **ENGL 203^**: Composition II (3 cr.)
- **LASC 101**: City Seminar I (3 cr.)
- **LASC 102**: City Seminar II (3 cr.)
- **LASC 200**: The Arts in New York City (3 cr.)
- **MATH 103**: Statistics (3 cr.) OR **MATH 103A**: Statistics A (1.5 cr.) AND **MATH 103B**: Statistics B (1.5 cr.) OR **MATH 120**: College Algebra & Trigonometry (3 cr.)
- **SOSC 111**: Ethnographies of Work I (3 cr.)
- **SOSC 113**: Ethnographies of Work II (3 cr.)

### **Information Technology Course Requirements (30 cr.)**

- **INFT 102**: Hardware & Software (3 cr.)
- **INFT 201**: Networking & Data Communications (3 cr.)
- **INFT 202**: Database Management & Design (3 cr.)
- **INFT 203**: Introduction to Management Information Systems (3 cr.)
- **INFT 211**: Programming I (3 cr.)
- **INFT 221**: Web Technologies & Multimedia (3 cr.)
- **INFT 223**: Programming II (3 cr.)
- **INFT 233^**: Systems Analysis & Design (3 cr.)
- **INFT 204**: Internship in Information Technology (3 cr.) OR **INFT 298**: Independent Study in IT (3 cr.)
- **MATH 120/120.5++**: College Algebra & Trigonometry (3 cr.)

### **Electives+ (6-9 cr.)**

- **BUSI 102**: Introduction to Business (3 cr.)
- **BIOL 122**: Introduction to Life & Environmental Science (3 cr.)
- **BUSI 204**: Fundamentals Project Management (3 cr.)
- **INFT 213**: Special Topics in Information Technology (3 cr.)
- **MATH 201**: Precalculus (3 cr.)
- **MATH 210**: Calculus (4 cr.)

+ Students determined to be non-proficient in reading and writing by CUNY will be enrolled in **ENGL 103** AND in a co-requisite, non-credit bearing support class, **ENGL 103A**.

^Writing Intensive Course

++ If you have not completed College Algebra (or the equivalent) prior to entering Guttman Community College, you must take **MATH 120** and two (2) electives. If you enter Guttman Community College with an exemption from **MATH 120** you may take three (3) electives as sufficient to meet the required total of 60 credits for the degree.



## **A.A. LIBERAL ARTS AND SCIENCES**

**TOTAL CREDITS: 60-61**

**Program Code 34974; HEGIS Code 5649.00**

### **Liberal Arts and Sciences – Science & Math Track (LAS-Science)**

#### **Mission**

In support of the mission of Guttman Community College, the Science & Math track of the Liberal Arts and Sciences program aims to:

- Create an environment that supports student success through instructor and advisor accessibility, small class sizes, well-supported lab facilities, creative and innovative pedagogy, and student academic support;
- Provide multi-modal education in a technologically modern, sustainable, student-centered environment;
- Create an atmosphere that cultivates student literacy and life-long interest in science through curricular and co-curricular activities, projects, and opportunities for student research;
- Provide a clear path to obtaining an Associate degree for students of widely diverse age, gender identity, background, ethnicity, culture, and socioeconomic status;
- Cultivate students' understanding and appreciation for evidence- and logic-based reasoning both as a tool for academic success and scientific inquiry and as a critical tool for responsible civic life;
- Teach leadership by example through active faculty participation in shared governance, community engagement, professional accountability, and sustainable operations; and
- Support each faculty member's maintenance of disciplinary expertise by engaging in professional development, collaborative opportunities, and by supporting the growth of our peers.

#### **Program Learning Outcomes**

Upon successful completion of the LAS-Science & Math track, students will be able to:

- Employ common laboratory procedures to study scientific phenomena.
- Analyze data collected to make conclusions about scientific phenomena.
- Employ college-level literacy practices in scientific disciplines, including using correct citation format.
- Retrieve relevant literature using appropriate scientific databases to analyze and understand scientific information.
- Engage in current scientific issues, demonstrate their knowledge and communicate with a range of audience.
- Develop skills to identify and analyze problems and apply scientific knowledge to solve them.

#### **Program Requirements**

Refer to course descriptions for pre-requisite, co-requisite, and/or pre-/co-requisite information. For more information on potential paths to degree completion, please review the LAS-[Science & Math Degree Map](#).

#### **College Requirements**

- Two Writing Intensive courses
- A minimum 2.0 cumulative GPA



### **CUNY Common Core Requirements (32 cr.)**

- **BIOL 211:** General Biology I (4 cr.)
- **CHEM 211:** General Chemistry I (4 cr.)
- **ENGL 103+:** Composition I (3 cr.)
- **ENGL 203^:** Composition II (3 cr.)
- **LASC 101:** City Seminar I (3 cr.)
- **LASC 102:** City Seminar II (3 cr.)
- **LASC 200:** The Arts in New York City (3 cr.)
- **MATH 103:** Statistics (3 cr.) OR **MATH 103A:** Statistics A (1.5 cr.) AND **MATH 103B:** Statistics B (1.5 cr.) OR **MATH 120:** College Algebra & Trigonometry (3 cr.)
- **SOSC 111:** Ethnographies of Work I (3 cr.)
- **SOSC 113:** Ethnographies of Work II (3 cr.)

### **Science Track Requirements (21-22 cr.)**

- **BIOL 221:** General Biology II (4 cr.)
- **CHEM 221:** General Chemistry II (4 cr.)
- **BIOL 251:** Genetics (4 cr.) OR **CHEM 241:** Quantitative Analysis (4 cr.)
- **MATH 120:** College Algebra & Trigonometry (3 cr.) OR **MATH 120.5:** College Algebra & Trigonometry with Lab (3 cr.)
- **MATH 201:** Pre-Calculus (3 cr.)
- **BIOL 231^:** Microbiology (4 cr.) OR **LASC 254:** Capstone Seminar in the Liberal Arts & Sciences (3 cr.)

### **Science Track Electives (7 cr.)**

- **BIOL 122:** Introduction to Earth & Environmental Science (3 cr.)
- **BIOL 251:** Genetics (4 cr.)
- **BIOL 231:** Microbiology (4 cr.)
- **CHEM 110:** Introduction to Chemistry (3 cr.)
- **CHEM 120:** Introduction to Biological Chemistry (3 cr.)
- **CHEM 241:** Analytical Chemistry (4 cr.)
- **INFT 102:** Hardware & Software (3 cr.)
- **SCI 215:** Science & Society (3 cr.)
- **LASC 298:** Independent Study (1-3 cr.)
- **MATH 210:** Calculus (4 cr.)

+ Students determined to be non-proficient in reading and writing by CUNY will be enrolled in **ENGL 103** AND in a co-requisite, non-credit bearing support class, **ENGL 103A**.

^Writing Intensive Course

## **Liberal Arts and Sciences – Social Sciences and Humanities Track (LAS-SSHU)**

### **Philosophy**

The Social Sciences and Humanities track of the Liberal Arts and Sciences program 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.



To promote career readiness within the curriculum, the Program implements course design and experiences that promote and incorporate the [National Association of College and Employers \(NACE\) Career Competencies](#):

- Critical Thinking/Problem Solving
- Oral/Written Communication
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

### Program Learning Outcomes

Upon successful completion of the LAS-SSHU track, students will be able to:

- Distinguish the modes of inquiry used within liberal arts and social 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.

### Program Requirements

Refer to course descriptions for pre-requisite, co-requisite, and/or pre-/co-requisite information. For more information on potential paths to degree completion, review the LAS-[Social Science & Humanities Degree Map](#).

### College Requirements

- Two Writing Intensive courses
- A minimum 2.0 cumulative GPA

### CUNY Common Core Requirements (30-31 cr.)

- **BIOL 122**: Introduction to Life & Environmental Science (3 cr.) OR **BIOL 212**: Human Biology (4 cr.)
- **CHEM 110**: Introduction to Chemistry (3 cr.) OR **SOCI 231**: Introduction to Urban Community Health (3 cr.)
- **ENGL 103+**: Composition I (3 cr.)
- **ENGL 203^**: Composition II (3 cr.)
- **LASC 101**: City Seminar I (3 cr.)
- **LASC 102**: City Seminar II (3 cr.)
- **LASC 200**: The Arts in New York City (3 cr.)
- **MATH 103**: Statistics (3 cr.) OR **MATH 103A**: Statistics A (1.5 cr.) AND **MATH 103B**: Statistics B (1.5 cr.) OR **MATH 120**: College Algebra & Trigonometry (3 cr.)



- **SOSC 111:** Ethnographies of Work I (3 cr.)
- **SOSC 113:** Ethnographies of Work II (3 cr.)

### **Social Sciences and Humanities Track Requirements (24 cr.)**

#### Social Sciences Requirements (9 cr.)

- **ANTH 101:** Introduction to Cultural Anthropology (3 cr.) OR **SOCI 102:** Introduction to Sociology (3 cr.)
- **GOVT 202:** American Government & Politics (3 cr.) OR **ECON 223:** Economics of Social Issues (3 cr.)
- **PSYC 101:** Introduction to Psychology (3 cr.)

#### Humanities Requirements (12 cr.)

- **COMM 102:** Introduction to Media Studies (3 cr.)
- **ENGL 211:** Cities in Film & Literature (3 cr.) OR **ENGL 214:** Twentieth Century American Literature: Introduction to Women Writers (3 cr.) OR **ENGL 215:** Topics in Literature (3 cr.)
- **HIST 201:** Who Built New York? New York City History (3 cr.) OR **HIST 221:** History of Urban Life (3 cr.)
- **PHIL 103:** Introduction to Philosophy (3 cr.)

#### General Requirements (3 cr.)

- **LASC 254<sup>^</sup>:** Capstone Seminar in the Liberal Arts & Sciences (3 cr.)

### **Social Sciences and Humanities Track Electives (6 cr.)**

#### Social Sciences Electives

- **PSYC 210:** Social Psychology (3 cr.)
- **PSYC 220:** Child Psychology (3 cr.)
- **GOVT 201:** Urban Politics (3 cr.)
- **GOVT 202:** American Government & Politics (3 cr.)
- **ECON 223:** Economics of Social Issues (3 cr.)
- **ANTH 201:** Urban Anthropology: Poverty & Affluence (3 cr.)
- **ANTH 227:** Sexuality & Gender in Urban Life (3 cr.)

#### Humanities Electives

- **COMM 101:** Speech Communication (3 cr.)
- **ENGL 211:** Cities in Film & Literature (3 cr.)
- **ENGL 214:** Twentieth Century American Literature: Introduction to Women Writers (3 cr.)
- **ENGL 215:** Topics in Literature (3 cr.)
- **HIST 201:** Who Built New York? New York City History (3 cr.)
- **HIST 221:** History of Urban Life (3 cr.)
- **PHIL 201:** Environmental Ethics (3 cr.)

#### General Electives

- **LASC 243:** Internship Seminar (3 cr.)
- **LASC 298:** Independent Study (1, 2, or 3 cr.)

+ Students determined to be non-proficient in reading and writing by CUNY will be enrolled in **ENGL 103** AND in a co-requisite, non-credit bearing support class, **ENGL 103A**.

<sup>^</sup>Writing Intensive Course



## **A.A. URBAN STUDIES**

**TOTAL CREDITS: 60**

**Program Code 34975; HEGIS Code 5622.00**

### **Philosophy**

The Urban Studies Program empowers students to explore and understand the government, economics, services, and lived experiences of urban communities. Working individually and in teams, students engage with interdisciplinary concepts and practices of urban planning, social research, social justice, and the built environment. Students gain and create knowledge about how cities work so they can improve them.

To promote career readiness within the curriculum, the Program implements course design and experiences that promote and incorporate the [National Association of College and Employers \(NACE\) Career Competencies](#):

- Critical Thinking/Problem Solving
- Oral/Written Communication
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

### **Program Learning Outcomes**

Upon successful completion of the Urban Studies program, students will be able to:

- Connect everyday urban experiences to theoretical perspectives/frameworks/lenses and research about cities
- Conduct quantitative, qualitative, and secondary source research to investigate urban problems using various sources (e.g. planning documents, maps, census data, journals, magazines, newspapers, textbooks, photography, interviews, surveys)
- Explain significant occurrences in urban history and their relevance to modern cities
- Analyze how political structures, policy development, and governance processes operate in cities
- Evaluate how multiple stakeholders (individuals/communities/institutions/government agencies) are affected by a particular issue and understand their perspectives
- Analyze and engage the interdependence of critical urban social, economic, and environmental issues with an emphasis on social justice

### **Program Requirements**

The associate degree (A.A.) in Urban Studies requires the completion of 60 credits. Refer to course descriptions for information on pre-requisites and/or co-requisites. For more information on potential paths to degree completion, review the [Urban Studies Degree Map](#).

### **College Requirements**

- Two (2) Writing Intensive courses
- A minimum 2.0 cumulative GPA

**CUNY Common Core Requirements (30 cr.)**





- **BIOL122:** Introduction to Life & Environmental Science (3 cr.)
- **CHEM 110\*:** Introduction to Chemistry (3 cr.) OR **SOCI 231\*:** Introduction to Urban Community Health (3 cr.)
- **ENGL 103+:** Composition I (3 cr.)
- **ENGL 203^:** Composition II (3 cr.)
- **LASC 101:** City Seminar I (3 cr.)
- **LASC 102:** City Seminar II (3 cr.)
- **LASC 200:** The Arts in New York City (3 cr.)
- **MATH 103:** Statistics (3 cr.) OR **MATH 103A:** Statistics A (1.5 cr.) AND **MATH 103B:** Statistics B (1.5 cr.) OR **MATH 120:** College Algebra & Trigonometry (3 cr.)
- **SOSC 111:** Ethnographies of Work I (3 cr.)
- **SOSC 113:** Ethnographies of Work II (3 cr.)

