



GUTTMAN

COMMUNITY COLLEGE

COLLEGE BULLETIN
2018-2019

Information in the College Bulletin 2018-2019 is current as of September 6, 2018.



Table of Contents

ABOUT THIS COLLEGE BULLETIN	7
STUDENT RESPONSIBILITY.....	7
CAMPUS SAFETY	7
EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION:	8
ABOUT THE COLLEGE	9
MISSION	9
VISION	10
STRATEGIC PLAN 2018–2022	10
ACCREDITATION	11
VISITING GUTTMAN	12
ADMISSIONS.....	13
OVERVIEW.....	13
GROUP INFORMATION SESSION	13
INDIVIDUAL MEETING	13
TRANSFER STUDENTS, PART-TIME STUDENTS, STUDENTS REQUIRING F-1 OR J-1 VISAS	13
CUNY POLICY ON THE SUBMISSION OF FRAUDULENT DOCUMENTS	14
AFTER ADMISSION	14
COMMITMENT DEPOSIT	14
CUNY ASSESSMENT TESTS.....	15
NEW STUDENT ORIENTATION.....	15
PROOF OF GRADUATION	15
IMMUNIZATION REQUIREMENTS	15
SUMMER BRIDGE PROGRAM.....	16
FINANCIAL AID	17
HOW TO APPLY FOR FINANCIAL AID	17
FINANCIAL AID CERTIFICATION DATE	18
Failure to attend one or more Courses (WN grades).....	18
TYPES OF FEDERAL AID PROGRAMS (PELL GRANTS, SEOG, WORK STUDY, LOANS)	18
Federal Pell Grants.....	19



Eligibility for PELL Grant	19
Federal Supplemental Educational Opportunity Grant (FSEOG)	20
Federal Work-Study Program (FWS).....	20
Federal Direct Loans	21
Federal Parent Direct Loan for Undergraduate Students (PLUS)	22
FEDERAL SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY	22
SAP Requirements for Federal Aid.....	22
Timeline for Measuring Federal Satisfactory Academic Progress (SAP)	23
NEW YORK STATE PROGRAMS.....	24
Tuition Assistance Program (TAP) Grant.....	24
Eligibility requirements for NYS TAP Grant.....	24
Aid for Part-Time Study (APTS)	25
ACADEMIC REQUIREMENTS FOR TAP GRANT.....	25
Satisfactory Academic Progress (SAP) Policy & Requirements for N.Y. State Student Aid.....	25
Requirements for New York State Aid	25
Academic Progress Requirements (for NYS TAP Grant).....	26
NYS Academic Progress Chart.....	26
Program Pursuit	27
Academic Progress Requirements- ADA Part Time TAP	27
TAP SAP Appeal Process:.....	28
OUTSIDE ORGANIZATIONS.....	28
WITHDRAWALS AND THE RETURN OF FEDERAL FINANCIAL AID	28
Unofficial Withdrawal	30
How tuition liability and financial aid interact when a student withdraws.....	30
FEDERAL VERIFICATION	30
MY COLLEGE EXPENSES Q&A FOR STUDENTS.....	31
TUITION AND FEES/OFFICE OF THE BURSAR.....	33
FEES.....	33
TUITION INFORMATION.....	35
PAYMENT	35
REFUNDS.....	36
CERTIFICATE OF RESIDENCY	36



TUITION & FEES CHART	38
OFFICE OF THE REGISTRAR.....	39
OFFICE HOURS.....	39
CONFIDENTIALITY MATTERS (FERPA)	40
A PUBLIC NOTICE ABOUT SOCIAL SECURITY NUMBERS.....	41
REGISTRATION AT GUTTMAN COMMUNITY COLLEGE	41
COURSE SEARCH	43
EPERMITS	43
ENROLLMENT VERIFICATION	43
TRANSCRIPTS.....	44
GRADING POLICIES AND GUIDELINES	45
GRADES	47
WITHDRAWING FROM A CLASS	47
ADMINISTRATIVE WITHDRAWAL (WN).....	47
FINAL EXAMS.....	47
COLLEGE NOW/ADVANCED PLACEMENT TRANSFER CREDIT	47
READMISSIONS	48
GRADUATION	48
NEW YORK RESIDENCY REQUIREMENTS AND GUIDELINES FOR COMMUNITY COLLEGES.....	49
Time Frame for College Review	49
Appeal Process.....	50
TESTING SERVICES.....	51
READING, WRITING AND MATH TESTS	51
RE-TESTING	52
ACADEMIC CALENDAR 2018-2019	53
ACADEMICS.....	58
EDUCATIONAL MODEL.....	58
LEARNING OUTCOMES.....	58
FIRST YEAR EXPERIENCE.....	60
Bridge Program	60
First Year Academic Program.....	61
Learning Communities/Instructional Teams.....	62



FACULTY	63
CUNY COMMON CORE REQUIREMENTS AT GUTTMAN COMMUNITY COLLEGE.....	63
PROGRAMS OF STUDY	64
A.A. BUSINESS ADMINISTRATION	67
A.A. HUMAN SERVICES.....	68
A.A.S. INFORMATION TECHNOLOGY.....	70
A.A. LIBERAL ARTS AND SCIENCES	71
A.A. URBAN STUDIES.....	73
ARTICULATION AGREEMENTS.....	74
ACADEMIC POLICIES.....	75
Academic Integrity	75
Academic Probation.....	77
Bridge Program Attendance.....	78
Grading.....	78
Grading Glossary and Guidelines	78
Grade Changes	81
Grade of Incomplete (INC)	82
Grades of NC or F	83
Grade Point Average (GPA) Calculation	84
Honors List Criteria.....	84
Independent Study Course	84
Maximum Credit Load for Fall II and Spring II Sessions	85
Permit Students	85
Graduation	86
Graduation Requirements	86
Graduation Honors	86
Readmission	86
Remediation.....	87
Exit from Remediation	87
Initial Statistics and Mathematical Placement.....	87
Repeated Courses and Grades.....	87
Transfer Credit Evaluation	88
Writing Intensive Courses	89



ADVISING.....	90
PEER MENTORING.....	90
PARTNERSHIPS & COMMUNITY ENGAGEMENT (OPCE)	92
INFORMATION COMMONS/LIBRARY	93
TEXTBOOKS	93
STELLA AND CHARLES GUTTMAN COMMUNITY COLLEGE 2018-2019 COURSE CATALOG.....	95
COLLEGE LIFE.....	118
STUDENT LEADERSHIP AT GUTTMAN COMMUNITY COLLEGE	118
WELLNESS	120
ACCESSABILITY	120
SINGLE STOP.....	121
STUDENT CONDUCT AND COMMUNITY STANDARDS	122
THE HUB: STUDENT SERVICE CENTER.....	123
CAMPUS SAFETY	124
FACILITIES.....	124
INFORMATION TECHNOLOGY (IT).....	126
IT HELPDESK	126
STUDENT FILE STORAGE.....	126
COMPUTER LABS.....	126
PRINTING POLICIES	126
STUDENT E-MAIL ACCOUNTS.....	126
GUTTMAN COMPUTER NETWORK.....	127
GUTTMAN WIRELESS NETWORK.....	127
GUTTMAN WEB PORTAL.....	127
EPORTFOLIO/DIGICATION.....	127
THE CUNY PORTAL	127
CUNYFIRST.....	128
MICROSOFT OFFICE 365.....	128
GUTTMAN COMMUNITY COLLEGE FULL-TIME FACULTY	129
GUTTMAN COMMUNITY COLLEGE SENIOR ADMINISTRATION	136
GUTTMAN COMMUNITY COLLEGE FULL-TIME STAFF.....	136



POLICIES 140

 GENERAL POLICIES AND PROCEDURES 140

 EQUAL OPPORTUNITY AND NON DISCRIMINATION POLICY 141

 THE CITY UNIVERSITY OF NEW YORK (CUNY) POLICIES AND PROCEDURES 142



ABOUT THIS COLLEGE BULLETIN

The information in this publication pertaining to the academic semester is accurate as of August 1, 2018. Please consult [our website](#) for updates.

Circumstances may require that a given course be withdrawn or that alternate offerings be made. Names of instructors for courses and the days and times of class sessions are set forth in the class schedule, available to students at registration, and [online](#).

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

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

Interpretation of syntax: All references made and pronouns used herein shall be construed in the singular or plural, and in such gender, as the sense and circumstances require.

STUDENT RESPONSIBILITY

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

CAMPUS SAFETY

Upon request, the Office of Campus Safety will provide all campus crime statistics reported to the United States Department of Education.