#### Urban Studies Course Requirements (27 cr.)

- **GOVT 201:** Urban Politics: New York City Government (3 cr.) OR **GOVT 202:** American Government & Politics (3 cr.)
- **GOVT 203:** Introduction Urban Planning & Policy (3 cr.)
- **HIST 221:** History of Urban Life (3 cr.)
- **SOCI 102:** Introduction to Sociology (3 cr.)
- **SOCI 201\*:** Crime & Justice in Urban Society (3 cr.) OR **ANTH 227\*:** Sexuality & Gender in Urban Life (3 cr.)
- **UBST 102:** Introduction to Urban Studies (3 cr.)
- **UBST 203:** Race, Ethnicity & Community Development (3 cr.)
- **UBST 225:** Global Urbanisms (3 cr.)
- **UBST 253^:** Urban Research Seminar (3 cr.)

#### Electives (3 cr.)

- **ECON 223:** Economics of Social Issues (3 cr.)
- **ENGL 211:** Cities in Film & Literature (3 cr.)
- **PHIL: 201:** Environmental Ethics (3 cr.)
- **LASC 295:** Issues in Global Learning (3 cr.)
- **MATH 120/120.5:** College Algebra & Trigonometry (3 cr.)
- **MATH 201:** Precalculus (3 cr.)
- **SOCI 201\*\*:** Crime & Justice in Urban Society (3 cr.) OR **ANTH 227\*\*:** Sexuality & Gender in Urban Life (3 cr.)
- **SOCI 231\*:** Introduction to Urban Community Health (3 cr.)
- **UBST 204:** Special Topics in Urban Studies (3 cr.)
- **UBST 298:** Independent Study (1, 2, or 3 cr.)

\*If a student takes **CHEM 110** to fulfill their CUNY Common Core Scientific World requirement, they may take **SOCI 231** as an elective.

+ Students determined to be non-proficient in reading and writing by CUNY will be enrolled in **ENGL 103** AND in a co-requisite, non-credit bearing support class, **ENGL 103A**.

^Writing Intensive Course

\*\* If a student elects to take **SOCI 201** to fulfill the Urban Studies Course Requirement, they may take **ANTH 227** as an elective. If they elect to take **ANTH 227** to fulfill the Urban Studies Course Requirement, the student may take **SOCI 201** as an elective.



## ARTICULATION AGREEMENTS

Stella and Charles Guttman Community College has a General Education articulation with Lehman College as well as program of study specific articulation agreements, as follows. Speak to your SSA or Career Strategist for details.

### **Business Administration Program**

<i>Degree</i>	<i>Receiving Institution</i>	<i>Department</i>	<i>Program</i>	<i>Degree</i>
A.A.	Brooklyn College	Finance & Business Management	Business Administration	Bachelor of Business Administration
A.A.	Lehman College	Economics & Business	Business Administration	Bachelor of Business Administration
A.A.	Marymount Manhattan College	Business	Leadership, Economics, Fashion, Marketing, Social Entrepreneurship, Media and Arts Management	Bachelor of Arts
			Entrepreneurship, Finance, International Business, Management, Marketing	Bachelor of Science
A.A.	Metropolitan College of New York	School for Business	Business Administration	Bachelor of Business Administration
A.A.	CUNY School of Professional Studies		Health Services Administration	Bachelor of Science
A.A.	Vaughn College	Management	Business, Management	Bachelor of Science-General Management
A.A.	SUNY Empire State College	Business, Management & Economics	Business, Management & Economics	Bachelor of Science
A.A.	Iona College	Business Administration	Business Administration	Bachelor of Business Administration



### **Human Services Program**

<i>Degree</i>	<i>Receiving Institution</i>	<i>Department</i>	<i>Program</i>	<i>Degree</i>
A.A.	Lehman College	Social Work	Social Work	Bachelor of Arts
A.A.	New York City College of Technology	Health & Human Services	Human Services	Bachelor of Science
A.A.	York College	Social Work	Social Work	Bachelor of Science

### **Information Technology Program**

<i>Degree</i>	<i>Receiving Institution</i>	<i>Department</i>	<i>Program</i>	<i>Degree</i>
A.A.S.	New York City College of Technology	Computer System Technology	Computer Systems	Bachelor of Technology

### **Liberal Arts & Sciences Program: Social Science & Humanities Track**

<i>Degree</i>	<i>Receiving Institution</i>	<i>Department</i>	<i>Program</i>	<i>Degree</i>
A.A.	John Jay College of Criminal Justice	Political Science	Political Science	Bachelor of Arts
A.A.	John Jay College of Criminal Justice	Sociology	Sociology (Proposed)	Bachelor of Arts
A.A.	CUNY School of Professional Studies	--	Communication & Culture	Bachelor of Arts

### **Liberal Arts & Sciences Program: Science Track**

<i>Degree</i>	<i>Receiving Institution</i>	<i>Department</i>	<i>Program</i>	<i>Degree</i>
A.A.	Brooklyn College	Biology	Biology	Bachelor of Science
A.A.	Brooklyn College	Chemistry	Chemistry	Bachelor of Science

### **Urban Studies Program**

<i>Degree</i>	<i>Receiving Institution</i>	<i>Department</i>	<i>Program</i>	<i>Degree</i>
A.A.	Brooklyn College	Sociology	Sociology	Bachelor of Arts
A.A.	Hunter College	Urban Affairs & Planning	Urban Studies	Bachelor of Arts
A.A.	Queens College	Urban Studies	Urban Studies	Bachelor of Arts
A.A.	CUNY School of Labor and Urban Studies	Urban Studies	Urban Studies	Bachelor of Arts
A.A.	CUNY School of Professional Studies	Criminology	Criminology	Bachelor of Arts
A.A.	John Jay College of Criminal Justice	Political Science	Political Science-Urban Politics and Policy Concentration	Bachelor of Arts
A.A.	John Jay College of Criminal Justice	Anthropology	Deviance, Crime and Culture	Bachelor of Arts
A.A.	John Jay College of Criminal Justice	Sociology	Criminology	Bachelor of Arts

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### Academic Integrity

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. [More Information can be found on the CUNY Manual of General Policy website.](#)

### Cheating

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

Examples include:

- 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.

### Plagiarism

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

Examples include:

- 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.
- a. Failing to acknowledge collaborators on homework and laboratory assignments.
- c. 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.

### 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 include:

- 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.
- b. Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- a. Intentionally obstructing or interfering with another student's work.

### Falsification of Records and Official Documents

Examples include:

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

### Academic Probation

The minimum cumulative GPA Standard for the purposes of determining Academic Probation and Dismissal is based upon the cumulative number of a student's attempted credits, as follows:



<u>Credits Attempted</u>	<u>Minimum Cumulative GPA</u>
>0 through 12	1.50
>12 through 24	1.75
>24	2.00

Academic Probation and Dismissal will be determined at the end of each full semester. The full fall semester is defined as fall I and fall II. The full spring semester is defined as spring I and spring II.

A student is entitled to a maximum of three consecutive semesters on Academic Probation, as outlined below, called (1) initial probation, (2) first continuing probation, and (3) second continuing probation.

While on academic probation, students may not register for more than twelve (12) academic credits per full semester.

All students on academic probation must meet with their advisor before registering for the next semester.

#### (1) Initial Probation Semester

If a student fails to earn the minimum cumulative GPA Standard by the end of a full semester, that student will be placed on Academic Probation.

During the initial probation semester, a student must earn the minimum cumulative GPA Standard by the end of the second session.

If, by the end of the second session of the initial probation semester, neither a student's cumulative GPA nor semester GPA meets the minimum standard, the student will be dismissed from the College.

#### (2) First Continuing Probation Semester

If, by the end of the second session of their initial probation semester, a student's cumulative GPA does not meet the minimum standard, but their semester GPA equals or exceeds the cumulative standard, they will automatically be placed on the first semester of continuing probation.

If, by the end of the second session of the first continuing probation semester, neither a student's cumulative GPA nor semester GPA meets the minimum standard, the student will be dismissed from the College.

#### (3) Second Continuing Probation Semester

If, by the end of the second session of their first continuing probation semester, a student's cumulative GPA does not meet the minimum standard, but their semester GPA equals or exceeds the cumulative standard, they will automatically be placed on the second semester of continuing probation.

If, by the end of the second session of their second continuing probation semester, a student's cumulative GPA does not meet the minimum standard, whether or not their semester GPA equals or exceeds the minimum standard the student will be dismissed from the College.



### Terms of Academic Probation

In addition to the GPA requirements outlined above, students on Academic Probation must adhere to the following terms:

- A. Register for no more than 12 credits per full semester.
- B. Engage in weekly academic support at the college.
- C. Meet with an advisor before registering for the next semester.

Any student found to be in violation of these terms may be dismissed.

To exit from academic probation a student must earn the minimum cumulative GPA standard based on cumulative credits attempted.

### Dismissal and Readmission

Academically dismissed students may not attend any Guttman classes for a minimum of one semester. A student who has been away from Guttman for one semester or more must follow all posted Guttman readmission deadlines and procedures if they wish to reenroll. Denials of readmission following academic dismissal may be appealed to the Provost. Students who are readmitted to the college following academic dismissal will be immediately placed on first continuing probation.

### **Bridge Program Attendance**

For the 2020-2021 academic year, the Guttman Bridge Program will be delivered online. The following outlines attendance expectations for this delivery format.

Participation in and fulfillment of all Summer Bridge modules and assignments through Blackboard are required in order to matriculate and move into the Fall semester at Guttman.

We encourage students to stay on track in the Bridge Program by completing the scheduled modules daily, a task we anticipate taking approximately 3-4 hours each day. All Bridge modules and assignments must be completed and submitted prior to the Bridge deadline.

If a student is unable to fulfill all of the requirements, they will not be permitted to enroll in the Fall semester to which they have been admitted. In such a case, a student may defer admission. If a student defers admission, they will be required to complete the Bridge Program that precedes the start of the next Fall semester.

In the event of an emergency or extenuating circumstances, students must provide the Bridge Care Team\* with documentation for review and approval. All documentation must be sent to [BridgeProgram@guttman.cuny.edu](mailto:BridgeProgram@guttman.cuny.edu).

Standard practice for the Summer Bridge Program includes in-person instruction and participation. Following the 2020-2021 academic year, it is expected that we will return to the following attendance expectations aligned with in-person delivery. The following paragraphs describe the attendance expectations for in-person Summer Bridge experiences.





Successful completion of the Guttman Bridge Program is required in order to continue in regular semester classes at Stella and Charles Guttman Community College. For this reason, faculty and members of the Bridge Care Team\* monitor your attendance.

Regular and punctual attendance at and participation in all Bridge Program assignments and activities at Guttman Community College are required in order to matriculate and move into fall classes. Absence or tardiness, which is defined as showing up after the scheduled start time of a class or activity, is a violation of this attendance policy. Severe tardiness to any activity is considered an absence. If you have missed a full day of Bridge, or after your second reported attendance policy violation, the Bridge Care Team will contact you to discuss the circumstances of your absence and how you will make up the activities that you missed.

In the event of an emergency or other serious, extenuating circumstance, you must provide the Bridge Care Team with documentation that they will review for approval. If you miss more than one day without approved documentation you will not be permitted to attend Guttman Community College in the fall. Please send all documentation to [BridgeProgram@guttman.cuny.edu](mailto:BridgeProgram@guttman.cuny.edu) at least one day in advance, if possible.

If, as a result of your failure to adhere to the attendance policy, you are not permitted to attend in the fall semester to which you have been admitted, you may defer admission until the following fall. If you defer admission, you will be required to attend and participate fully in Summer Bridge the following summer.

\*The Bridge Care Team is composed of the Summer Bridge Coordinators and representatives of the Dean of Student Engagement and the Office of Academic Affairs.

## Grading

### Grading Glossary and Guidelines

Faculty members assign grades based on the glossary below. Each grade carries a certain number of “quality points,” which are be used to calculate Grade Point Average, or GPA.

#### GRADING GLOSSARY

Grade	Explanation	Quality Points	100 Point Scale	Included in GPA?
A+	Exceptional	4.00	97.0 – 100	YES
A	Excellent	4.00	93.0 – 96.9	YES
A-		3.70	90.0 – 92.9	YES
B+	Good	3.30	87.0 – 89.9	YES
B		3.00	83.0 – 86.9	YES
B-		2.70	80.0 – 82.9	YES
C+	Satisfactory	2.30	77.0 – 79.9	YES
C		2.00	73.0 – 76.9	YES
C-		1.70	70.0 – 72.9	YES
D+	Passing	1.30	67.0 – 69.9	YES



Grade	Explanation	Quality Points	100 Point Scale	Included in GPA?
D		1.00	60.0 – 66.9	YES
F	Failure/unsuccessful completion of course	0.00	00.0 – 59.9	YES
P	Pass	--	--	NO
R	No Credit	--	--	NO
W	Withdrew (Cannot be assigned by instructor)	--	--	NO
WA	Administrative Withdrawal (Non-punitive grade assigned to students who register for classes but do not provide proof of immunization by the compliance date)	--	--	NO
WD	Withdrew Drop (Dropped after Financial Aid Certification date. Does not appear on transcript)	--		NO
WN	Never Attended (Does not appear on transcript)	--	--	NO
WU	Withdrew Unofficially (After attending at least one class session. Assigned by instructor. Counts as "F")	0.00	--	YES
CR	Credit earned (equivalent to "A" through "D") – Used during the Spring 2020 semester	--	--	NO
FIN	"F" from Incomplete (when "INC" grade lapses to a "FIN"), which is computed in the GPA as "F"; this occurs if the grade is not made up by the deadline date assigned by the instructor or the end of the following semester	0.00	--	YES
INC	Session's Work Incomplete – "INC" Contract needed. This may include absence from final examination	--	--	NO
NC	For courses in the First Year Experience, students receive a grade of "NC" in lieu of a grade of "F" for failure to pass the course. The "NC" is also used for administrative actions such as disciplinary dismissals. The "NC" was also assigned during COVID-19, the Spring 2020 term, as a flexible grade option for failing grades converted to "NC".	--	00.0 – 59.9	NO
PEN	Grade pending; a temporary grade when the final grade requires further evaluation and the "WU" and "INC" are inappropriate	--	--	NO

### REGISTRAR ASSIGNED GRADES

GRADE	EXPLANATION	DETAILS
<b>WN (Never Attended)</b>	Student has never participated in an academic activity and there is no documented evidence of the student's participation in a class and did not officially withdraw.	<p><i>This grade appears pre-populated for the student in question when the faculty member submits the roster to assign grades in CUNYfirst. A "WN" is assigned by the Registrar based upon faculty responses on the Verification of Enrollment (VOE) roster, which is submitted at the beginning of each session (see the Academic Calendar). A "WN" can be rescinded by the faculty through the Rescind Deadline (see Academic Calendar) if the student was erroneously marked as 'absent' when submitting VOE. The "WN" does not appear on the student transcript and does not have a net effect on the student's GPA.</i></p> <p><i>It is <b>imperative</b> that a WN Rescind Form be completed by the deadline if the student attended the class because it has a <b>direct and immediate</b> negative impact on the students' financial aid eligibility.</i></p>
<b>WD (Withdraw Drop)</b>	Student officially drops the course.	<p><i>The student officially drops class during the Program Adjustment Period (after the financial aid certification date and before the end of the refund – see the Academic Calendar for specific dates). A faculty member will be able to view this grade as it is pre-populated on the grade roster in CUNYfirst. The "WD" does not appear on the student's transcript and does not have a net effect on the student's GPA. See Academic Calendar for dates.</i></p>
<b>W (Official Withdrawal)</b>	Student officially withdraws from a class.	<p><i>The student officially withdraws from a class after the Program Adjustment Period, but before two-thirds of the session has elapsed – see the Academic Calendar for specific dates. A faculty member will be able to view this grade as it is pre-populated on the grade roster in CUNYfirst. A "W" appears on the student's transcript, but has no net effect on the student's GPA.</i></p>
<b>PEN (Grade Pending)</b>	Grade for this student is pending	<p><i>"PEN" is also used to facilitate the implementation of the Procedures for Imposition of Sanctions whereby colleges must hold a student's grade in abeyance pending the outcome of the academic review process. Final determination of the grade will depend on the college's academic review process. The "PEN" appears on the student transcript, but does not have a net effect on the student's GPA.</i></p>

## FACULTY ASSIGNED GRADES

GRADE	EXPLANATION	DETAILS
WU (Unofficial Withdrawal)	Student who participated in an academically related activity at least once, but then completely stopped attending at any time before the culminating academic experience of the course, i.e. final exam, final paper, etc., and did not officially withdraw.	<i>“WU” can also be assigned in the case of <b>excessive absences</b> for which there is no basis to give a final letter grade of “A” to “F,” and the conditions for a grade of “INC” do not apply. A “WU” is calculated into the student’s GPA and is equivalent to an “F.” According to CUNY, a “WU” means the student “withdrew unofficially after participating in an academic activity at least once.” Thus, if a student stops attending at any point and fails to return to class, then a “WU” is appropriate. In the event that a medical or other personal situation arose, preventing the student from attending, that student would have the option to appeal that the “WU” be converted to an administrative withdrawal, after the fact by completing a Medical Leave of Absence along with supporting documentation from a health care provider to the Dean of Student Engagement.</i>
NC (No Credit Granted)	This grade may be assigned under two scenarios: 1) For classes in the First-Year Experience (FYE), students will receive a grade of NC in lieu of the first grade of F for failure. For a student who has been attending the class, but whose performance does not meet the academic standards set forth by the faculty; 2) for a student who has been subjected to an administrative action, such as a disciplinary dismissal.	<i>This grade is available for the following First-Year Experience classes ONLY: ENGL 103, LASC 101, LASC 102, MATH 103, MATH 103A, MATH 103B, SOSC 111, SOSC 113. The first time a student takes any of the prior-listed classes the “NC” grade is the default available failing grade. If the student is unsuccessful in the re-taken class course, a grade of “F” must be assigned. The “NC” appears on the student’s transcript, but does</i>



GRADE	EXPLANATION	DETAILS
		<i>not have a net effect on the student's GPA. In cases where the student has been subject to an administrative action such as a disciplinary dismissal the Registrar will assign the "NC" grade.</i>
INC (Incomplete)	Student completes at least three-fourths (75%) of the class requirements with a passing grade, but does not complete the entirety of the class requirements.	<i>The faculty member should be confident that the student can complete the missing work within the allotted time and a contract spelling out the steps to complete the missing work and deadline must be completed. The contract should be submitted by the grading deadline of the session to the Office of Academic Affairs. A student who is academically failing the class based on work completed to-date or who needs to repeat the class should not be assigned an INC. Rather; this student should receive an NC, WU, or F, depending on the circumstances (see above). The instructor assigns the INC in CUNYfirst. The INC appears on the student's transcript, but is not calculated in a student's GPA and has no impact on it. If the student does not satisfactorily complete the missing work by the date specified in the INC contract or by the last date of the following term, the grade automatically reverts to an NC for designated courses in the first year and to an "FIN" for second time FYE courses and all other courses. An FIN is equivalent to an "F" and is calculated into the student's GPA.</i>



GRADE	EXPLANATION	DETAILS
F (Failure)	A continuing student whose work did not meet minimum academic standards of course.	<i>A failure grade given to a student who completed the culminating academic experience of the class and failed. Academic standards needed for a higher letter grade –because of poor academic quality of the work and/or failure to submit it should receive an earned “F” grade. An “F” is calculated into the student’s GPA.</i>

### Changes of Grade and Academic Appeals

There are two types of resolutions possible if a student wishes to contest the official final grade they were assigned for a course. The student may request a Change of Grade directly from an instructor. If the instructor does not agree that a change of grade is warranted, the student may appeal to the Committee on Academic Appeals (CAA) within thirty (30) days of receipt of the disputed grade. The CAA also reviews and decides other types of appeals, including readmission to the College.

#### Change of Grade

A student should contact the instructor who assigned the official final grade they wish to dispute at the first opportunity after the grade is posted on CUNYfirst. The student may request a change of grade when they believe it was assigned as the result of:

- 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; or
- an incorrect determination of the grade value of a particular assignment.

If the instructor agrees that the grade was assigned in error, they will submit a change of grade request to the Office of Academic Affairs (OAA). OAA will review the request for conformity to College policy. Upon approval by OAA, the change of grade will be forwarded to the Registrar for recording. The corrected grade will then appear in the student’s transcript.

#### Academic Appeal

Prior to filing an Academic Appeal for a change of grade, the student must first attempt to resolve the grade dispute through the Change of Grade process described above. If no resolution is reached, the student should speak with their Career Strategist or SSA, who will help to navigate the Academic Appeal process. All formal appeals must be in writing.

Academic Appeals are decided by the Committee on Academic Appeals (CAA), a body of Guttman faculty, staff, and leadership that meets monthly year-round, with additional meetings held if needed. The Committee reviews each case thoroughly, considering all of the information and supporting documentation provided. If more information or clarification is needed, the CAA will contact the student. All decisions made by the CAA regarding an Academic Appeal are final and must be communicated in writing.



The CAA is charged with reviewing appeals of the following types:

- Academic probation, dismissal, and readmission to the College based on failure to make satisfactory academic progress, but exclusive of related matters involving academic integrity or alleged student misconduct;
- Course substitutions and course waivers;
- Withdrawal from courses, including retroactive withdrawals;
- The honors list and graduation honors;
- Courses on permit at other colleges;
- Extensions to a deadline to complete an INC grade; and
- Grade appeals.

To submit an Academic Appeal for a grade, the student should:

1. Make sure that their Academic Appeal form [insert link to PDF and remove this text/highlighting] is completed fully and accurately;
2. Include a statement that is written clearly and is grammatically correct. The statement should:
  - a. Outline the rationale for the request and include all pertinent information that could help the committee to understand the student's viewpoint,
  - b. Avoid making disparaging remarks about the instructor or the course, and
  - c. Describe any extenuating circumstances/obstacles or hardships that may have negatively impacted the student's performance in the course;
3. Attach supporting documentation to strengthen their case. Failure to provide adequate documentation may result in the delay or denial of an appeal. Providing the following materials is strongly recommended:
  - a. Course syllabus,
  - b. Any assignments that were turned in (with grades),
  - c. Any assignments that are in dispute, or that are the focus of the appeal,
  - d. Any records of grades (Blackboard, quizzes, tests, etc.),
  - e. Any correspondence between the student and the instructor, especially those regarding grades or assignments,
  - f. Any supporting evidence for why work was not completed or turned in late, and
  - g. Any supporting evidence for absences and/or missed tests/quizzes.

For further information on the formal grade appeal process, please see Article I of [Guttman Community College's Student Grievance Procedures](#).

### **Grade of Incomplete (INC)**

An instructor may assign the grade of "INC" (Incomplete) when a student's work has not been completed and the instructor deems 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 term following the one in which the "INC" is assigned. Term refers to the combination of Fall I and Fall II sessions or Spring I and Spring II sessions. The Fall and Spring terms at Guttman are 18 weeks. If the instructor agrees to a date less than a term, the instructor is responsible to submit a change of grade from with a grade of FIN right after the deadline of the contract if course work is not completed.



Faculty are required to complete and submit a written “Contract for a Grade of Incomplete” (INC) before assigning a student a grade of incomplete. The INC contract must be signed by the instructor and the student and submitted to the Office of Academic Affairs.

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 term. If the work is not successfully completed within the time limit or the date agreed at the time the contract was completed and signed, the student will automatically receive an “NC” or a “FIN” as appropriate for the course. If the work is successfully completed within the time limit, the instructor will need to request a change of grade by completing and submitting a “Request for Grade Change” form replacing the “INC” grade with the appropriate grade earned.

An “INC” will not be given to a student who needs to repeat a course or to a student who is failing a course. An instructor may also assign an “INC” when a student is absent from a course final exam. At the time when the contract is signed, the instructor is free to set the deadline for a make-up exam. The deadline may not exceed the last day of the term 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 “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. If the instructor agrees to a date less than a term, the instructor is responsible to submit a change of grade from with a grade of FIN right after the deadline of the contract if course work is not completed.

The grade of “INC” will lapse to a “FIN” grade according to a deadline the college establishes but no later than the last day of the following term. The grade of “FIN” counts in the GPA as an “F.” An instructor should give an “INC” grade in consultation with the student within the following guidelines:

- Only when a student can reasonably be expected to complete the course requirements no later than the last day of the following term;
- When a student has been absent from the final exam and a make-up exam is scheduled no later than the last day of the following term;
- When determining the final grade requires further evaluation for reasons other than those identified in the CUNY “Policy on Academic Integrity”.

### **Grades of NC or F**

For designated courses in the First Year Experience at Guttman Community College, 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 in any subsequent attempt, then s/he will receive a grade of F instead of NC. The NC indicates unsatisfactory completion of the course. The NC has no impact on the GPA but may negatively impact Federal and State Satisfactory Academic Progress calculations and may result in the loss of Federal or State financial aid.

If a student fails the same course two times (i.e., one NC and one F), there will be an intervention by Office of Student Engagement or her/his designee. The student may be allowed to repeat the course a third time under specified conditions. The “NC” is also used for administrative actions such as disciplinary dismissals.





These courses are:

- 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
- MATH 103 B Statistics B

### **Grade Point Average (GPA) Calculation**

A student's Grade Point Average (GPA) is calculated by dividing the total point value of grades earned by the total number of credits attempted. In the example below,  $19.95 / 7.5 = 2.66$ . As shown in the Grading Glossary, 2.66 is within the range of a B- average.

Based on these grades, this hypothetical student has a GPA of B-. This is the result of dividing 19.95 total grade points earned by the total of 7.5 credits carried by the courses taken. The result, known as the quotient, is 2.66.

### **Honors List Criteria**

Students may earn Honors List designations at the end of each spring semester and fall semester as defined by the CUNY uniform academic calendar. There will be two criteria for enrollment:

1. Students must have completed the following courses with a passing grade:
  - a. LASC 101 - City Seminar I
  - b. LASC 102 - City Seminar II
  - c. SOSC 111 - Ethnographies of Work I
  - d. SOSC 113 - Ethnographies of Work II
  - e. MATH 103 (or MATH 103 A and MATH 103 B) – Statistics (or Statistics A and B)
  - f. ENGL 103 - Composition I
2. Students must have a cumulative GPA of 3.50 based on all courses on record at the time of calculation.

### **Independent Study Course**

Independent Study courses at Guttman Community College are courses that go beyond those regularly offered by the college. These courses 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 are 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 by the end of the academic session that precedes the session during which the work will be completed. For example, if a student would like to take an Independent Study course during Spring I, the form needs to be filed by the end of Fall II.

### **Maximum Credit Load for Fall II and Spring II Sessions**

Students may not register for more than two courses (not to exceed 9 credits or 9 equated credits) during a 6-week session (i.e., Fall II and Spring II). 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 register for a third course during the 6-week session, students must obtain written and signed permission from the Dean of Academic Affairs. To be considered for a third course, students must have passed all developmental skills exams and have a GPA of 3.0.