Call Campus Safety at 646-313-8001 or visit [the Campus Safety website](#).



EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION:

It [is Guttman Community College's policy](#) to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, disability, citizenship, military or veteran status, pregnancy or any other legally prohibited basis, in accordance with federal, state and New York City law.

It is [also Guttman's policy](#) to provide reasonable accommodations to students with disabilities.



ABOUT THE COLLEGE

The New Community College at CUNY was the University's first new community college in more than 40 years. Inspired by former CUNY Chancellor Matthew Goldstein's interest in improving graduation rates for CUNY's diverse urban students with a wide range of linguistic and cultural backgrounds, the planners were directed to reimagine community college education.

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

In April 2013 The City University of New York received a \$25 million gift from the Stella and Charles Guttman Foundation to support The New Community College at CUNY and two other community college initiatives to increase student retention and graduation rates. In honor of the \$15 million endowment gift for the College, the foundation's largest and the largest ever given to a New York State community college, the CUNY Board of Trustees passed a resolution to rename The New Community College Stella and Charles Guttman Community College.

The College provides a supportive environment that nurtures student success with the goal to increase the graduation rate for students, many of whom are the first in their family to attend college. Stella and Charles Guttman Community College has created an innovative model with an emphasis on experiential education, the adoption of cohort scheduling, learning communities and instructional teams, and a strong value placed on being simultaneously "high tech" and "high touch."

One of the key reasons for the College's success is its unique first-year curriculum. All students begin in the required Summer Bridge Program and engage fulltime in multidisciplinary and city-centered classes before starting their major coursework in one of five degree programs. Instructional teams comprising faculty members, student success advocates, graduate coordinators, peer mentors and library staff create a rich classroom environment complemented by an integrated advisement program to help students stay on the path to graduation. Learn more about the development of the College:

[Recent Reports and Planning Documents](#)
[College Timeline](#)

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 within CUNY requires alignment with the [University’s Strategic Framework](#) (whose five pillars are Access & Completion; College Readiness; Career Success; Knowledge Creation & Innovative Research; Funding Model), which is operationalized through [Performance Management Process \(PMP\) goals and targets](#) set by the Central Office and each College. In 2017 - 2018 the Central Office also worked with each college as part of CUNY’s Complete College America initiative, to establish [Academic Momentum Year goals and targets](#). Within this planning matrix, Guttman developed its five year [2018 - 2022 Strategic Plan Goals](#), sub goals and actions.

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

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.**

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. In its [Most Recent Commission Action](#) on June 22, 2017, the Commission voted 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.

Currently, Guttman Community College offers these registered programs leading to associate degrees:

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



VISITING GUTTMAN

Guttman Community College is located at [50 West 40th Street](#) 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

38 W. 43rd St., between 5th and 6th Avenues

Icon Parking

59-61 W. 36th St., between 5th and 6th Avenues

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 attend both a group information session and an individual meeting to complete the admissions process. The goal of this multi-step process is to help students make intentional informed choices and understand the commitment of enrolling in Guttman Community College, as well as facilitate students' connections with members of the college community.

GROUP INFORMATION SESSION

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

INDIVIDUAL MEETING

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

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 POLICY ON THE SUBMISSION OF FRAUDULENT DOCUMENTS

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

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

More information on this policy and the procedures for imposing sanctions can be [accessed online](#).

AFTER ADMISSION

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

- Accept Guttman’s Offer of Admission
- Take the CUNY Assessment Tests
- Attend New Student Orientation
- Submit Proof of Graduation
- Satisfy N.Y.S. Immunization Requirements
- Complete the Summer Bridge Program

COMMITMENT DEPOSIT

To secure enrollment, students who have been accepted to Guttman Community College must submit a commitment form and a non-refundable, non-transferrable commitment deposit of \$100.00.* This deposit will be applied to the tuition bill.

Payment must be submitted in the form of a check or money order and students should make the check payable to Guttman Community College. Cash will not be accepted. The deadline to submit the deposit is May 1.

*Students who submitted a Free Application for Federal Student Aid (FAFSA) and are determined to have an Expected Family Contribution (EFC) below \$3,000 can request to waive the deposit.



CUNY ASSESSMENT TESTS

In compliance with The City University of New York, all students entering Guttman Community College are required to demonstrate proficiency in reading, writing, and mathematics. Students are not permitted to register for courses without taking the required assessment tests or demonstrating proof of exemptions from testing.

For additional information about CUNY's testing policies and proficiency policies, visit the [CUNY Testing website](#).

NEW STUDENT ORIENTATION

Entering first year students are required to attend new student orientation prior to beginning the Summer Bridge Program. During this time, students learn how to access their Guttman email accounts, take photos for ID cards and learn about the various resources that are available to support the transition to the college.

Students who have submitted a commitment form can register to attend new student orientation at GrizzlyPlace, a customized portal page used throughout the admissions and enrollment process.

PROOF OF GRADUATION

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

New York City Department of Education (DOE) Final High School Transcript: With the exception of a limited number of high schools, CUNY will receive a copy of students' final transcript with the date of graduation.

Non-DOE High Schools: A final high school transcript, indicating the date of graduation and type of diploma received, must be submitted by the first day of Summer Bridge.

Instructions and the deadline to submit proof of graduation will be posted at GrizzlyPlace.

IMMUNIZATION REQUIREMENTS

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

New York State Public Health Law #2167 requires all post-secondary institutions to provide information on Meningitis and the Meningitis vaccine. All students (regardless of age) must complete a form indicating that they received and read the information. Vaccination is NOT mandated; however, completion of the Meningitis Response Form is required. For additional information, view [the Immunization Handbook for New York State Post-Secondary Institutions](#).



SUMMER BRIDGE PROGRAM

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

Attendance is required. For dates and times of the respective bridge programs, please [visit the Summer Bridge 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

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

Pursuing a college education is one of the best investments a student can make into 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 provide professional services for its students; this ranges from assistance with removal or reduction of financial barriers to support with pursuing academic goals. Financial need should not prevent any student from attending a CUNY college. Almost 60% of full-time undergraduate students attend tuition-free due to the Federal Pell Grant and New York State Tuition Assistance Program (TAP) award, which fully covers CUNY's low tuition.

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 TAP) as well as monitoring financial aid records to ensure that each student complies with all Federal and State requirements. For additional questions about financial aid, please contact the Office of Financial Aid at 646-313-8011 or visit The Hub located on the 3rd floor.

HOW TO APPLY FOR FINANCIAL AID

In order for the Office of Financial Aid to assist you, you must take the first step! 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), [available online](#). 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 results to Guttman Community College. If Guttman Community College is not listed on the FAFSA application, we will not receive your FAFSA application results and cannot process any Federal Student Aid for you. The Free Application for Federal Student Aid (FAFSA) and NYS TAP application must be submitted annually.

The NYS TAP application is available for the 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 TAP application online. If you would like Guttman Community College to receive and process a New York State TAP award for you, then you must list Guttman's NYS TAP school code (1421) on the application.



If you have questions about the application process, please contact The Hub at 646-313-8080, the Office of Financial Aid at 646-313-8011 or email us at Financial.Aid@guttman.cuny.edu.

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 aid, academic standing, and enrollment (amount of credits registered). **Your enrollment for the term (which includes both sessions) is locked in on the 7th day of the term.** Please refer to the 2018-19 [Academic Calendar](http://guttman.cuny.edu/academics/calendar/) for details (<http://guttman.cuny.edu/academics/calendar/>). On the 7th day of the term the financial aid office will lock in your enrollment, so it is important to pre-register for your Fall 2/Spring 2 courses if applicable prior to the 7th day of the term. Your financial aid awards will be based on the enrollment as of the 7th day (locked day) of the term. If you need to make changed to your schedule, the Office of Financial Aid advises that you speak to an academic advisor 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's will owe to Guttman Community College. A WN administrative grade is not eligible for financial aid and does not count towards a student's enrollment for the term. The student must 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 his/her financial aid awards. For information about the grading policies at Guttman Community College please visit [the Registrar's website](#).

TYPES OF FEDERAL AID PROGRAMS (PELL GRANTS, SEOG, WORK STUDY, LOANS)

Guttman Community College students receive financial aid from a variety of financial aid programs that are primarily funded by the Federal, State, and City governments. However, there are also other resources available from outside scholarships and CUNY organizations.