### **Permit Students**

#### **Guttman Community College ePermit Policy**

##### **POLICY:**

1. Guttman Community College welcomes CUNY students on ePermit, subject to CUNY and home college guidelines, with the following exceptions:

A. No ePermit students may enroll in the following Guttman courses:

- LASC 101: City Seminar I and LASC 102: City Seminar II
- Statistics, Statistics A, and Statistics B (MATH 103, 103A, 103B)
- An exception can be made for MATH 103, which can accommodate ePermit students only during the final two weeks of registration
- Ethnographies of Work 1, and Ethnographies of Work 2 (SOSC 111,113)
- Program of Study fieldwork or internship courses

B. Delayed ePermit registration policy for the following Guttman courses:

- ePermit students may be accepted into LASC 200 (The Arts in New York City) only during the final two weeks of registration.
- ePermit students may be accepted into all lab science courses only during the final two weeks of registration.

2. Guttman Community College students may take advantage of other CUNY courses on ePermit with the following restrictions:

A. No Guttman student may ePermit into a course as a substitute for LASC 101 and 102; MATH 103A and 103B; and SOSC 111 and 113.

B. No Guttman student may ePermit into a substitute for Program of Study fieldwork, internship, or capstone courses for their declared program.



## Graduation

### 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.

### Graduation Honors

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

### Readmission

#### Process

Students who have previously attended Guttman Community College, but have not been in attendance for one or more terms, and did not graduate from Guttman are eligible for readmission. Students must:

1. Clear all balances/negative holds/negative service indicators on their records.
2. Complete the Readmission Interest Form. After completion, a representative from the advisement team will review the student’s records and will be in contact with them regarding the next steps and the Readmission Application. Students who left the College on academic probation or following academic dismissal must submit an appeal letter along with their Readmission Application. This will be reviewed by the Committee on Academic Appeals. Students in good academic standing (cumulative GPA is 2.00 or higher) will ONLY have to submit the Readmission Application.
3. Pay the non-refundable \$20 Readmission application processing fee.
4. Attend the mandatory Readmission Completion Day program.

#### Deadlines

Students should start the readmission process as early as possible. Those who submit an early interest form will be considered for readmission sooner. If the application is approved, students will then have earlier access to registration and the courses they need to continue with their degree. Deadlines are posted on the Guttman web site in the [Registrar](#) section.

### Reading and Writing Proficiency

Initial proficiency for students entering Stella and Charles Guttman Community College will be determined by CUNY. Those students that CUNY deems as proficient will be considered so at Guttman Community College as well as at all other CUNY colleges. Students determined to be non-proficient will be enrolled in Composition I (ENGL 103) AND in a co-requisite, non-credit bearing support class (ENGL 103A). Students must earn a passing grade in ENGL 103 in order to be deemed Proficient.



## Mathematical Proficiency and Placement

### Mathematical Proficiency:

In order to graduate, Guttman students must successfully complete Statistics, either MATH 103 or MATH 103A + MATH 103B. All incoming first-year students who have demonstrated mathematical 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.

Students may meet the proficiency requirement for mathematics by documenting any one of the following:

- a. SAT Math score of 500 or higher
- b. SAT Math Section (exam date March 2016 and thereafter), score of 530 or higher
- c. ACT Math score of 21 or higher
- d. NY State Regents:
  - Common Core Regents: Score of 70 or higher in Algebra I or a score of 70 or higher in Geometry or a score of 65 or higher in Algebra 2.
  - Score of 80 or higher in Integrated Algebra or 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

Additionally, if a student does not meet the above requirements then CUNY calculates a math proficiency index. Any student with a math proficiency index score of 60 or higher will be placed into MATH 103. [For more information on the math proficiency index, please see CUNY's website.](#)

### Placement into College Algebra and Trigonometry:

Students in the Business, IT, and LASC-STEM programs will need to take additional mathematics course(s) for their Program of Study. In particular, these students will need to take a College Algebra and Trigonometry course, either MATH 120 or MATH 120.5.

A student places into MATH 120 if they meet any of the following qualifications:

- (1) The student meets any of the math proficiency requirements described above, i.e. any of the following:
  - a. SAT Math score of 500 or higher
  - b. SAT Math Section (exam date March 2016 and thereafter), score of 530 or higher
  - c. ACT Math score of 21 or higher
  - d. NY State Regents:
    - Common Core Regents: Score of 70 or higher in Algebra I or a score of 70 or higher in Geometry or a score of 65 or higher in Algebra 2.
    - Score of 80 or higher in Integrated Algebra or 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
- (2) OR the student has a math proficiency index score of 60 or higher
- (3) OR the student received an A- or higher in MATH 103B
- (4) OR the student received a 50% or higher in MATH 120.5 on the common final exam.



While MATH 120 is offered in both the 12-week and the 6-week semesters, MATH 120.5 is *only* offered in the 12-week semesters. The fourth and final bullet point above regarding placement provides a way for students who fail MATH 120.5 to take MATH 120 in the 6-week semester rather than waiting until the subsequent 12-week semester to retake MATH 120.5. That is, if a student receives a 50% or higher in MATH 120.5 on the common final exam but fails MATH 120.5, they may take MATH 120 in a subsequent semester instead of retaking MATH 120.5. The two courses are equivalent for grade replacement purposes.

If a student does not place into MATH 120, they may instead take MATH 120.5.

### **Repeated Courses and Grades**

Guttman students may not repeat a course already passed (or for which they have already received credit via transfer, permit, or other mechanisms) unless the student did not meet the minimum passing grade requirements for the course. In those instances, the student will be permitted to retake the course and both grades earned will be included on the transcript and in the GPA calculation. However, the grade earned in the repeated course will be excluded from all calculations for honors, probation, dismissal, and reinstatement. Students may only receive credit once for a course they have passed or transferred.

If a student fails a course and then subsequently retakes the course and earns a “C” or better, then the initial grade of “F” will remain on the transcript but will no longer be included in the GPA. Students may only delete sixteen failing credits from the GPA during their undergraduate enrollment at CUNY.

### **Transfer Credit Evaluation**

For each entering class at the College, the Office of Academic Affairs in coordination with Program and Area Coordinators will review all previous learning experiences that occurred prior to enrollment at Guttman. This includes previous coursework, exams completed, and other learning experiences within or outside of a college/university.

For former Guttman students applying for readmission to Guttman, the Registrar will review only coursework that was completed at a CUNY institution during the semesters between previous Guttman enrollment and Guttman readmission.

To qualify for credit, the following grade/score conditions must apply:

#### **Prior Coursework Completed**

1. Coursework at CUNY, including College Now, must show a grade of D or better.
2. College coursework completed during high school at a non-CUNY institution must show a grade of C or better.

#### **Prior Exams Completed**

1. An AP score of 3 or above



2. An AICE (Advanced International Certificate of Education) score of E or better (US equivalent to C or better)
3. A CLEP (College Level Examination Program) score of 50 or above
4. A DLPT (Defense Language Proficiency Test) score of 3 or above
5. A DSST (DANTES) score of 400 on Criterion Referenced test, or 45 on Norm Referenced test
6. An IB (International Baccalaureate) - Higher Level (HL) *only* score of 5 or better
7. An UEXCEL (Excelsior College Exams) grade of C or better

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

Appeals of the Transfer Credit Evaluation may be made to the Committee on Academic Appeals whose decision will be final.

This policy does not alter the graduation requirement of the successful completion of at least 45 degree credits at Guttman Community College with no more than 9 outside credits applied to the course in the program of study category.

### **Writing Intensive Courses**

Two Writing Intensive (WI) courses are required to graduate: ENGL 203 (for all students) and one other WI course in the student's program of study.

The following courses are Writing Intensive:

- **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 LAS-SSHU program of study*
- **BIOL 231:** Microbiology  
*For students in the LAS-Mathematics and Science 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*
- **UBST 253:** Urban Research Seminar  
*For students in the Urban Studies program of study*
- **ECON 204:** Contemporary Economic Issues  
*For students in the Business Administration 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.



5. 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.
6. 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.
7. Reading and/or Research integrated into assignment workflow.
  - a. Reading and research assignments should be challenging and guided by in-class work, as relevant to the discipline of study.
8. 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.

## **ADVISING**

At Guttman, students work closely with an academic advisor starting in the Summer Bridge Program straight through to graduation. Advisors serve as educational planning, transfer, academic and career success coaches.

In the first year, students are guided by a Student Success Advocate (SSA), who helps them make a smooth transition to college life. During Summer Bridge and throughout the first year, students meet with their SSAs weekly in an advising first year seminar called Learning about Being a Successful Student (LaBSS).

After the first year, continuing students work with a Career Strategist, who helps them progress toward completing their program of study and their degree, and transition into a baccalaureate program and/or career. Career Strategists also host program of study-related activities, workshops, and networking events and provide college transfer support to students.

## **PEER MENTORING**

Peer Mentoring is an integral component of the academic and co-curricular student experience at Guttman Community College. Peer Mentors are visible, active, and invested in the development of an inclusive, academically-focused community.

There are three types of Peer Mentors:

### **Admissions & Access Peer Mentor**

Admissions & Access Peer Mentors guide prospective students, families, and supporters through Guttman's multi-stage admissions process. These peer mentors coordinate and implement admissions events including group information sessions and individual meetings.



### **First Year Experience (FYE) Peer Mentor**

FYE Peer Mentors work closely with first-year students by actively participating in LaBSS sessions that are designed to build academic, professional, and leadership skills. FYE Peer Mentors are available for one-on-one and small group meetings to assist students with study skills, time management, organization, collaboration strategies, and using online resources.

### **Meet-Up Peer Mentor**

Meet-up Peer Mentors work with First-year and continuing students to ensure academic success through study sessions and assistance in distance learning. Meet-up mentors are skilled in Math, Science, Writing, and information Technology. Meet-up Mentors are also available for one-on-one meetings.

Peer Mentors also have the opportunity to become **Transfer** and **Wellness Ambassadors**.

### **Wellness Ambassador**

Wellness Ambassadors are Peer Mentors who have an interest in promoting mental health and wellbeing at Guttman and serve as a Wellness resource for other peer mentors. Wellness Ambassadors serve as a link, connecting students to Wellness staff and promoting mental health and wellbeing at Guttman Community College.

### **Transfer Ambassador**

Transfer Ambassadors design and facilitate Transfer Bridge workshops for any student transferring to a senior college. They also lead Alumni Transition Touchpoints for Guttman graduates who have transferred to CUNY senior colleges.

## **Six Ways to Engage with Peer Mentoring**

Students are encouraged to connect with peer mentors inside and outside of the classroom throughout their Guttman experience. Here are six different ways students can interact with Peer Mentor:

#### **1. Admissions Events**

Prospective students, families, and supporters meet our Admissions & Access Peer Mentors during campus tours, group information sessions, and committed student events. Say hello when you see Admissions Peer Mentors hosting events on campus!

#### **2. The Den Chatroom**

The Den is a multi-purpose chatroom that serves as a hang out and collaborative workspace. Students are invited to use the room productively and hang out with friends and peer mentors. Visit the Den chat Monday- Friday between 10am and 6pm during the academic year to learn about upcoming events, campus resources, and much more! The chat link will be updated on our website.

#### **3. Meet-Ups (Blackboard Collaborate)**

Meet-ups are small group study sessions led by peer mentors. Meet-Ups take place on Blackboard Collaborate and are offered for the following subjects: Algebra, Biology, Chemistry, Information





Technology, Statistics, and Writing. Check your email and Starfish for the Meet- Up schedule.

#### **4. Direct Connect**

A Direct Connect is a 30-minute one-on-one conversation with a Peer Mentor on various topics including: time management, study skills and test-taking strategies, organizational tips, Guttman resources, your internship experience, your overall Guttman experience. You can schedule a Direct Connect on Starfish or via email at [peermentoring@guttman.cuny.edu](mailto:peermentoring@guttman.cuny.edu)

#### **5. Campus programs**

Peer Mentors support the implementation of various campus-wide programs throughout the academic year including Summer Bridge, New Student Orientation, Career Strategist-sponsored transfer events, and Center for Career Preparation and Partnership (CCPP) networking events. Be sure to reach out to peer mentors for more information about upcoming events.

#### **6. Transfer Bridge**

Transfer ambassadors design and facilitate fall and spring Transfer Bridge workshops for Guttman students who will be transferring to senior colleges; specifically Baruch, Brooklyn, City Tech, Hunter, or Lehman Colleges.

#### **Contact Information**

Email: [PeerMentoring@guttman.cuny.edu](mailto:PeerMentoring@guttman.cuny.edu)

[Peer Mentoring website](#)

Phone: 646-313-8149

Instagram: [@GuttmanMentors](#)



## THE CENTER FOR CAREER PREPARATION & PARTNERSHIPS (CCPP)

**Mission:** The Center for Career Preparation and Partnerships (CCPP) leads Guttman’s innovative and proactive model for building industry partnerships, embedding equitable and inclusive career preparation into the curriculum and co-curriculum, and ensuring students successfully transfer to baccalaureate-granting institutions and plan for economic advancement and fulfilling careers.

**Vision:** The Center for Career Preparation and Partnership will offer dynamic, equitable and inclusive professional exploration, career planning, and career competency development centered in the curriculum and co-curriculum to empower students to pursue a fulfilling professional path. CCPP will engage in innovative partnership development to involve industry representatives as co-educators in informing and invigorating the Guttman academic experience.

**Our Services:** The Center for Career Preparation and Partnerships (CCPP) is dedicated to helping you become career ready. Connect with us today for help with your career development needs. We will help you acquire the career readiness competencies that are most important for your future career success!

Make an appointment with us on Starfish for help with the following:

- Internships, Volunteer Opportunities, and Part-time Employment
- Company Site Tours and Job Shadowing Opportunities
- Career and Professional Development Workshops
- Career Readiness Road Map
- The Career Exploration Challenge
- Grizzly Portal to Jobs and Internships
- Resume Writing and Interview Preparation
- Professional Interview Attire

## LIBRARY AND INFORMATION COMMONS

The Library and Information Commons (IC or Info Commons) is a place to learn, share, and collaborate on academic work. The Library, housed within the IC, is both a physical and a 24/7 virtual space, where students have access to e-books, streaming content, electronic Reserves, research guides and online full text articles from a wide variety of subject special databases.

Services available in the Library include:

- Loans of books, course textbooks, films, calculators, headphones, and laptops
- Virtual access to e-resources (requires a library login)
- General tutoring from the Academic Support Center and a variety of campus organizations and initiatives
- Peer Mentor Meet-Ups for academic support
- ePortfolio, Blackboard, and eTern scheduled skills sessions
- Photocopying, scanning, and printing
- Student computing support
- Mediascape tables with projection screens for sharing work



- Production space and equipment for producing printed work
- Prayer space shared by all faiths
- Display space for student work
- Event space for curriculum complimentary programs
- Accessible and assistive technology and equipment

[Hours \(posted on the Library website\)](#) during the academic semester include Monday thru Saturday.

## TEXTBOOKS

Guttman is participating in an initiative that promotes OER's or Open Education Resources. Cost-free textbooks and low-to-no cost resources are designated for a select and growing number of courses. When registering, students should look in CUNYfirst for courses with the "ZERO Textbook Cost" course attribute. Akademos, Guttman's online bookstore vendor, also reflects this designation.

Guttman's library purchases copies of all required texts used in the classroom. Please check with the library to confirm whether a specific book is available. These books are available for two-hour loans. A library barcode and student ID are required.

Students may purchase textbooks and course materials at the Guttman Online Bookstore at [guttmanbookstore.com](http://guttmanbookstore.com) by logging in with their CUNY Login account. All courses, required materials, and pricing options are displayed in one easy-to-navigate page. Through the Online Bookstore, students can save an average of 60% off list price when they select items from the Bookstore's Marketplace, have price match guarantee on all new books, get free shipping offers on select orders over \$49, and have year-round access to post and sell their books on the Bookstore's Marketplace.

Students may also purchase or rent books online from a variety of vendors. Students should first check with their instructors before purchasing a textbook to confirm the correct edition that is being used in the course. The City University of New York has compiled a helpful list of sites that offer students [textbook savings](#).



## **COLLEGE LIFE**

### **STUDENT LEADERSHIP AT GUTTMAN COMMUNITY COLLEGE**

Guttman Community College will provide students with many opportunities to develop leadership skills. Becoming engaged with campus life and student leadership contributes to the academic, social and cultural environment of the College. In addition, Guttman leadership programming supports student 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 004 on the Lower Level.

#### **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, advocacy and activism, civic engagement, work life balance, and ethical leadership.

#### **Intramural Sports**

Guttman Community College participates in the CUNYAC intramural activities program and students are encouraged to sign-up 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.

#### **Committee Service**

The student body at Guttman is an important stakeholder of the Guttman campus community. As such, students are invited to join college committees at the College. Some of the committees students can participate in are MLK Day of Service Committee, Faculty/Student Disciplinary Committee, and the Tech Fee Committee. Leadership competencies for committee members include, but are not limited to critical engagement, civic engagement and governance.



## **Conferences and Workshops**

Students can participate in the many conferences and workshops sponsored by The City University of New York. Conferences and workshops are valuable non-formal learning opportunities and excellent venues for networking. The following annual conferences 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. In addition, the 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 students are interested in co-curricular activities, they can start a club with support from the Student Government Association. They 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 clubs at Guttman:**

CUNY Coalition for Students with Disabilities at Guttman (CSD): Our mission is to create an all-inclusive community for students with and without disabilities at Guttman. We provide students with an opportunity to network and build positive relationships. Together we also learn how to advocate, fight against preconceived notions and stigmas related to disability.

Guttman Dance Team (GDT) was created for students with an interest in dancing and performing. This group will have various practices and performances throughout the academic year.

Guttman Culture Club (GCC) is the student organization arm of the Global Guttman Study abroad program. The purpose of GCC is to give students who have experienced study abroad an opportunity to share their experiences with their peers, in an effort to encourage them to participate in future study abroad programs.

Muslim Student Association (MSA): A cultural and faith-based focused organization that highlights the contributions and accomplishments of the Muslim community. This group also provides advocacy, awareness and education on the issues and concerns faced by members of this group.

One More is an advocacy and activism group that works to ensure representation of the undocumented student community. They seek to ensure that critical issues, policies and legislative agendas are focused on ensuring undocumented students receive the resources and allyship they need to be successful in college.

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.



S.P.A.R.K. (Students Promoting Acts of Respect and Kindness) is a service organization focused on promoting social service programs and events. These events center on suicide prevention awareness, cancer/breast cancer/AIDS walks, depression, and civility.

Stonewall Club (LGBTQIA+) is an affinity group focused on creating a community for LGBTQIA+ folk and allies. Centering on raising awareness of the contributions and advancement for this community, the Stonewall club ensures a safe space for its members.

## WELLNESS

The mission of Wellness 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 assisting students in addressing any psychosocial factors that may be a hindrance. We seek to provide a non-judgmental space, work collaboratively, and equip students with effective strategies to use now and in the future.

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

Contact:

Courtney Stevenson, LMHC  
Associate Director of Counseling Services and Wellness Clinician  
[wellness@guttman.cuny.edu](mailto:wellness@guttman.cuny.edu)  
646.313.8165

Nicole Brown, LMHC  
Wellness Clinician  
[wellness@guttman.cuny.edu](mailto:wellness@guttman.cuny.edu)

Brittany Amede, MHC graduate student intern  
Wellness Intern  
[wellness@guttman.cuny.edu](mailto:wellness@guttman.cuny.edu)

After-Hours Emergency and Crisis Contacts:

- Guttman Public Safety: 646.313.8101
- Police/Ambulance: 911
- NYC WELL Counseling Services: 1.888.NYC.WELL (1.888.692.9355) or text WELL to 65173
- 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)



## **ACCESSABILITY**

### **The Office of AccessABILITY**

The Office of AccessABILITY Services at Stella and Charles Guttman Community College, CUNY is committed to compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and other relevant state and federal legislation. The Office of AccessABILITY Services is dedicated to students with disabilities by providing the opportunity for success and equal access at Stella and Charles Guttman Community College. We are committed to providing reasonable accommodations as outlined by Federal and State law. We also strive to create an inclusive, safe and respectful environment. By promoting awareness, knowledge and equity, we aspire to impact positive change within individuals and the campus community.

### **Mission**

The mission of the Office of AccessABILITY Services at Stella and Charles Guttman Community College is to ensure that students with disabilities have equal access to all college programs, services and activities. It is our objective to see that students with disabilities are provided with an impactful learning experience. The Office AccessABILITY Services challenges every individual to be independent, responsible, problem-solvers and self-advocates in charge of their own lives.

### **Philosophy**

Our philosophy is one that encourages self-awareness, self-determination, self-advocacy and independence in an accessible environment.

While preparing our students we must also enable them to live productive self-serving lives outside the walls of the College.

### **Values**

- ✓ Educate and promote Disability Awareness throughout the Guttman community.
- ✓ We help foster a supportive and inclusive educational environment by educating the greater college community on issues related to disability awareness.
- ✓ Create an inclusive environment that treats students with the utmost respect.
- ✓ Aim to provide quality services and reasonable accommodations in a timely, professional manner without compromising academic integrity.
- ✓ Provide accurate information to students thereby allowing them to make educated decisions.
- ✓ Develop a campus community in which people with disabilities have equal access to programs and services.
- ✓ Provide students with efficient and effective service within a timely and professional manner.
- ✓ To work with faculty, staff and students on campus to ensure that appropriate academic adjustments are made to allow all students equal footing within the Stella and Charles Guttman Community College.



## **SINGLE STOP**

The Single Stop Office provides services and resources to help students address barriers that prevent them from attending and completing school. We provide these services in collaboration with both internal and external partners. All the services that are offered at Single Stop are FREE!

The office offers free assistance with:

- Screening for public benefits (SNAP or Food Stamps)
- One-on-one Financial Literacy Coaching
- Legal counseling
- Free tax preparation
- Food Insecurity services including perishable fruits and vegetables
- On-campus Food Pantry services
- Housing Insecurity
- Healthcare enrollment assistance
- Naturalization/Citizenship referral
- Childcare referral
- Carroll and Milton Petrie Emergency Fund Grant

Furthermore, there is a food pantry located in the Single Stop office, room 020, in the lower level. The student food pantry provides non-perishable food items to help students and their families to alleviate hunger and food insecurity challenges.

Hours:

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

Samantha Gregoire-James  
Administrative Coordinator  
646-313-8857, Room LL 021  
[Samantha.gregoire-james@guttman.cuny.edu](mailto:Samantha.gregoire-james@guttman.cuny.edu)

## **STUDENT CONDUCT AND COMMUNITY STANDARDS**

The Office of Student Conduct and Community Standards (OSC) at Guttman Community College promotes a safe and secure community and enforces The City University of New York (CUNY) rules and regulations through civility, integrity, and student learning while treating each student with dignity and respect. The OSC fulfills this mission by:

- Developing, disseminating, interpreting, and enforcing the University's rules and regulations;
- Educating students about institutional expectations and holding them accountable for their actions;
- Intervening effectively when student behavior violates the University/College's rules and regulations;





- Supporting students during conduct experiences to foster maturity; independence, responsibility, advocacy, and life-long learning skills;
- Offering education and awareness to the campus community; and
- Working collaboratively with campus officials to maintain campus safety.

Each student enrolled or in attendance at Guttman Community College (GCC), and every student organization, association, publication, club or chapter shall obey:

- The laws of the city, state, and nation
- The Bylaws and resolutions of the City University of New York (CUNY) Board of Trustees, including the rules and regulations of public order pursuant to Article 129-A of the education law (Henderson Rules); and
- The policies, regulations and orders of Guttman Community College.

As such, students are expected to conduct themselves as law-abiding citizens of the College at all times. Admission to GCC carries with it special privileges and imposes responsibilities. GCC is committed to the development of students' personal and academic excellence. As voluntary members of the GCC community, students are expected to act with civility towards others in order to foster and promote an educational environment conducive to [the College's mission](#).

Guttman students are responsible for familiarizing themselves and adhering to the policies outlined in the [Manual of Students' Rights and Responsibilities](#) found on the College website, or by contacting [Carolee.Ramsay@guttman.cuny.edu](mailto:Carolee.Ramsay@guttman.cuny.edu).

The Manual covers:

- Disciplinary Offenses: Henderson Rules of Order; CUNY Sexual Misconduct Policy; CUNY Policy on Academic Dishonesty; Admission Fraud; and CUNY Medical Withdrawal Policy.
- Classroom Misconduct
- Students' Rights and Expectations
- Student Grievance about Faculty/Staff
- Student Conduct Process
- What is a FSDC Hearing
- Hearing Process
- Disciplinary Sanctions
- Transcript Notations

Guttman Community College (GCC) is concerned about the safety, health, and well-being of students, faculty, and staff community. In doing so, the Office is very cognizant of students' rights and responsibilities outlined by [Article XV of the CUNY Bylaws](#).

Students can expect the following from the OSC:

- Diligent assistance, including evidence and document review;
- Due process;
- Explanation of University and College rules and policies;



- Maintenance of confidentiality and privacy;
- Professionalism and balanced judgement;
- Protection of all materials and records in accordance the Federal Education Rights and Privacy Act (FERPA), except under certain conditions.

As one facet of its outreach effort, the [College's Behavioral Intervention Team \(BIT\)](#) has been established to identify, assess, and monitor students displaying levels of distress, disruption, or behavioral dysfunction that might warrant timely intervention. The team's primary goal is to provide threat assessments and early intervention before a crisis arises. For more information, review the [BIT Manual](#) or email [GuttmanBIT@guttman.cuny.edu](mailto:GuttmanBIT@guttman.cuny.edu)

### **THE HUB: STUDENT SERVICE CENTER**

Located on the 3<sup>rd</sup> Floor  
[hub@guttman.cuny.edu](mailto:hub@guttman.cuny.edu)  
 646-313-8080

At Guttman Community College, students are at the center of our community and the HUB is a one-stop shop for student services. The HUB offers personalized assistance in enrollment services throughout your Guttman educational journey. We provide support to the Offices of Admissions, Bursar, Financial Aid and the Registrar.

Why is it essential to visit the HUB?

- Ask about the steps on becoming a Guttman student or check upon your admissions status.
- Gain assistance with Federal and State Financial Aid applications with your Financial Aid advisor.
- Get help navigating CUNYfirst to view: courses, grades, class schedule, and much more.
- Explore how to view your financial aid awards and To Do List.
- Inquire about tuition charges related to your bill and get help using the *QuikPAY*<sup>®</sup> system to make a one-time payment.
- Obtain enrollment verifications or Official & Third Party transcripts except for (CUNY schools).
- Provide supporting documents for verification and the processing of financial aid awards.
- Receive registration assistance (add/drop/swap) with class scheduling.
- Register for Admissions events and orientations.
- Request information in regards to the Readmission policy and procedures.
- Retrieve diplomas or request duplicate diplomas for a fee.
- Submit commitment forms, immunization records, and proof of H.S. graduation or equivalency.
- Update your address and/or telephone number if it has changed.
- Obtain information about other HUB related services you may need to be successful at Guttman, or just stop by to say hello!

Remember, if you ever need a helping hand, you'll find one at the HUB. Please visit us during the hours listed below.



**Office Hours – When Classes are in Session**

Monday – Thursday: 9:00 a.m. – 6:00 p.m.

Friday: 9:00 a.m. – 5:00 p.m.

**Office Hours – During Holiday/ Spring Breaks**

Monday – Friday: 9:00 a.m. – 5:00 p.m.