Definitions of Aid

Grants: money that does not have to be repaid

Loans: money that you borrow and agree to pay back with interest

Federal Work-Study: money that you earn from a job obtained through the Office of Financial Aid

Scholarships: money that is awarded based on academic merit



Federal Pell Grants

Matriculated degree-seeking students attending or planning to attend Guttman Community College on a part-time or full-time basis may apply for Federal grant programs by submitting [the Free Application for Federal Student Aid \(FAFSA\) online](#). The Federal Processor determines the Expected Family Contribution (EFC) based on the information presented in the FAFSA form, which in turn determines your eligibility for Federal Aid. The completed FAFSA application takes at least 72 hours to process and an email confirmation will be sent to the student's email. The email will ask that the student reviews the FAFSA results which is also known as Student Aid Report (SAR). The SAR provides additional information to the student regarding their eligibility, errors/rejects on the application, and notifies the student of additional steps to complete with the Office of Financial Aid.

Selection of The Recipients and Allocation of Awards: The Federal Pell grant is an entitlement program. Eligibility and award amounts are based on financial need, enrollment, and academic progress. The student must demonstrate financial need and must attend classes in order to receive a Pell grant. Financial need is determined by a formula applied to all FAFSA applicants annually by Congress and produces the Expected Family Contribution (EFC). The amount of Pell award you receive will be determined based on the costs of attendance, enrollment status, and meeting satisfactory academic progress.

Rights and Responsibilities of The Recipients: A student must continue to make satisfactory academic progress in the degree program in which they are enrolled. The student must not owe any refunds on a Federal Pell grant or other awards paid and not in default on any Federal student loans. The student must attend courses and avoid receiving a WN administrative grade. A WN administrative grade signifies the student never attended the course and is not eligible for financial aid for that course. Receiving a WN administrative grade may seriously affect a student's financial aid awards for the term. Please see a financial aid counselor should this occur for more details.

Therefore, enrollment status for the Federal Pell is defined as follows:

- Full-Time = 12 credits (or equivalent)
- Three-Quarter Time = 9 through 11.5 credits (or equivalent)
- Half-Time = 6 through 8.5 credits (or equivalent)
- Less Than Half Time = 1.0 through 5.5 credits (or equivalent)

Eligibility for PELL Grant

Students must meet the following requirements in order to receive any federal grants:

- Demonstrate financial need; this means that your cost of education is greater than your estimated family contribution.
- Be a student currently enrolled or accepted for enrollment in an eligible program at an eligible Guttman Community College.
- Have a high school diploma or a GED certificate.
- Be a U.S. citizen or national, or an eligible non-citizen.
- Have a valid, correct Social Security Number (SSN).
- Be registered with Selective Service (for males between the ages of 18-25).
- Not be in default of a Federal loan or owe an overpayment on a federal grant or Federal Perkins Loan.



- Not have borrowed in excess of the annual or aggregate loan limits set forth by the Department of Education.
- Be in good academic standing and maintaining satisfactory progress towards completing a degree.
- Not be convicted of possessing or selling illegal drugs while receiving financial aid.
- Provide any necessary documentation to the Office of Financial Aid to verify the information on the FAFSA is accurate should you be selected for the federal verification process

To remain eligible for financial aid, students must attend all registered classes and continue to maintain satisfactory academic progress as stated under [Satisfactory Academic Progress \(SAP\) Policy & Requirements for Federal Student Aid](#).

Pell Grant Lifetime Eligibility Used (LEU): The amount of Federal Pell Grant you may receive over your lifetime is limited to the equivalent of 12 full time semesters. If you are attending full time and are eligible for Pell, you will receive Pell for a maximum of 6 years (for Associates and Bachelor's degrees combined). For more information on LEU please visit the [Federal Student Aid website](#).

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG grants are available to Pell eligible full-time and part-time (must be enrolled at least half-time enrollment- 6 credits/equated credits) students on a first come, first served basis. These grants range from \$175 to \$2,000 annually, dependent on Federal allocation to the college. Recipients are required to maintain half-time enrollment (6 credits/equated credits) and make satisfactory academic progress as stated under [Satisfactory Academic Progress \(SAP\) Policy & Requirements for Federal Student Aid](#).

Federal Work-Study Program (FWS)

Guttman Community College participates in the Federal Work-Study Program. This program enables qualified students to pursue a degree while working a part-time job. To participate in this program, the student must file a 2018-2019 FAFSA application and indicate interest in participating in the Federal Work-Study Program. The student must be enrolled at least half-time (6 credits/equated credits) each term and is awarded on a first come, first served basis. The award amount varies based on an allocation given to the college by the Department of Education. Once a student withdraws, graduates or falls below 6 credits/equated credit in the term, the student will no longer be eligible to participate in the FWS program. The student may regain eligibility for the following term. The student should visit with the Federal Work-Study coordinator for more information about maintaining their eligibility.

For eligible Federal Work-Study students, employment is available on campus. In the event that more students are eligible for FWS than there are funds available, preference is given to students who have greater financial need. Students must complete the Federal Work-Study orientation with the Office of Financial Aid before they receive a packet/contract to work. The maximum amount of hours per week is up to 20, based on availability of funds.

Rights and Responsibilities of Recipients: Satisfactory academic progress must be maintained and all the requirements for the Pell Grant must be met. Recipients are required to maintain satisfactory academic progress as stated under [Satisfactory Academic Progress \(SAP\) Policy & Requirements for Federal Student Aid](#).



Federal Direct Loans

The Federal Direct Loan program provides low-interest loans to eligible students to cover undergraduate enrollment costs. The student must have a valid 2018-19 FAFSA on file. The student will also need to complete a Loan Entrance Counseling and a Master Promissory Note (MPN) online at www.studentloans.gov. To apply for Federal Direct Loans, the student must meet with a financial aid advisor.

There are two types of Federal Direct Loans:

1. **Direct Subsidized Loan** - the Federal government pays the interest on this loan while the student is attending college for at least 6 credits/equated credits. During this time, the Direct Loan does not accumulate interest while a student is enrolled for at least 6 credits/equated credits.
2. **Direct Unsubsidized Loan** – The interest on this loan begins to accrue at the time of disbursement and continues to accrue interest for the lifetime of the loan.

The amount of Subsidized loan amount will be determined based on the remaining financial need once the Expected Family Contribution (EFC) and need-based aid has been taken into account. Please note, Direct loans cannot exceed the Cost of Attendance (COA).

Eligibility Requirements: To be eligible for a Federal Direct Loan, a student must be:

1. U.S. citizen or permanent resident alien.
2. A matriculated student enrolled for at least half-time (6 credits/equated).
3. The student must not be in default, does not owe an overpayment on a Department of Education grant or loan, and has not exceed the annual or aggregate loan limits.
4. Must meet federal academic standards (SAP).
5. Have a valid FAFSA on file with Guttman Community College.

An eligible student who is enrolled at least halftime (6 credits/equated credits) may borrow up to:

Annual Loan Limits for Subsidized and Unsubsidized Loans			
	<i>Subsidized</i>	<i>Unsubsidized</i>	<i>Total subsidized & Unsubsidized</i>
<i>Dependent Students</i>			
First Year-Freshman (0-29 credits)	\$3,500	\$2,000	\$5,500
Second Year- Sophomore (30+ credits)	\$4,500	\$2,000	\$6,500
<i>Independent Students</i>			
First Year- Freshman (0-29 credits)	\$3,500	\$6,000	\$9,500
Second Year- Sophomore (30+ credits)	\$4,500	\$6,000	\$10,500

However, for Unsubsidized Direct Loans the interest will accrue while the student is in school. Repayment begins six months after the student graduates, withdraw, or fall below half-time (6 credits/equated) enrollment status. She/he will have a six-month grace period before payments are required to begin. During this period, the student will receive repayment information from their loan



servicer, and will be notified of their first monthly payment. After depleting the grace period of prior taken loans, she/he will have a 60-day window before starting repayment on prior loans. For additional information about Federal Direct loans please visit the [Federal Student Loans](#) website or the [Loans webpage](#). For information about your loan history visit the [National Student Loan Data System website](#).

For the 2018-2019 academic year, the fixed interest rate for Federal Direct Loans is 5.05%. The interest rate changes every July 1st. An "origination fee" of 1.062% of the loan amount is subtracted at the time of disbursement.

Federal Parent Direct Loan for Undergraduate Students (PLUS)

The Federal PLUS loan enables either biological or adoptive parents of dependent undergraduate students to borrow up to the cost of education. Costs that may be covered include: tuition and fees, room and board, books, transportation, and an allowance for personal expenses. The maximum loan amount is the student's cost of attendance (determined by the school) minus any other financial aid received. The fixed interest rate for new parent borrowers during 2018-2019 is currently 7.60% and changes every July 1st. An "origination fee" of 4.248% of the loan amount is subtracted at the time of disbursement.