**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.

[Campus Safety Policies, including Emergency Procedures and The Annual Security Report](#)

[Behavioral Intervention Team \(BIT\)](#)

**FACILITIES**

The College is housed in a seven-story building with approximately 92,000 square feet on 50 West 40th Street in midtown Manhattan across from Bryant Park. The building contains 17 rooms available for instruction, including two science labs (chemistry and biology) and a computer lab.

On the lower level are Facilities, Office of Student Conduct & Community Standards, Office of Student Leadership & Campus Life, Public Safety, Single Stop/Food Pantry, Student Lounge, Student Game Room, Student Government Association, and a classroom and Computer Lab.

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. The IC, room 401 and room 510 function as informal, multi-purpose meeting spaces. The Peer Mentoring office, Learning Lab/Tutoring and e-Terns are also located in the Info Commons. The Security Desk is by the front entrance.

The second-floor Mezzanine includes offices, staff workstations, adjunct faculty workstations, and a meeting room. Advising/Career Strategists, the Center for College Effectiveness (CCE), Dean of Student Engagement, Dean of Strategic Planning & Accreditation, Office of Academic Testing, and the Office of the Chief Diversity Officer 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/Help Desk is also located on the third floor.



The Office of Partnerships & Community Engagement (OPCE) and classrooms are located on the fourth floor.

The Office of AccessABILITY, Office of Wellness, classrooms, a multi-function room are located on the fifth floor. There are also two small meeting rooms for private advising and additional group work.

The Academic Deans, Faculty, Vice President for Academic Affairs and Provost, and Student Success Advocates (SSAs) are located on the sixth floor. The Faculty Staff Lounge and a small meeting room is also located on this floor.

The seventh floor includes the Business Office, Chief Information Officer, Communications, Human Resources, Legal Counsel, the President of the College, the Vice President for Administration & Finance, and two science labs.

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 the second week of August:

- Monday through Thursday: 7 a.m. to 8 p.m.
- Friday: Closed
- Weekends: Closed

Please check with campus security for building hours when classes are not in session (but the school is open).



## **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](mailto:helpdesk@guttman.cuny.edu).

The helpdesk hours are Monday-Friday 8 AM – 6 PM throughout the year but these hours have been extended to Monday-Friday 8 AM – 8 PM during the pandemic. IT can always be reached via email during non-business hours.

### **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.

### **PRINTING POLICIES**

The Guttman ID card is used to print from a computer and make photocopies on campus. Students receive an allocation of \$15.00 per semester for printing/photocopying. Students may refill their cards by using the paystation located in the Information Commons. There are two multi-purpose copy machines available for students' use on campus located in the Information Commons. 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 all official notifications and communications, 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 through [Outlook online](#) or through the [Guttman portal](#).



## **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.) By logging into any Guttman computer, students are agreeing to adhere to the [Acceptable Use of Computer Resources policy](#). Students are encouraged to familiarize themselves with the policy prior to accessing Guttman’s network for the first time.

## **GUTTMAN WIRELESS NETWORK**

Guttman offers free wireless networking throughout the 40th Street campus. Access to the network requires authorization which can be completed by providing the Guttman UserID and password. Laptop computers will automatically detect the wireless signal, if properly configured. Students and faculty can receive help connecting to and troubleshooting the wireless connection by contacting the helpdesk.

## **GUTTMAN WEB PORTAL**

The Guttman Web Portal is the student’s dashboard to all online services that the College provides. To access the web portal, students must go to the [My Guttman portal](#) and enter their Guttman UserID and password. Once logged into the web portal, students will see icons that link to services such as: student e-mail, student file storage, Digication, and various other student services.

## **EPORTFOLIO/DIGICATION**

Digication is Guttman’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 [My Guttman](#).

## **THE CUNY PORTAL**

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

In order to register for a CUNY Portal account, students must go to [www.cuny.edu](http://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](#) and following the instructions on the screen. Once students establish their CUNYfirst accounts, they are assigned an EMPL Identification Number (EMPLID). Students use this number throughout their time at CUNY to access resources. In addition to an EMPLID students are also assigned a CUNYfirst username, which is used as the Guttman UserID.

[Getting Started in CUNYfirst: Helpful documents.](#)

## **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.



## GUTTMAN COMMUNITY COLLEGE FULL-TIME FACULTY

Marcus Allen  
Professor, Political Science and Urban Studies  
B.A., Ph.D., State University of New York at Binghamton  
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For more information about our full-time faculty, please visit the [Faculty Directory](#).



## **GUTTMAN COMMUNITY COLLEGE SENIOR ADMINISTRATION**

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President

Dr. Howard M. Wach  
Vice President for Academic Affairs and Provost

Charles H. Pryor, II  
Vice President of Student Engagement

Dr. Mary E. Coleman  
Vice President for Administration and Finance

Dr. Linda Merians  
Chief of Staff

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Campus Security Assistant

Nilanjana Bhaumik  
Executive Director for HR

Daniel Ambrose  
Assistant Dean for Student Support

Neisa Blackett  
Campus Peace Officer 1

Melissa Arias  
Facilities Property Specialist

Valora Blackson  
Director of CCPP

Diana Babb  
Registrar Specialist

Nicola Blake  
Dean of Faculty & Academic Affairs

Janelle Balram  
Related Entities Specialist

Allyson Bregman  
Director of Curriculum & FYE

Joan Bann  
Financial Aid Senior Advisor

Uriah Brown  
Student Success Advocate

Ian Barnett  
Campus Public Safety Sergeant

Bianca Castro  
HUB Enrollment Coordinator

Gian Batista  
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Joseph Contreras  
Institutional Research Data Manager

Andrew Bennett  
Associate Director of Mentoring

Gary Cooper  
Campus Security Assistant



Danny Cordova  
Assistant Director of Admissions

Marisol Cortes  
Registrar Director

Jason Cutrone  
IT Senior Associate 1

Keshia Daniel  
Student Success Advocate

Nancy Dessables  
Academic Internship Fieldwork Manager

Travis Dorville  
HR Operations Coordinator

Christopher Eng  
Associate Director of Information Systems

Andrew Fay  
Campus Peace Officer

Stephen Feger  
Finance Procurement Director

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Executive Counsel

Brandon Frazier  
Student Success Advocate

Laura Fritz  
Student Success Advocate

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Luis Gutierrez  
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Events & Alumni Relations Manager

Patricia Jean  
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Jessica Jimenez  
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Anastasia Koutsidis  
Campus Security Director 3





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Facilities Planning Director

Wyatt LeCadre  
Campus Public Safety Sergeant

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Vanessa Leung  
Registrar Coordinator

Jia Zhen Liao  
College Laboratory Technician

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## POLICIES

### GENERAL POLICIES AND PROCEDURES

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 College’s Sexual Misconduct Policy prohibits many forms of unwelcome conduct, including sexual assault, stalking, domestic/intimate 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. Additionally, responsible employees have a duty to report incidents of sexual harassment, gender-based harassment or sexual violence, including all relevant details, to the Title IX Coordinator. Such employees are not permitted under any circumstances to maintain a complainant's confidentiality.

Sexual harassment, gender-based harassment and sexual violence, forms of sex or gender discrimination, are also prohibited at CUNY. Retaliation for reporting or opposing discrimination, cooperating with an investigation of a discrimination complaint, or requesting an accommodation is also prohibited. This policy is set forth fully in CUNY’s Policy on Sexual Misconduct.

It is also the University’s policy to provide reasonable accommodations and academic adjustments when appropriate to individuals with disabilities, individuals observing religious practices, individuals who have pregnancy or childbirth-related medical conditions, or are victims of domestic violence/stalking/sex offenses. Guttman Community College has [ongoing Title IX-related training](#) throughout the academic year for employees and students.

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:



Jaclyn Helms, Title IX Coordinator (for faculty/staff)  
Room 706B  
[Jaclyn.Helms@guttman.cuny.edu](mailto:Jaclyn.Helms@guttman.cuny.edu)  
646-313-8015

And:

Bindi Patel, Deputy Title IX Coordinator (for students)  
Room M-204  
[Bindi.Patel@guttman.cuny.edu](mailto:Bindi.Patel@guttman.cuny.edu)  
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## **EQUAL OPPORTUNITY AND NON DISCRIMINATION POLICY**

### **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 actual or perceived 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](#).

[The City University of New York Policy on Equal Opportunity and Non-Discrimination](#)

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

#### **Sexual Misconduct:**

[Bylaws](#)

[CUNY Policy on Sexual Misconduct](#)

[Student Sexual Misconduct Complainants' Bill of Rights: Guttman](#)  
[Student Sexual Misconduct Complainants' Bill of Rights: CUNY-wide](#)

[Equal Opportunity and Nondiscrimination](#)

[Violence in the Workplace](#)

[Domestic Violence in the Workplace](#)



## Complaint Procedures

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

- Title IX Coordinator: Jaclyn Helms, Room 706B, 646.313.8015
- Deputy Title IX Coordinator: Bindi Patel, Room M-204, 646.313.8119
- Office of Public Safety: Anastasia Koutsidis, Room 027, 646.313.8001
- Chief Student Affairs Officer, Charles H. Pryor, Room 206, 646.313.8818
- Office of Student Engagement: Carolee Ramsey, Room 009, 646.313.8019

Employees who experience harassment based on gender, gender identity, sexual harassment, sexual violence should bring their complaint to one of the following college officials trained to help:

- Title IX Coordinator: Jaclyn Helms, Room 706B, 646.313.8015
- Deputy Title IX Coordinator: Bindi Patel, Room M-204, 646.313.8119
- Director of Human Resources: Nila Bhaumik, Room 708, 646.313.8862
- Office of Public Safety: Anastasia Koutsidis, Room 027, 646.313.8001

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

- Title IX Coordinator: Jaclyn Helms, Room 706B, 646.313.8015
- Deputy Title IX Coordinator: Bindi Patel, Room M-207E, 646.313.8119
- 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, the College Official will coordinate with the appropriate college offices to investigate, prevent its recurrence, and address its effects.



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

[CUNY Office of Legal Affairs](#)

[CUNY HR Policies and Procedures](#)

[CUNY Office of Labor Relations](#)

[CUNY Conflict of Interest Policy](#)

[CUNY Policy against Drugs and Alcohol](#)

[CUNY Computer Resources Use Policy](#)

[CUNY Policy on Sexual Misconduct](#)

[CUNY Equal Opportunity and Non-Discrimination Policy](#)

[CUNY Maintenance of Public Order](#)

All policies and procedures may also be found in the [Guttman Human Resources Webpage - CUNY and College Policies](#)

For general information on the College Office of Human Resources visit - [Guttman Human Resources Webpage](#).

For new regulations and policies related to COVID -19 and the workplace, please refer to the [Coronavirus Updates](#) page in the [Guttman Human Resources Website](#).

### **Guttman Community College Workplace Violence Prevention Program – [Workplace Violence Policy 2019](#)**

In accordance with the City University of New York’s commitment to the prevention of workplace violence, the Guttman Community College (“College”) adopts the following Workplace Violence Prevention Program.

#### 1. Purpose

It is the policy of Guttman Community College (“College”) to promote a safe environment for all members of the community, free from violence, harassment and other threatening behavior. Any act of violence, such as physical attack, property damage, direct or indirect threat will not be tolerated. The College’s Workplace Violence Prevention Program seeks to ensure that any incident, complaint or report of workplace violence is taken seriously and dealt with appropriately.

Workplace violence is any physical assault or act of aggressive behavior occurring where an employee performs work during the course of his or her employment, including but not limited to:

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



- b) A display of force that would give an employee reason to fear or expect bodily harm;
- c) Physical contact with an employee without his or her consent that causes injury, or
- d) Stalking an employee in a manner that may cause the employee to fear for his or her physical safety or mental health.

Individuals who engage in workplace violence may be removed immediately from College property and are subject to disciplinary or personnel action up to and including termination, consistent with College and University policies, rules and collective bargaining agreements, or referral to law enforcement authorities for civil or criminal prosecution.

### **Members of the Workplace Violence Advisory Team (WVAT)- Guttman Community College**

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For more information, please refer to the [Guttman Workplace Violence Prevention Policy](#).

### [CUNY Domestic Violence and Workplace Policy Statement](#)

For more information about the CUNY Domestic Violence and the Workplace committee, you may contact:

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### **CUNY Procedures for Implementing Reasonable Accommodations and Academic Adjustments**

#### I. Policy Statement

The City University of New York (“CUNY”) is committed to providing reasonable accommodations and academic adjustments to allow qualified individuals the opportunity to participate in programs, activities and employment. CUNY recognizes that there may be times when employees and their supervisors, as well as, students and their instructors can resolve accommodation requests informally. However, in many cases, such requests require a more formal process with the request being made to and considered by a designated decision-maker, with the opportunity for an appeal as provided for in these procedures.

The following procedures apply to reasonable accommodations and academic adjustments in connection with:

- a disability,
- pregnancy, childbirth, or a medical condition related to pregnancy or childbirth,
- religious practices, and
- status as a victim of domestic violence, sex offense or stalking.

CUNY will thoroughly review all requests on a case-by-case basis in accordance with applicable federal, state and New York City law.

CUNY prohibits retaliation against individuals for requesting reasonable accommodations or academic adjustments, appealing decisions concerning such requests, or for making or participating in claims of discrimination.

All requests for accommodations, academic adjustments and all supporting documentation, including but not limited to medical information, are considered confidential and will be shared with





college officials only on a need-to-know basis. Such documentation will only be used to evaluate the requested accommodation. Employee and applicant accommodation documentation will be kept in a separate file in the Office for Human Resources or the Office of Recruitment and Diversity, depending on which office is evaluating the accommodation request. Student accommodation documentation will be kept in the Office for Student Disability Services, the Office of Student Affairs, or the Office of Recruitment and Diversity, depending on which office is evaluating the accommodation request.