A parent is subject to a credit check by the Department of Education and will be required to complete the PLUS Counseling and Master Promissory note online at www.studentloans.gov. A student must have a valid a FAFSA on file prior to his/her parent applying for a Federal Direct PLUS Loan. Repayment of the PLUS loan will begin once the loan has been fully disbursed. Borrowers (parent) will have 10 years to repay the Federal Direct PLUS loan.

For more information, please contact the Office of Financial Aid at 646-313-8011 or financial.aid@guttman.cuny.edu.

FEDERAL SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

All Guttman Community College students who receive Federal Title IV funding (Pell, SEOG, Federal Work Student, Direct Loans, etc.) must maintain Satisfactory Academic Progress (SAP) according to the CUNY [SAP policy](#) in order to receive and maintain eligibility for their financial aid. Failure to maintain SAP will result in the loss of future eligibility for Federal student aid. Satisfactory Academic Progress (SAP) is evaluated annually at the end of the Spring 2 session and each student will receive notification via email regarding their SAP status.

SAP Requirements for Federal Aid

To receive Federal Financial Aid, a student must meet all of the following requirements:

- **Minimum GPA** – To be in good academic standing a student must earn a minimum Grade Point Average (GPA) based on attempted credits as follows:



Credits Attempted	Minimum Cumulative GPA
0 through 12	1.50
More than 12 through 24	1.75
More than 24	2.00

- **Maximum Time Frame**– The credits a student has attempted cannot be more than 150% of the credits normally required for the degree completion. For example: if a student’s degree program requires 60 credits for him/her to graduate with an Associate’s degree, then a student cannot attempt more than 90 credits.
- **Pace of Progression** – The student must successfully complete a certain percentage of the total number of credits being attempted according to the following (For Associate Degree Programs):

Associate Degree Programs

ATTEMPTED CREDITS*	12	18	24	30	36	42	48	54	60	66	72	78	84	90
EARNED CREDITS	0	2	4	6	13	19	23	27	33	39	44	49	55	61

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

"Successfully completed" is defined as having received grades of "A, A+, A-," "B, B+, B-," "C, C+, C-," "D," or "P."

Grades of "F," "FIN," "W," "WA," "WD," "WN," "WU," "INC," "NC," "PEN," or "Z" count as attempted credits, however, they do not count as successfully completed courses. Find more information on Guttman’s grading guidelines on [the Registrar website](#).

Incomplete Grades (INC): Incomplete grades count as attempted credits. A student can make up the "INC" grade by the published date on the academic calendar. If a student does not complete that course by the date assigned by the instructor in the contract, the INC grade will change to a failing grade of FIN. For more information about grades and the academic calendar, visit [the Registrar’s Office website](#).

Timeline for Measuring Federal Satisfactory Academic Progress (SAP)

Every student's academic progress for determining future Title IV eligibility is measured at the end of each academic year. The review will include all semesters with attendance (including both sessions) whether or not Title IV assistance was received. Students will be notified if they fail to meet published Satisfactory Academic Progress (SAP) requirements. Students who fail to meet the SAP standards will



immediately become ineligible for federal aid. A student cannot automatically be placed on probation, however will be suspended from receiving any additional aid. A student can regain eligibility either by attending classes without receiving federal aid until they meet the required standards OR they can be granted probation for one semester based on the approval of an official SAP APPEAL. The “probation” period can only be granted for one semester at a time. This means that a student who is granted probation MUST HAVE an individual academic plan to help them regain their eligibility. The academic plan will be reviewed at the end of the semester.

For additional details on SAP and the SAP appeal process visit the [Financial Aid website](#).

NEW YORK STATE PROGRAMS

Tuition Assistance Program (TAP) Grant

Sponsored by the State of New York, the TAP grant provides tuition assistance for full-time (enrolled for 12 or more credits and/or equated credits) degree seeking students and eligibility is based on the family’s New York State net taxable income. Students are encouraged to apply annually and list Guttman’s NYS TAP school code (1421) on their application. The Higher Education Services Corporation (NYSHESC) determines the applicant’s eligibility and notifies the applicant directly. Community College students are limited to three years of full-time TAP payments (for a total of 6 full-time TAP payments).

Eligibility requirements for NYS TAP Grant

To be eligible for a NYS TAP grant, a student must meet the following requirements:

- a. A legal resident of New York State (that is, you must have lived in the State for at least one year prior to the first term for which you are seeking payment).
- b. A US citizen or permanent resident.
- c. Be matriculated (enrolled in a program leading to a degree).
- d. Enrolled full-time (minimum 12 credits/equated credits).
- e. Maintain satisfactory academic standing, academic program and program pursuit as defined by the New York State Education Department.
- f. If the student is dependent, the family net taxable income must be below a specified amount, or, if the student is independent, the taxable income must be below certain specified amounts as stated on the TAP application.
 - a. Must have a U.S. high school diploma or a high school equivalency diploma (administered through TASC. Formally known as a GED). If the student graduated from a high school located outside of the United States, he/she may need to take an Ability-To-Benefit (ATB) exam prior to the start of their semester in order to receive a TAP award. For more information, please contact the Office of Financial Aid at 646-313-8011.

To be eligible for a full-time TAP award, a student must register for a minimum of 12 credits and/or equated credits, which must include at least 3 credits in credit-bearing courses. These 12 credits/equated credits must be for coursework that meets the requirements of their specific degree program. A student enrolled in a two-year school cannot receive more than six semesters of TAP while completing their program. Undergraduate TAP awards range from \$500 to \$4800 annually at a



community college. If there is a TAP award on your CUNY financial aid award letter, note that the amount of the award is an estimate. You can go to www.HESC.ny.gov to check the status of your award.

Aid for Part-Time Study (APTS)

The Aid for Part-Time Study (APTS) program is sponsored by the State of New York and was established to provide tuition assistance for part-time, matriculated students who are New York State residents.

The State allocation for APTS awards is set each year in the New State Budget and funding levels vary yearly. Students interested in applying for APTS must complete the Supplement form available on their CUNYfirst account. Recipients must be in good academic standing in accordance with New York State's rules and regulations.

To be eligible for a NYS APTS grant, the student must meet the following requirements:

- b. Enrolled part-time in an approved Undergraduate degree program in New York State (Part-time enrollment is defined as 6-11 credits/equated credits). Credits must count towards the student's degree.
- c. A legal resident of New York State.
- d. A US citizen or permanent resident.
- e. Have a tuition liability of at least \$100 per year.
- f. Have remaining TAP eligibility.
- g. Maintain satisfactory academic standing, academic program and program pursuit as defined by the New York State Education Department.
- h. Must have a U.S. high school diploma or a high school equivalency diploma (administered through TASC. Formally known as a GED). If the student is graduated from a high school located outside of the United States, he/she may need to take an Ability-To-Benefit (ATB) exam prior to the start of their semester in order to receive a APTS award. For more information, please contact the Office of Financial Aid at 646-313-8011.

For additional information on APTS eligibility visit www.hesc.ny.gov or visit the Office of Financial Aid.

ACADEMIC REQUIREMENTS FOR TAP GRANT

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

When NYSHEC notifies each student of his or her TAP award, this is an estimate award that will be applied to his or her tuition at registration. Each term the TAP Certifying Officer reviews the student's academic record to determine if they are eligible to receive the TAP award based on rules and regulations established by the State Education Department. All Guttman Community College students who receive New York State funding (TAP, APTS..etc) *must maintain Satisfactory Academic Progress (SAP)* according to [the CUNY SAP policy](#).

Requirements for New York State Aid

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



- Full-time matriculated student (12credits/equated credits) and course must be required for major/degree.
- A U.S. citizen or Permanent Resident.
- Be a New York State resident for a minimum of 12 months.
- Have a N.Y. State net taxable family income within the established economic guidelines.
- The student is allowed a total of 48 TAP points for your entire undergraduate degree. Six (6) points is used for every full-time TAP payment a student received. A student may receive up to **6 terms** as an associate degree student. During the first term of receiving a TAP award, a student must be enrolled for at least 3 degree credits as part of their full-time course load and earn a minimum of 6 credits in order to receive TAP payment #2.
- If the student repeats a course that was previously passed, he/she may not count the repeated course towards full-time enrollment for TAP purposes. If the student repeats a course that previously failed, he/she may include that course towards full-time enrollment for TAP purposes.
- Remedial courses may be counted toward either full-time or part-time enrollment for TAP purposes. However, to qualify for TAP, a student must always be registered for a certain number of degree credit courses.
- Meet the established satisfactory academic progress requirements (SAP)

Academic Progress Requirements (for NYS TAP Grant)

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

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

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

NYS Academic Progress Chart

To receive payments under New York State Tuition Assistance Programs each student must maintain good academic standing. The good academic standing requirement for New York State financial aid programs consists of both an "Academic Progress" and a "Program Pursuit" component as explained below.