For more information about Guttman Community College Procedures for requesting Reasonable Accommodations for employees, you may contact:

Elie Yoesoep  
Associate Director of Human Resources  
[Eliece.Yoesoep@guttman.cuny.edu](mailto:Eliece.Yoesoep@guttman.cuny.edu)  
646-313-8173

Nila Bhaumik  
Executive Director of Human Resources  
[Nila.Bhaumik@guttman.cuny.edu](mailto:Nila.Bhaumik@guttman.cuny.edu)  
646-313-8862

Jaclyn Helms  
Section 504/ADA Coordinator  
[Jaclyn.Helms@guttman.cuny.edu](mailto:Jaclyn.Helms@guttman.cuny.edu)  
646-313-8015

Crystal Vazquez  
Associate Director of Accessibility/Office of Student Engagement  
[Crystal.Vazquez@guttman.cuny.edu](mailto:Crystal.Vazquez@guttman.cuny.edu)  
646-313-8812

For more information, please refer to the Guttman [Office of Human Resources Policies and Procedures webpage](#) and follow link to “Procedures for Implementing Reasonable Accommodations and Academic Adjustments”.

### **[CUNY Lactation Guidelines](#)**

#### **[Guttman Community College Lactation Policy:](#)**

Guttman Community College has a dedicated lactation room available for nursing mothers. The Office of Human Resources maintains the schedule for the lactation room. Please contact Guttman HR via email [hr@guttman.cuny.edu](mailto:hr@guttman.cuny.edu) or by calling 646-313-8177.

#### **[Leave for Cancer Screening and Blood Donation:](#)**

NYS Civil Service Law has been amended to allow employee to take up to 4 hours of paid leave in a calendar year for “cancer screening” if the screening is performed during regular work hours. The four hours include travel time. Satisfactory documentation must be attached to timesheets to verify absence for the purpose of “cancer screening”.



Section 202-J of the Labor Law mandates that employers provide leave time to an employee (working on average for twenty hours or more) for donating blood – up to three hours of unpaid leave for off-premises and paid time for on-site or employer designated location.

All other [CUNY and Campus Safety Policies](#) may be found on the Guttman Community College website.



## STELLA AND CHARLES GUTTMAN COMMUNITY COLLEGE 2020-2021 COURSE CATALOG

### **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.

Pre-requisites: Demonstration of Basic Algebra Proficiency and either Math 103 **OR** Math 103A and Math 103B

Co-requisite: MATH 120 or MATH 120.5

### **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.

Pre-requisites: ACCT 121; Demonstration of Basic Algebra Proficiency and either Math 103 **OR** Math 103A and Math 103B; MATH 120 or MATH 120.5

### **ANTH 101 (Credits: 3, Hours: 3)**

#### **Introduction to Cultural Anthropology**

This course is an introduction to the field of cultural anthropology. Anthropology is the study of humanity, past and present, but it is also a set of tools and a way of knowing that helps us make sense of the world. Cultivating an anthropological perspective means developing a sense of curiosity about how cultures came to be, what the meaning, benefits and consequences of particular cultural beliefs and practices are, and what alternative exist. Studying anthropology helps us begin to see that there is no one way to be human and that one of the great strengths of humanity is our ability to adapt.

Pre/Co-requisites: None

### **ANTH 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/Co-requisites: None



**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/Co-requisites: None

**BIOL 122 (Credits: 3, Hours: 3)****Introduction to Life and Environmental Science**

*Satisfies the CUNY Pathways requirement in Life and Physical Sciences, STEM variant LPS & SW*

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/Co-requisites: None

**BIOL 211 (Credits: 4, Hours: 3 Lecture, 3 Lab)****General 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-requisites: MATH 103 OR MATH 103A and MATH 103B

**BIOL 212 (Credits: 4, Hours: 3 Lecture, 3 Lab)****Human Biology**

*Satisfies the CUNY Pathways requirement in Life and Physical Sciences, STEM variant LPS & SW*

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/Co-requisites: None

**BIOL 221 (Credits: 4, Hours: 3 Lecture, 3 Lab)****General 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.

Pre-requisites: Demonstration of Basic Algebra Proficiency and either Math 103 **OR** Math 103A and Math 103B; MATH 120 or MATH 120.5; and a 'C' grade or higher in BIOL 211



**BIOL 231 (Credits: 4, Hours: 3 Lecture, 3 Lab)****Microbiology**

*This course is Writing Intensive.*

This course is for students in the LASC Science & Math Track. It introduces students to basic concepts specific to microbial structure/function, metabolism, regulation and growth. In Microbiology, students will explore the structure, function, and taxonomy of microbes, including bacteria and viruses, and their relationships to health and disease. The format of this course includes both lecture and laboratory work. Pre-requisites: MATH 103 OR MATH 103A and MATH 103B; a 'C' grade or higher in BIOL 211; and a 'C' grade or higher in CHEM 211

Co-requisite: BIOL 221

**BIOL 251 (Credits: 4, Hours: 3 Lecture, 3 Lab)****Genetics**

This course is recommended for students who wish to pursue a degree in the biological sciences and/or professional school (i.e. medical school, pharmacy school). Students who take this course will gain an understanding of the principles of heredity, including gene transmission, mutation, recombination and function. The course will use current issues in genetics research to explore ethical issues related to the use of genetics in modern medicine.

Pre-requisites: MATH 103 OR MATH 103A and MATH 103B; a 'C' grade or higher in BIOL 211, and a 'C' grade or higher in CHEM 211

**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.

Pre-requisites: MATH 103 OR both MATH 103A and MATH 103B

**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.

Pre-requisites: MATH 103 or both MATH 103A and MATH 103B; BUSI 102



**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/Co-requisites: None

**BUSI 298 (Credits: 1, 2, or 3; Hours: 1, 2, or 3)****Independent Study**

See Independent Study policy, above.

Pre/Co-requisites: Permission of the instructor required.

**CHEM 110 (Credits: 3, Hours: 3)****Introduction to Chemistry**

*Satisfies the CUNY Pathways flexible common core in Scientific World, STEM variant LPS & SW*

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/Co-requisites: None

**CHEM 120 (Credits: 3, Hours: 2 Lecture, 2 Lab)****Introduction to Biological Chemistry**

*CUNY Pathways STEM variant LPS & SW*

Introduction to Biological Chemistry is a one semester course with lecture, recitation and laboratory components designed for non-science and science majors. This course covers the fundamental concepts of general chemistry integrated with the essential features of organic and biochemistry. Topics covered include matter, atomic structure, the periodic table, energy, molecular and intermolecular bonding, chemical reactions, the structure, properties and behavior of simple organic molecules, polymers, food, household chemicals, the molecular features of carbohydrates, proteins and lipids. The relationship between molecular structure and macroscopic properties is emphasized. Radioactivity, its effects and uses in biological systems are briefly introduced.

Pre-requisites: MATH 103 or both MATH 103A and MATH 103B; ENGL 103

Pre/co-requisites: ENGL 203

**CHEM 211 (Credits: 4, Hours: 3 Lecture, 3 Lab, 1 Recitation)****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.



Pre-requisites: Demonstration of Elementary Algebra Proficiency; MATH 103 or both MATH 103A and MATH 103B

Co-requisite: MATH 120 or MATH 120.5

### **CHEM 221 (Credits: 4, Hours: 3 Lecture, 3 Lab, 1 Recitation)**

#### **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.

Pre-requisites: Demonstration of Elementary Algebra Proficiency; MATH 103 or both MATH 103A and MATH 103B; MATH 120 or MATH 120.5; and a 'C' grade or higher in CHEM 211

Pre/Co-requisite: MATH 201

### **CHEM 241 (Credits: 4, Hours: 3 Lecture, 4 Lab)**

#### **Analytical Chemistry**

Analytical Chemistry provides practical, hands-on experience in the design and application of quantitative analytical techniques to obtain detailed, quantitative information about chemically molecules and systems. Through lecture and laboratory learning experiences, students acknowledge state-of-the-art methodologies for quantitative analysis, data validation via hands-on learning approaches, and develop and integrate appropriate methods to answer specific chemical questions.

Pre-requisites: Demonstration of Elementary Algebra Proficiency; CHEM 211; MATH 103 or both MATH 103A and MATH 103B; MATH 120 or MATH 120.5; MATH 201; CHEM 221

### **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/Co-requisites: None

### **COMM 102 (Credit: 3, Hours: 3)**

#### **Introduction to Media Studies**

Communication 102 is an introduction to the field of communication studies. This course introduces students to the study of historical and contemporary forms of mediated communication including, but not limited to, print media (incl. book, newspaper, and magazine publishing), visual media (such as film and TV), advertising, and web-based social media. Drawing on historical and contemporary material, the course surveys important and timely topics in the field and introduces students to a variety of analytical perspectives. Issues considered in the course will include the economics of media production; the impact of media on individual and cultural attitudes, values, and behaviors; the role of media professionals working in the news, public relations, and allied industries; and the impact of new media technologies such as social media platforms.

Pre/Co-requisites: 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.

Pre-requisites: Demonstration of Elementary Algebra Proficiency; MATH 103 or both MATH 103A and MATH 103B

Pre/Co-requisite: MATH 120 or MATH 120.5

**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, international trade and the role of governments 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 market structures.

Pre-requisites: MATH 103 or MATH 103A and 103B

Pre/Co-requisite: MATH 120 or MATH 120.5

**ECON 204 (Credits: 3, Hours: 3)****Contemporary Economic Issues**

*This course is Writing Intensive.*

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 local, national and global economy and business environment.

Pre-requisites: ENGL 203; Completion of 45 degree credits

**ECON 223 (Credits: 3, Hours: 3)****Economics of Social Issues**

This introductory economics course illustrates the use of economics in understanding contemporary social issues, such as education, healthcare, immigration, Americans' expanding waistlines or income inequality, with data from New York City. Basic economic concepts such as demand and supply, pricing and distribution, markets, consumer behavior, and the role of government in market activity will be used to analyze the selected issues.

Pre-requisite: ENGL 103





**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 City Seminar.

Co-requisites: ENGL 103A Co-requisite Support for Composition I for students who enter the college non-proficient in Reading/Writing

**ENGL 103A (Credits: 0, Hours: 1.5)****Co-requisite Support for Composition I**

Composition IA is a ninety-minute remedial companion course to ENGL 103: Composition I for students who enter the college non-proficient in reading/writing. ENGL 103A provides customized instruction that will reinforce the reading and writing activities of ENGL 103.

Co-requisites: ENGL 103

**ENGL 203 (Credits: 3, Hours: 3)****Composition II**

*Satisfies 3 of 6 credits of the CUNY Pathways requirement in English Composition*

*This course is Writing Intensive.*

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-requisite: ENGL 103

**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/Co-requisites: ENGL 103

**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, and Women's Issues/Themes.

Pre-requisite: ENGL 103

Co-requisite: ENGL 203

**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/Co-requisites: ENGL 103; ENGL 203

**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.

Pre-requisites: MATH 103 or both MATH 103A and MATH 103B

**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.

Pre-requisites: MATH 103 or both MATH 103A and MATH 103B; EVSC 121



**FYS 101 (Credits: 0, Hours: 1.5)****Learning about Being a Successful Student I (LaBSS I)**

Learning about Being a Successful Student I (LaBSS I) is a First Year Experience (FYE) requirement for all Guttman students. LaBSS I is the first of a two-course sequence designed to encourage reflection, exploration, and preparation related to professional development. Students will have the opportunity to increase ownership of their experience as undergraduates at Stella and Charles Guttman Community College, and continue to develop integrated academic and professional identities with the guidance of their Student Success Advocate. LaBSS I structures a culmination for the transition to college and empowers students to make informed decisions regarding personal growth, educational planning, and future professional pathways.

Pre/Co-requisites: None

**FYS 102 (Credits: 0, Hours: 1.5)****Learning about Being a Successful Student II (LaBSS II)**

Learning about Being a Successful Student II (LaBSS II) is a First Year Experience (FYE) requirement for all Guttman students. LaBSS II is the second of a two-course sequence designed to encourage reflection, exploration, and preparation related to professional development. Students will have the opportunity to increase ownership of their experience as undergraduates at Stella and Charles Guttman Community College, and continue to develop integrated academic and professional identities with the guidance of their Student Success Advocate. LaBSS II structures a culmination for the transition to college and empowers students to make informed decisions regarding personal growth, educational planning, and future professional pathways.

Pre-requisites: FYS 101

**GOVT 201 (Credits: 3, Hours: 3)****Urban Politics: New York City Government**

This course examines urban politics with a particular focus upon the structure of New York City government. There will be an examination of the responsibilities of elected officials, including the mayor, city council, comptroller, public advocate, borough presidents, and district attorneys. The practice of public administration is evaluated, focusing on the role of city agencies, public authorities, and special bodies, such as community boards and business improvement districts. To examine the interaction between citizens and city government, there is an analysis of how public officials work with individuals, businesses, and groups to develop physical, economic, and social plans for the city.

Pre-requisite: ENGL 103

**GOVT 202 (Credits: 3, Hours: 3)****American Government and Politics**

The constitutional structures and functions of American government are the foundation of American democracy. How have these structures and functions changed over the past three hundred years? This course will engage this question, introducing students to the institutions of American government and how they operate to address problems and conflicts. Individual and civil rights as well as the ways in which critical historical events have influenced our governmental system will be explored. The course will investigate the power of the government and of citizens and the dynamic interplay between individuals, groups and government in shaping our democratic society.

Pre-requisite: ENGL 103



**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/Co-requisites: 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/Co-requisites: 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/Co-requisites: 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/Co-requisites: 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.

Pre-requisites: HSVC 103

Co-requisite: HSVC 201



**HSVC 201 (Credits: 3, Hours: 3)****Fieldwork and Integrative Seminar I**

*Students are required to complete SPARC training before participating in any internship course. Training must be completed within the same academic year as, and prior to, the internship course.*

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.

Pre-requisites: LASC 101; LASC 102; SOSC 111; ENGL 103; HSVC 103; Fieldwork Interview; minimum 2.0 GPA

Co-requisite: HSVC 113

**HSVC 203 (Credits: 3, Hours: 10-10.5)****Fieldwork and Integrative Seminar II**

*Students are required to complete SPARC training before participating in any internship course. Training must be completed within the same academic year as, and prior to, the internship course.*

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.

Pre-requisites: HSVC 103; HSVC 113; HSVC 201

**HSVC 204 (Credits: 3, Hours: 3)****Special Topics in Fields of Practice**

*Students are required to complete SPARC training before participating in any internship course. Training must be completed within the same academic year as, and prior to, the internship course.*

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.

Pre-requisites: HSVC 103



**HSVC 213 (Credits: 3, Hours: 3)****Health and Human Services Policy**

*This course is Writing Intensive.*

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 Co-requisites: HSVC 103; GOVT 202

**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.

Pre-requisites: HSVC 103

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

See Independent Study policy, above.

Pre/Co-requisites: 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/Co-requisites: 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.

Pre-requisites: INFT 102



**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/Co-requisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120 or MATH 120.5; INFT 211; INFT 203

**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/Co-requisites: None

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

*Students are required to complete SPARC training before participating in any internship course. Training must be completed within the same academic year as, and prior to, the internship course.*

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/Co-requisites: INFT 102; INFT 211; INFT 201; INFT 202; INFT 203; INFT 221; Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120 or MATH 120.5; Completion of 45 degree 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.

Pre-requisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120 or MATH 120.5

### **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/Co-requisites: 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/Co-requisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120 or MATH 120.5; INFT 211

### **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.

Pre-requisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120 or MATH 120.5; INFT 211

### **INFT 233 (Credits: 3, Hours: 4)**

#### **Systems Analysis & Design**

*This course is Writing Intensive.*

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/Co-requisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120 or MATH 120.5, INFT 102, INFT 203, INFT 211, INFT 201, INFT 202,

Co-requisites: INFT 211, INFT 201, INFT 202

### **INFT 298 (Credits: 3, Hours: 3 plus independent work)**

#### **Independent Study**

See Independent Study policy, above.

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-requisites: Permission of the instructor required; Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120 or MATH 120.5; INFT 102; INFT 201; INFT 202; INFT 211; INFT 221; Completion of 45 degree credits.

### **LASC 101 (Credits: 3, Hours: 6 [3 Lecture, 3 Practicum])**

#### **City Seminar I**

*Satisfies the CUNY Pathways flexible common core in U.S. Experience in Its Diversity*

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, 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/Co-requisites: None

Note: All students earn three degree credits for City Seminar I. For students not proficient in mathematics, this course carries an additional 3 developmental credits.



**LASC 102 (Credits: 3; Hours: 6 [3 Lecture, 3 Practicum])****City Seminar II**

*Satisfies the CUNY Pathways flexible common core in World Cultures and Global Issues*

City Seminar II introduces students to a variety of perspectives on the world as an interconnected global network of communities and cultures. 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 to communities around the world. Students examine current and past issues related to housing, education, labor, and other issues related to the course topic, and analyze how they impact global communities. 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. While each offering of the course features a specific theme, every City Seminar II builds on students' prior knowledge of the distinctive character, institutions, and socioeconomic composition of New York City, as a global center. To deepen the understanding of national issues students developed in City Seminar I, this course situates the City's physical, social, environmental, and political realities in relation to other global centers.

Pre/Co-requisites: LASC 101

Note: All students earn three degree credits for City Seminar II. For students not proficient in mathematics, this course carries an additional 3 developmental credits.

**LASC 200 (Credits: 3, Hours: 3)****The Arts in New York City**

*Satisfies the CUNY Pathways flexible common core 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/Co-requisites: None

**LASC 243 (Credits: 3, Hours: 3 plus internship)****Internship Seminar**

*Students are required to complete SPARC training before participating in any internship course. Training must be completed within the same academic year as, and prior to, the internship course.*

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.

Pre-requisites: ENGL 103; 24 earned degree credits



**LASC 254 (Credits: 3, Hours: 3)****Capstone Seminar in the Liberal Arts & Sciences**

*This course is Writing Intensive.*

This course brings together the academic experience of the Liberal Arts and Sciences major through interdisciplinary coursework to explore contemporary issues related to modern society. As a final course in the Liberal Arts and Sciences major, it 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 create a culminating ePortfolio reflecting his or her growth and learning over the course of study.

Pre/Co-requisites: ENGL 103; ENGL 203; completion of 42 degree credits

**LASC 295 (Credits: 3, Hours: 3)****Issues in Global Learning**

*Students are required to complete SPARC training before participating in any Global Guttman experience. Training must be completed within the same academic year as, and prior to, the Global Guttman experience.*

Issues in Global Learning embeds short-term, faculty-led global travel programs within a traditional classroom experience. Rich global learning experiences occur as students move through various phases of participation: as they prepare to travel abroad, during the immersion program, and upon return. Students will integrate their learning into their day-to-day lives and develop a greater sense of their place in a complex, globally interconnected world. Issues in Global Learning uses a multi-dimensional approach to consider big questions of the 21st century related to sustainability, climate, food systems, poverty and globalization, and to explore innovative solutions. Topics will vary.

Pre/Co-requisites: Permission of instructor or acceptance of Global Guttman Program application

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

See Independent Study policy, above.

Pre/Co-requisites: Permission of the instructor required.

**MATH 103 (Credits: 3, Hours: 4.5)****Statistics**

*Satisfies the CUNY Pathways requirement in Mathematical 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/Co-requisites: Demonstration of Elementary Algebra proficiency

### **MATH 103A (Credits: 1.5, Hours: 4.5)**

#### **Statistics A**

MATH 103 A and MATH 103 B are a year-long version, offered in two sequential parts, of MATH 103. *Successful completion of MATH 103A Statistics and MATH 103B Statistics satisfies the CUNY Pathways requirement in Mathematical 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/Co-requisites: None

Note: All students earn 1.5 degree credits for MATH 103A and 3 developmental credits for financial aid purposes.

### **MATH 103B (Credits: 1.5, Hours: 4.5)**

#### **Statistics B**

MATH 103 A and MATH 103 B are a year-long version, offered in two sequential parts, of MATH 103. *Successful completion of MATH 103 Statistics A and MATH 103 Statistics B satisfies the CUNY Pathways requirement in Mathematical 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-requisite: MATH 103A

Note: All students earn 1.5 degree credits for MATH 103B and 3 developmental credits for financial aid purposes.

### **MATH 120 (Credits: 3, Hours: 4.5)**

#### **College Algebra & Trigonometry**

*Satisfies the CUNY Pathways requirement in Mathematical and Quantitative Reasoning*

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 explored in context, and developed through the manipulation of symbolic expressions, equations, and functions. Verbal, numerical, and graphical representations of functions are employed throughout, with a strong emphasis placed on developing conceptual understanding and procedural fluency. Topics include linear and quadratic equations; systems of linear equations; linear inequalities; radical equations; rational expressions; factoring polynomials; rules of exponents; an introduction to exponential, and logarithmic functions; right-triangle trigonometry; an introduction to radians and trigonometric functions in the unit circle; and modeling realistic situations with functions. Students will use graphing calculators and software to solve complex, real-world mathematical problems. Students will design and carry out a robust project involving algebraic analysis of a real-world issue of interest.

Pre-requisites: Demonstration of mathematical proficiency and placement; or permission of instructor.

### **MATH 120.5 (Credits: 3, Hours: 4.5 Lecture, 1.5 Lab)**

#### **College Algebra & Trigonometry with Lab**

*Satisfies the CUNY Pathways requirement in Mathematical and Quantitative Reasoning*

This course comprises the same topics as MATH 120: College Algebra and Trigonometry plus an additional lab session to assist students with foundational algebraic skills. It serves to prepare students for the mathematics required in the majors and launch them on a trajectory to Calculus. Algebraic concepts and skills are explored in context, and developed through the manipulation of symbolic expressions, equations, and functions. Verbal, numerical, and graphical representations of functions are employed throughout, with a strong emphasis placed on developing conceptual understanding and procedural fluency. Topics include linear and quadratic equations; systems of linear equations; linear inequalities; radical equations; rational expressions; factoring polynomials; rules of exponents; an introduction to exponential, and logarithmic functions; right-triangle trigonometry; an introduction to radians and trigonometric functions in the unit circle; and modeling realistic situations with functions. Students will use graphing calculators and software to solve complex, real-world mathematical problems. Students will design and carry out a robust project involving algebraic analysis of a real-world issue of interest.

Pre/Co-requisites: None

### **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/Co-requisites: 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.

Pre-requisites: Demonstration of Elementary Algebra Proficiency, MATH 103 OR both MATH 103A and MATH 103B; a grade of 'C' or higher in MATH 120 or MATH 120.5; 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.

Pre-requisites: Demonstration of Elementary Algebra Proficiency, MATH 103 or both MATH 103A and MATH 103B; MATH 120 or Math 120.5; MATH 201; 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/Co-requisites: None

**PHIL 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/Co-requisites: None

**PSYC 101 (Credits: 3, Hours: 3)**

**Introduction to Psychology**

This course introduces students to the scientific study of mental processes and human behavior and provides a foundation in the principles, methods, and theories of psychology. Students will study psychology's major areas of inquiry, including the history of psychological science, sensory and perceptual processes, learning and cognition, motivation and emotion, human development, social influences, as well as psychological disorders and treatment.

Pre/Co-requisites: None

**PSYC 210 (Credits: 3, Hours: 3)**

**Social Psychology**

This course is a general introduction to the field of social psychology, which is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. In this course, students will learn the vocabulary, research methods, questions, debates and empirical findings of Social Psychology. Students will explore major social psychological topics and theories including the self in social context, behavior and attitudes, social & group influence, stereotypes & prejudice, attraction & intimacy, helping/altruism, aggression, conformity/obedience, persuasion and propaganda.

Pre-requisites: PSYC 101

**PSYC 220 (Credits: 3, Hours: 3)**

**Child Psychology**

This course is a general introduction to the science of child psychology. The course will provide students with an overview of the major issues, tasks, and milestones of age-related development over the course of infancy through early adolescence. Students will explore the primary theories related to the physical, cognitive, linguistic, and social/emotional developmental changes in children. In addition, contemporary research findings that have advanced our knowledge of children will be discussed. A broad range of topics will be covered involving: the history of child psychology, research methods for studying children, language acquisition, temperament and attachment, and developmental psychopathology (psychiatric disorders of children).

Pre-requisites: PSYC 101

**SCI 215 (Credits: 3, Hours: 3)****Science and Society**

This course builds upon fundamental science knowledge and skills to focus on specific, contemporary topics in science, including but not limited to science policy, biotechnology, medical or research science. Students will develop research skills and review science literature. Readings and discussions based on original literature will offer students an opportunity to study new subject matter in depth. The course will include presentations and emphasize effective communication and group work. Students will explore modern research techniques while learning responsible conduct of research and bioethics. Students should consult course overview for current offerings. Topics vary and reflect the special interests of students and faculty. A term report or examination may be required.

Pre-requisites: MATH 103 or both MATH 103A and MATH 103B

Pre/Co-requisites: ENGL 103

**SOCI 102 (Credits: 3, Hours: 3)****Introduction to Sociology**

This course uses New York City as a living social laboratory to introduce students to the systematic study of the social lives of people, groups, and societies. The course focuses on topics commonly studied by sociologists, including culture, deviance and crime, racial and ethnic relations, gender, politics, and civic engagement. Students will consider the ways people are affected by the social conditions in which they live as well as how individuals and groups can affect these conditions.

Pre/Co-requisites: None

**SOCI 201 (Credits: 3, Hours: 3)****Crime and Justice in Urban Society**

This course presents an array of urban environments in which to study contemporary criminal justice issues. While various cities will be examined for their special characteristics and contributions, New York City will be the primary focus. As the first urban community in the nation to use Quality of Life/ "Broken Windows" strategies of policing, New York City continues to lead the nation's drop in violent crime. Furthermore, the city has the world's largest police force (NYPD) and the country's 2nd largest jailing complex (Rikers Island). Students will be exposed to America's first "problem-solving court," the Midtown Community Court, and its numerous spin offs—the Harlem Reentry Court, Red Hook Community Justice Center, Bronx Community Solutions, and the Brooklyn Mental Health Court. In short, New York City offers students the richest urban environment to explore the challenges and opportunities of the nation's foremost criminal justice administration.

Pre/Co-requisites: 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.

Pre-requisites: HSVC 103 or permission of 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.

Pre-requisites: HSVC 103; SOCI 231; SOCI 102

**SOCI 231 (Credits: 3, Hours: 3)****Introduction to Urban Community Health**

*Satisfies the CUNY Pathways flexible common core in Scientific World*

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/Co-requisites: 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, and 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.

Pre/Co-requisites: None

**SOSC 111 (Credits: 3, Hours: 3)****Ethnographies of Work I**

*Satisfies the CUNY Pathways flexible common core 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/Co-requisites: None

### **SOSC 113 (Credits: 3, Hours: 3)**

#### **Ethnographies of Work II**

*Satisfies the CUNY Pathways flexible common core 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-requisites: SOSC 111

### **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/Co-requisites: 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/Co-requisites: 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/Co-requisites: 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/Co-requisites: None

**UBST 253 (Credits: 3, Hours: 3)****Urban Research Seminar**

*This course is Writing Intensive.*

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.

Pre-requisites: ENGL 103; ENGL 203; completion of 45 degree credits

**UBST 298 (Credits: 1, 2, or 3; Hours: 1, 2, or 3)****Independent Study**

See Independent Study policy, above.

Pre/Co-requisites: Permission of the instructor required.