Academic Progress for students who received their first NYS award in the 2010-2011 school year or after and have **no remedial** (non-credit) coursework their first semester, Meeting the Academic Progress Standard requires that you meet the requirements listed in the chart below:

Associate 2 Year Program: Students First NYS Award Payment in 2010-11 and After – Non-remedial						
Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have Accrued at Least This Many Credits	0	6	15	27	39	51
With at Least This Grade Point Average	0	1.3	1.5	1.8	2.0	2.0

Program Pursuit

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

Academic Progress Requirements- ADA Part Time TAP

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

ADA Part-Time TAP recipients must meet all TAP eligibility requirements. Prior to the 2015-16 academic year, good academic standing was determined using the same satisfactory academic progress standard used for Aid for Part-Time Study—that was, for each ADA Part-Time TAP award, a recipient had two semesters to meet the progress standard.

Beginning with the 2015-2016 academic year, for ADA students who received their first state award during the 2010-2011 academic year and thereafter and who are enrolled less than full-time, good academic standing will be determined using new SAP standards which does not modify the requirements for disabled students, but aligns them to be equivalent with those required of full-time students.

Program: Associate Program Calendar: Semester 2015-16 and thereafter (ADA Part-time students)								
Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th
A Student Must Have Accrued at Least This Many Credits	0	3	9	18	30	42	51	60



Program: Associate Program
Calendar: Semester 2015-16 and thereafter (ADA Part-time students)

With at Least This Grade Point Average	0	1.3	1.5	1.8	2.00	2.0	2.0	2.0
---	---	-----	-----	-----	------	-----	-----	-----

More information can be found on [the New York State Higher Education Services Corporation's \(HESC\) website.](#)

TAP SAP Appeal Process:

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

For additional information on eligibility and Academic progress for NY State TAP awards please visit [the New York State Higher Education Services Corporation's \(HESC\) website](#) or [the CUNY Satisfactory Academic Progress website](#). A student can also meet with a financial aid advisor to review their academic progress.

OUTSIDE ORGANIZATIONS

Academic scholarships or grants funded by outside organizations can supplement the funding or be an alternate source of funding for your education. There are many scholarships available to students currently enrolled at Guttman who have attained a high degree of academic excellence. There are a number of websites that offer free scholarship searches. For more information, please visit [the Types of Financial Aid webpage](#).

WITHDRAWALS AND THE RETURN OF FEDERAL FINANCIAL AID

Federal student aid is awarded with the expectation that the student will attend college for the entire period for which the student's financial aid was intended. To establish eligibility for any federal financial aid payments, a student must begin attending his/her classes. Once the student starts attending classes, the federal government requires that they "earn" their financial aid awards in direct proportion to the number of days in the semester attended. If the student completely withdraws from school before completing the term, Guttman Community College must calculate, according to a federally prescribed formula- Return of Title IV (R2T4), the portion of the total scheduled financial assistance the student earned and are therefore entitled to receive up to the time you withdrew.



Withdrawing from classes can have both short-term and long-term effects on a student's eligibility to receive financial aid payments. For example, the student may discover after withdrawing from a class that his/her tuition charges remain the same, but financial aid is reduced or eliminated. The student may also be asked to pay back money received in a financial aid payment because they have subsequently withdrawn from their classes. Then again, the student might find that he/she is not eligible to receive a payment in the current semester because he/she had too many withdrawals in past semesters. These situations can leave the student having to pay tuition bills and other school expenses out of pocket.

If a student fully withdraws (W, WD, WA or WU grades are assigned) during a term or session, federal regulations require the Office of Financial Aid to apply a formula established by the U.S. Department of Education to determine the amount of Federal financial aid earned as of the withdrawal date from the college. **The amount of federal financial aid earned is determined by the percentage of time spent in academic attendance, and has no relationship to the institutional charges the student may have incurred.** Once more than 60% of the semester has passed, the student has earned 100% of the federal financial aid awarded to him/her.

Federal Title IV funds that are considered in the R2T4 calculation include Pell Grant, SEOG, Federal Teach Grant, Perkins Loan, Direct Loan (Subsidized and Unsubsidized) and PLUS Loans (Parent PLUS and Graduate Plus).

Students who meet the following criteria are considered for R2T4 calculations:

- Students who withdraw from one or both sessions.
- Students who withdraw in one session and does not return for future sessions are considered R2T4.
- Students who complete a session but totally withdraw from subsequent sessions.

Once a student withdraws, the Office of Financial Aid performs a Return of Title IV Funds (R2T4) calculation. The calculation determines the amount of Title IV Federal aid a student has 'earned' by dividing the number of days completed by the number of days in the term or session. The percentage completed is then multiplied by the overall title IV aid the student was eligible for had they not withdrawn. If the amount of aid 'earned' is less than the amount disbursed to the student's account, funds must be returned to the US Dept. of Education. Funds will be returned to the programs from which the student received aid during the term in the following order, up to the net amount disbursed from each source:

1. Direct Unsubsidized Loan
2. Direct Subsidized Loan
3. Federal Perkins Loan
4. Direct PLUS Loans (Parent PLUS and/or Graduate PLUS)
5. Federal Pell Grant
6. SEOG
7. Federal Teach Grant

****Important Note: If 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 US Dept. of Education.**



Unofficial Withdrawal

If a student stops attending classes during a term and does not officially withdraw, they will be considered an unofficial withdrawal (WU grade is assigned). At the end of each session, the Office of the Registrar will receive grade rosters where the instructor notifies them of students who have stopped attending the course. If a student stops attending the course and did not officially withdraw from the course, then the Financial Aid Office will run the Return of Title IV (R2T4) calculation and determine how much federal financial aid will need to be returned to the US Dept. of Education. If funds need to be returned to the appropriate program, it may create an outstanding balance due to the college, which the student would be responsible to pay.

If the student decides not to attend Guttman Community College, it is your obligation to properly withdraw by notifying the Office of the Registrar or meeting with your academic advisor. **Non-attendance of classes does not classify as an official withdrawal, and does not relieve the student of his or her financial obligation or entitle the student to a refund.**

How tuition liability and financial aid interact when a student withdraws

If a student withdraws before 100% tuition liability the charges will be reduced accordingly. This may temporarily create a credit on the student account. The Bursar will not issue a refund to the student until the Office of Financial Aid performs the Return of Title IV funds calculation to determine if any financial aid funds need to be returned. After the adjustments are made, the student will either receive a refund for any remaining credit or a bill with the balance due.

We recommend that the student speak with their professors, Student Success Advocates and/or your Career Strategist and your financial aid counselor if you are thinking of withdrawing from one course or from all your courses. For more information on tuition, please visit [the Bursar's Office website](#).

FEDERAL 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(s), Federal tax return information and any other form required to resolve a verification. Verification must be completed prior to awarding a student any Federal financial aid. Students can check their CUNYfirst "To Do List" to determine if additional documentation is required.

If you need any additional information please visit the Office of Financial aid at The Hub located on the 3rd floor, by calling 646-313-8011 or sending an email to financial.aid@guttman.cuny.edu.



MY COLLEGE EXPENSES Q&A FOR STUDENTS

How much will it cost for me to attend Guttman Community College for the 2018-2019 Academic Year?

If you are a New York City Resident, your cost of attendance for 2018-2019 is approximately \$16,370.90 as a full-time student at Guttman Community College, which represents DIRECT and INDIRECT costs. Your **DIRECT** costs are \$5,192.90 and your **INDIRECT** educational costs are \$ \$11,178 for the year.

If you are NOT a New York City Resident, your cost of attendance for 2018-2019 is \$23,090.90 as a full-time student at Guttman Community College. Your **DIRECT** costs are \$11,912.90 and your **INDIRECT** educational costs are \$11,178 for the year.

What is the difference between direct and indirect costs?

Direct costs are those expenses that you have to pay directly to Guttman Community College and indirect costs are expenses that you will pay for out of pocket because you are attending college. Direct costs include tuition and fees. Indirect costs include books, supplies, transportation, personal expenses and room and board.

How much are my direct costs for 2018-2019?

If you are a New York City resident, your direct costs will be \$5,192.90 as a full-time student at Guttman Community College.

Note: Tuition plus fees for non-NYC residents is approximately \$5,956.45 per semester (based upon 15 contact hours), or \$11,912.90 for the year as a full-time student at Guttman Community College.

How much are my indirect costs for 2018-2019?

If you live at home with your parent(s) or guardian, your estimated indirect costs will be \$11,178 for the year as a full-time student at Guttman Community College.

If you are not living at home and are providing for your own room and board expenses, your indirect costs will be \$23,090.90 for the year as a full-time student at Guttman Community College.

What if I was awarded Financial Aid for 2018-2019?

Any financial aid you receive will be applied to your direct costs which consists of your tuition and fees per semester. If you were awarded a NYS TAP grant, that amount will be applied directly to your direct costs (tuition only).

If you were awarded a Federal PELL grant, that amount can be used for both your direct costs and your indirect educational costs. For example, if the combined amount of your TAP and PELL awards exceeds your direct costs, you are entitled to a refund. This refund must be used towards your indirect educational costs.



Any type of financial aid you receive, such as Federal or State grants, outside scholarships or Federal Direct Loans, can never exceed your total direct and indirect costs for the year.

What if I am entitled to a Financial Aid Refund for 2018-2019?

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

How can I receive my Financial Aid Refund for 2018-2019?

If you do nothing at all, a check will be mailed to your mailing address. However, you are encouraged to sign up for direct deposit of your refund by using your own bank account. For more information on signing up for a direct deposit please visit <http://www2.cuny.edu/financial-aid/tuition-and-college-costs/refunds/>

What if I have additional questions?

Come to the Hub on the 3rd floor to speak to one of our representatives, or you can call the Hub at 646-313-8080.



TUITION AND FEES/OFFICE OF THE BURSAR

FEES

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

Application fee: \$65

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

Consolidated services fee: \$15 per Semester

This fee, charged every semester, covers the external processing of financial aid applications, the Immunization Program, the Job Location/Development Program, system wide tuition and fee collections, and the administration of various tests such as the skills assessment tests.

Student activity fee: \$55 per semester for full-time students; \$20 for part-time students

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

University Student Senate fee: \$1.45

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

Technology fee: \$125 per semester for full-time students; \$62.50 for part-time students

Each semester, you will be charged a \$125 technology fee if you are enrolled full time and \$62.50 if you are enrolled part time. While the technology fee is generally nonrefundable, a partial refund is available in special circumstances, such as the college canceling a course and you becoming a part-time student as a result. It is also refundable if you withdraw from the college before the first day of the semester. You must file a claim for a refund during the same semester. If you register as a part-time student but later become full time, you must pay the difference in the fee. If you drop or withdraw from a course after the first day of classes and thus become a part-time student, you are not entitled to a refund.

Material fees: \$35

You might be charged for materials in courses where you will own the end product of the work made with them. These fees must be approved every two years by the CUNY Board of Trustees, or if the fee changes, whichever happens first. The college course catalogue must clearly state the nature and amount of a charge associated with a given course.



Returned check processing fee: \$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 alumni requests a transcript, the student or the alumni will be charged \$7.00 per transcript.
- There is no need for a student or an alumni to request transcripts for another CUNY school.

For more information about transcripts, please visit [the Registrar's 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.

You can pay online from your CUNYfirst account via e-check by entering your bank's routing number and your bank account number. There is no additional charge for e-checks.

Payment Plan: CUNY makes college more affordable by allowing you to better manage your payments over time using a convenient and secure plan with Nelnet Campus Commerce. The Enrollment Fee for the payment plan will be \$75 per term. A discount will be provided which will lower the Enrollment Fee



to \$40 per term for students who opt for direct withdrawals from their bank accounts. In order to settle your account, this must be done by the due date of your tuition. Please contact Nelnet at 888-470-6014 for further information.

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.

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 Website for more information about payment, refunds and financial aid.

CERTIFICATE OF RESIDENCY

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

If you are a student who resides in New York State, but not in New York City, you may be eligible to be charged the CUNY In-City Tuition Rate. The In-City Tuition rate (\$5,192.90 for full time enrollment 2018-2019) 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 (September 12, 2018) 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.

Payment of your tuition for the Fall 2018 term is due before September 12, 2018. 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

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

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 accuracy and integrity of the College's official student records. Its main responsibilities include: maintaining student records; coordinating and setting up registration; issuing degree and enrollment verifications and transcripts; course offerings; permits; class schedule; classroom scheduling; maintaining academic calendars and graduation – awarding student degrees and issuing diplomas.

Office of the Registrar

Guttman Community College
Room 307A
50 West 40th Street
New York, New York 10018
646-313-8080
registrar@guttman.cuny.edu

OFFICE HOURS

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

Fall and Spring Business hours:

Monday through Thursday: 8 a.m. until 6 p.m.

Friday: 9 a.m. until 5 p.m.

Summer hours*:

Monday through Thursday: 9 a.m. until 4:45 p.m.

Friday: CLOSED

**Hours subject to change.*



Students who cannot visit the Registrar's Office during these hours may call 646-313-8080 or email 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's Transcripts page](#) 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.

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 New York 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 page](#).

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 a copy of the student's Guttman ID or valid New York State photo ID must then be submitted to the Hub, located on the third floor of 50 West 40th Street, New York, NY 10018.



Please note that if students ask us to withhold their information, we will not be able to process the actions below without a written consent from the student and a notarized copy of their Guttman ID or valid New York 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)).

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. Registration for students in their first term is processed by the Office of the Registrar and are informed of their classes during orientation or Bridge. 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 dependent 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 can be removed from their records in order to be able to register.

Before meeting with their 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

To be prepared for registration, students are encouraged to check DegreeWorks to see the courses needed to complete their degree requirements. To view which courses are still needed, select the “Registration Checklist” view in DegreeWorks. It is advised to check CUNYfirst to see if the desired course is offered during the desired session before registration.

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.

When registering for classes, students should register for both the 12-week and 6-week sessions of the term at the same time. Financial aid for the term (includes both sessions) 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 amount of credits a student is able to register for is dependent 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 9 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 if payment is not made by the payment due date. For more information about billing and due dates, please visit [the Bursar webpage](#).

Guttman Community College considers registration to be a clear indication of 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. 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 during the allowed period. 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 post mark on their letters.

Classes dropped during the Drop or Withdrawal Drop period indicated on the academic calendar will not appear on a transcript. After the Withdrawal Drop 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 a class. Refunds are based on the date on which the classes 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, 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.

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 before applying and initiating an online permit request.

For more information about ePermits, please visit [the Registrar's website](#).

For additional questions regarding ePermit, contact 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, Guttman Community College has authorized the **National Student Clearinghouse** (NSC) to act as our agent for certification of enrollment, degree and loan verifications for students who attended or graduated from Guttman Community College Fall 2012 to the present.

National Student Clearinghouse

2300 Dulles Station Blvd. Suite 300

Herndon, VA 20171-3019

Tel: (703) 742-4200

Fax: (703) 742-4239

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.

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.

There are three ways that transcripts can be ordered:

- Online: 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. There is an additional \$2.00 processing fee for this online service, making the total fee for a transcript to be \$9.00 when requested online. Acceptable payment of a valid major credit card (Visa, MasterCard, American Express or Discover).

If students are uncomfortable placing an order online or do not have Internet access, they can call Credentials Inc. at 800-646-1858 to have the transcript order placed on their behalf for an additional fee of \$10.00 (totaling to \$19 for a transcript).

To utilize the online service, please visit [Credential Solutions' transcript ordering services](#). Students will need to provide Empl ID number, telephone number, and a valid major credit card (Visa, MasterCard, American Express or Discover) in addition to other information requested on the transcript order system. Please be aware that a transcript order will not be processed if there are any negative holds on the record (i.e., Bursar, Financial Aid, Information Technology, etc.).

- By Mail: Download the transcript form from the Guttman Registrar's Transcript 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 40th Street
New York, NY 10018

- In Person: Download the transcript form from the Guttman Registrar's Transcript 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.

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	Excellent	4.00
A-		3.70
B+		3.30
B	Good	3.00
B-		2.70
C+		2.30
C	Satisfactory	2.00



Grade	Explanation	Quality Points
C-		1.70
D	Passing	1.00
F	Failure/Unsuccessful completion of course	0.00
P	Pass	--
R	No Credit	--
W	Withdrew	--
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)	0.00
NC	No Credit Granted*	--
INC	Session's Work Incomplete	--
FIN	F from Incomplete (when INC grade lapses to an F)	0.00
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

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.



GRADES

At the end of every session, students will be able to view grades by signing into their CUNYfirst.

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 her advisor, she must put her request in writing to her 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 her transcript whether or not she attended the class, even if she 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, she 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 week 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 two weeks before Culminating Course Experiences or Final Exams week. Please check the academic calendar for final exam dates.

COLLEGE NOW/ADVANCED PLACEMENT TRANSFER CREDIT

For each entering class at the College, the Office of the Registrar will review all previous college-level, academic coursework taken while in high school. The transfer credit evaluators will determine if such coursework is equivalent to a course required for a particular degree program.



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

- The work was taken under an accredited college and appears on the transcript of that college or as AP credit reported directly to the College by the College Board.
- Coursework at CUNY must show a grade of D or better. Coursework outside of CUNY must show a grade of C or better.
- AP courses must have an exam score of 4 or better as reported by the College Board.
- The course must compare substantially to the Guttman course for which credit is awarded.

If credit is awarded, the evaluated course will appear on the student's Guttman transcript in conformance with CUNY policies for posting outside credit. Students cannot be exempted from City Seminar I, City Seminar II, Statistics, Ethnographies of Work I or Ethnographies of Work II. Appeals of the Transfer Credit Evaluation may be made to the Committee on Academic Appeals whose decision will be final.

If students would like to receive credit for their College Now or AP coursework, they need to print and complete the College Now/AP Credit Transfer Evaluation form (found on the Forms and Application page on the Guttman Registrar webpage). Students may mail or hand deliver the completed form and necessary attachments (official transcript for institutions outside of CUNY and student score report for AP coursework) to the Registrar's Office. Incomplete forms will not be processed.

Mailing Address:

Guttman Community College

Office of the Registrar

Room 307A

50 West 40th Street

New York, NY 10018

READMISSIONS

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.

To obtain a degree and diploma from Guttman Community College, students must complete the following requirements.

- Have at least 60 credits applied toward the program of study
- Achieve a minimum overall GPA of 2.0
- Pass all CUNY Assessment Tests

For specific graduation requirements in your degree, please check DegreeWorks or consult your Career Strategist.

Degrees are awarded four times a year:

Session	Degree Conferral Date
Fall Session 1 2018	January 10, 2019
Fall Session 2 2018	March 7, 2019
Spring Session 1 2019	June 27, 2019
Spring Session 2 2019	August 23, 2019

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.

For more information about graduation, please visit the [Guttman Registrar 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 Guttman Residency webpage](#) or [the CUNY Tuition & Fee Manual](#).



TESTING SERVICES

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

Yvonne Rubie
Academic Testing Director
646-313-8172

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

[Learn more about CUNY Testing.](#)

The CUNY Assessment Tests (CAT) evaluate competencies in the areas of reading, writing and mathematics. Students take these tests when they are first admitted to college unless they have demonstrated proficiency in these subject areas by other standards. Here is a [review of the CUNY admissions assessment test requirements](#).

READING, WRITING AND MATH TESTS

The Reading Test

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

The Writing Test

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

The Math Test

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

- Numerical skills; pre-algebra
- Elementary algebra
- College algebra
- Trigonometry

There is a calculator available in the test program for the students' convenience. A score of 40 or higher on the Algebra portion of the test is used to demonstrate proficiency in math.



RE-TESTING

For students who do not demonstrate proficiency on entry to Guttman Community College, there will be opportunities to do so through re-testing. The Office of Testing Services coordinates these opportunities with faculty in relevant subject areas.



ACADEMIC CALENDAR 2018-2019

Guttman Community College's academic calendar is unique to the College and not the same as calendars from other CUNY colleges. Please also note the Academic Calendar is subject to change throughout the course of the academic year. We recommend individuals visit the Guttman website for the most current version of [the Academic Calendar](#).

FALL 1 (09/12/2018 - 12/19/2018)

August		
23	Thursday	Summer Bridge Program begins
September		
6	Thursday	Summer Bridge Program ends
		Convocation
7	Friday	Assessment Day
11	Tuesday	Last day to file for permit request
		Last day to drop course(s) for 100% tuition refund
12	Wednesday	Classes Begin
17	Monday	Last day to drop course(s) for 75% tuition refund
18	Tuesday	Last day to add/swap course(s)
		Financial Aid Certification Enrollment Status Date
		No classes scheduled
19	Wednesday	Course withdrawal drop period begins. A grade of "WD" will be assigned to students who officially drop a course
		Verification of Enrollment Rosters Available to faculty
		No classes scheduled
23	Sunday	Last day to drop course(s) for 50% tuition refund
25	Tuesday	Verification of Enrollment Rosters Due from faculty
28	Friday	Last day to drop course(s) for 25% tuition refund
		Last day to Change a Major to be effective Fall 2018
		Census date
		Last day to rescind "WN" grade at 4:00 P.M.
		Course withdrawal drop period ends; Last day to drop without a grade of "W"
29	Saturday	"WN" grades assigned
		Course withdrawal period begins. A grade of "W" will be assigned to students who officially withdraw from a course



October		
3	Wednesday	First day to apply for Fall 2018 Graduation
8	Monday	No Classes scheduled; College is closed
13	Saturday	WA grades assigned – Immunization non-compliance
24-25	Wednesday - Thursday	Assessment & Community Days
November		
3	Saturday	Last day to apply for Fall 2018 Graduation
11	Sunday	Course withdrawal period ends; Last day to withdraw from a class with a grade of "W"
22-25	Thursday - Sunday	No Classes scheduled; College is closed
December		
13	Thursday	<i>Classes End</i>
14 - 18	Friday - Tuesday	Culminating Course Experiences or Final Exams
19	Wednesday	End of Fall Session 1
		Assessment Day
20	Thursday	Grades Due
24 - 25	Monday - Tuesday	No Classes scheduled; College is closed
January 2019		
10	Thursday	Degree conferral for Fall Session 1 2018



FALL 2 2018 (FROM 01/02/2019 TO 02/25/2019)

January 2019		
1	Tuesday	Last day to file for permit request
		No Classes scheduled; College is closed
		Last day to drop course(s) for 100% tuition refund
2	Wednesday	Classes Begin
4	Friday	Last day to add/swap course(s)
5	Saturday	Verification of Enrollment Rosters Available to faculty
		Course withdrawal drop period begins. A grade of "WD" will be assigned to students who officially drop a course
6	Sunday	Last day to drop course(s) for 50% tuition refund
7	Monday	First day to apply for Fall 2 2018 Graduation
10	Thursday	Last day to drop course(s) for 25% tuition refund
		Verification of Enrollment Rosters Due from faculty
		Course withdrawal drop period ends; Last day to drop without a grade of "W"
		Census date – Session 2
11	Friday	"WN" grades assigned
		Course withdrawal period begins. A grade of "W" will be assigned to students who officially withdraw from a course
15	Tuesday	Last day to rescind "WN" grade at 4:00 P.M.
21	Monday	No Classes scheduled; College is closed
25	Friday	Classes follow a Monday Schedule
February		
2	Saturday	WA grades assigned – Immunization non-compliance
		Last day to apply for Fall 2 2018 Graduation
5	Tuesday	Course withdrawal period ends; Last day to withdraw from a class with a grade of "W"
7	Thursday	Classes follow a Tuesday schedule
12	Tuesday	No Classes scheduled; College is closed
13	Wednesday	Assessment Day
15	Friday	Classes End
16-21	Saturday - Thursday	Culminating Course Experiences or Final Exams
18	Monday	No Classes scheduled; College is closed
21	Thursday	Last day to submit grade changes for this term's academic standing at 4:00 P.M.
23	Saturday	Grades Due
25	Monday	End of Fall Session 2
25-26	Monday - Tuesday	Assessment Days
March		
7	Thursday	Degree conferral for Fall 2 2018



SPRING 1 2019 (03/01/2019 – 06/11/2019)

February		
28	Thursday	Last day to drop course(s) for 100% tuition refund
		Last day to file for permit request
March		
1	Friday	Classes Begin
6	Wednesday	Last day to drop course(s) for 75% tuition refund
7	Thursday	Last day to add/swap course(s)
		Financial Aid Certification Enrollment Status Date
8	Friday	Verification of Enrollment Rosters Available to faculty
		Course withdrawal drop period begins. A grade of "WD" will be assigned to students who officially drop a course
12	Tuesday	Last day to drop course(s) for 50% tuition refund
14	Thursday	Verification of Enrollment Roster Due from faculty
17	Sunday	Last day to drop course(s) for 25% tuition refund
		Last day to Change a Major to be effective Spring 2019
		Census date – Form-A cutoff
		Course withdrawal drop period ends; Last day to drop without a grade of "W"
18	Monday	"WN" grades assigned
		Course withdrawal period begins. A grade of "W" will be assigned to students who officially withdraw from a course
19	Tuesday	Last day to rescind "WN" grade at 4:00 P.M.
April		
1	Monday	First day to apply Spring 2019 graduation
2	Tuesday	WA Grades Assigned – Immunization non-compliance
9-10	Tuesday - Wednesday	Assessment & Community Days
19-28	Friday - Sunday	Spring Recess
May		
6	Monday	Course withdrawal period ends; Last day to withdraw from a class with a grade of "W"
25	Saturday	Last day to apply Spring 2019 graduation
27	Monday	No Classes scheduled; College is closed
June		
5	Wednesday	Classes End
6-10	Thursday - Monday	Culminating Course Experiences or Final Exams
11	Tuesday	End of Spring Session 1
12	Wednesday	Assessment Day
13	Thursday	Grades Due
14	Friday	Commencement Day
27	Thursday	Degree conferral for Spring Session 1



SPRING 2 2019 (FROM 06/17/2019 TO 08/06/2019)

June		
14	Thursday	Last day to file for permit request
16	Saturday	Last day to drop course(s) for 100% tuition refund
17	Monday	Classes Begin
19	Wednesday	Last day to add/swap course(s)
20	Thursday	Verification of Enrollment Rosters Available to faculty
		Course withdrawal drop period begins. A grade of "WD" will be assigned to students who officially drop a course
21	Friday	Last day to drop course(s) for 50% tuition refund
25	Tuesday	Last day to drop course(s) for 25% tuition refund
		Census date – Session 2
		Verification of Enrollment Roster Due from faculty
		Course Withdrawal Drop period ends; Last day to drop without a grade of "W"
26	Wednesday	"WN" grades assigned
		Course withdrawal period begins. A grade of "W" will be assigned to students who officially withdraw from a course
30	Sunday	First day to apply for Spring 2 2019 graduation
July		
1	Monday	Classes follow Thursday schedule
		Last day to rescind "WN" grade at 4:00 P.M.
4	Thursday	No Classes scheduled; College is closed
18	Thursday	Course withdrawal period ends; Last day to withdraw from a class with a grade of "W"
		WA Grades Assigned – Immunization non-compliance
26	Friday	Last day to apply for Spring 2 2019 graduation
29	Monday	Classes End
30-31	Tuesday - Wednesday	Culminating Course Experiences or Final Exams
August		
3	Saturday	Culminating Course Experiences or Final Exams
5	Monday	Last day to submit grade changes for this term's academic standing at 4:00 P.M.
		Grades Due
6	Tuesday	End of Spring Session 2
22	Thursday	Degree conferral for Spring Session 2



ACADEMICS

EDUCATIONAL MODEL

The design of Guttman Community College focuses on supporting students as they pursue their associate degree. Students benefit from an educational model that responds to their unique academic and personal needs. Defining features of the college include:

- Individual and group admissions meetings to help students understand the unique features of the 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 ePortfolio pedagogy
- Internships and/or capstone experiences for every student
- 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 and Peer Mentors into the entire academic experience

LEARNING OUTCOMES

Stella and Charles Guttman Community College’s learning outcomes encourage students to aim high and provide them with a framework for their entire educational experience, connecting school, college, work and life. These outcomes build on Lumina Foundation’s Degree Qualifications Profile and are informed by AAC&U’s LEAP Essential Learning Outcomes. They are an inclusive framework for a contemporary liberal education, defined not as a selected set of disciplines, but as a set of knowledge and skills for all aspects of life: school, work, citizenship, and social responsibility. They are reflective of the college’s mission and values.

Students will know from the time they enter Guttman Community College that they will be expected to demonstrate progress in achieving these outcomes. Institutional learning outcomes will be addressed at the course and program level. They will be based on integrative learning in and beyond the classroom and will be assessed via students’ coursework as collected and presented in their e-portfolios.



1. [Broad, integrative Knowledge: general education](#)

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

- a. Engages with issues that have contemporary, historical, scientific, economic, technological, or artistic significance.
- b. Exhibits an understanding of how different disciplines create knowledge and approach questions.
- c. Evaluate multiple perspectives on key issues connected to societal concerns.
- d. Connects prior knowledge to ideas, concepts, and experiential learning across courses and majors.
- e. Expresses curiosity about the essential questions that drive personal, academic, or professional growth.

2. [Applied learning](#)

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

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

3. [Specialized Knowledge: the Majors](#)

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

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

4. [Intellectual skills for life-long learning](#)

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



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

5. [Civic learning, engagement & social responsibility](#)

This category describes the knowledge and skills a student should have and demonstrate in response to diverse social, environmental and economic challenges at local, national and global levels

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

FIRST YEAR EXPERIENCE

Bridge Program

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

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



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

During Bridge you will work with the students who will become your classmates during your first year, helping you to make new friends and develop a support network. You’ll also meet your first year faculty and advisors, as well as members of the college’s diverse and dedicated professional staff. Overall, the program will be a time for you to join the Guttman community and begin to contribute to our culture of mutual support and achievement.

Bridge program activities include:

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

First Year Academic Program

Guttman Community College is more than a college located in the heart of New York City—it is a college with New York City at the heart of its curriculum.

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

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

Each of our semesters has two cycles:

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

We require students to commit to full-time enrollment during the First Year Experience. We ask for this commitment because research shows that students who enroll in college full-time the first year graduate at higher rates than students who attend part-time. Additionally, during the first year students are placed in “Houses” and travel together for the year. Each House has a group of faculty who teach the



students throughout their First Year Experience as well as its own Student Success Advocate. This continuity of faculty and advisement for students offers the academic and social/emotional support that many first year college students need.

Students have a full course load scheduled on five days of the week, for 23 hours per week. In their first year, all students take City Seminar I and II, Ethnographies of Work I and II, Statistics, Composition I, and usually Arts in New York City. Students also participate in a required integrative workspace called Studio. During Fall II and Spring II students may catch up or move ahead, depending on their academic progress.

Learning Communities/Instructional Teams

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

The responsibilities of the Instructional Team include: developing and/or adapting integrative curricula and assignments, planning classroom and out-of-class activities and generating ideas for improving the learning community experiences for Guttman students, faculty and staff.

The integrative learning community that sits at the heart of the first year experience is City Seminar, a course composed of four components: Critical Issue, Reading and Writing, Quantitative Reasoning, and Studio. The City Seminar anchors first-year coursework and presents students with a problem or issue that they will examine over the course of the semester.

Critical Issue

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

Reading and Writing

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

Quantitative Reasoning



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

Studio

The Studio component is designed for students to practice, reflect on, and develop the skills essential to engaging in the craft of successful academic study. Working alongside Graduate Coordinators and Peer Mentors, students work in an environment of overt practice and instruction of the techniques essential to successful academic work.

FACULTY

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

CUNY COMMON CORE REQUIREMENTS AT GUTTMAN COMMUNITY COLLEGE

To facilitate the transfer of credits between CUNY institutions, the University requires that 30 of the 60-credit Associates Degrees are CUNY Common Core (“Pathways”) approved. We ensure that by the time a Guttman student completes the first year curriculum, nearly all Pathways requirements are completed.

CUNY Common Core Requirements (12 credits/4 courses)	Guttman Community College Common Core Requirement Course Options (12 credits/4 courses)
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
Life and Physical Sciences (1 course)	BIOL 122 Introduction to Biology BIOL 212 Human Biology (STEM variant)



CUNY Pathways Flexible Common Core (18 credits/6 courses)	Guttman Pathways Flexible Common Core (18 credits/6 courses)
World Cultures and Global Issues (1 course)	LASC 101 City Seminar I
U.S. Experience in Its Diversity (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 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 course, BIOL 212 Human Biology, is offered in 4 credits

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 (POS) coursework. All POS have required capstone courses and/or internship experiences.

A.A. Business Administration

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

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

A.A. Human Services

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

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



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

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

A.A.S. Information Technology

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

An information technology major at Guttman Community College will give you the knowledge necessary to navigate our society's complex technologies, recognize common problems and recommend and implement solutions. It will prepare you for an IT position in any number of workplaces. Today, few businesses or organizations can operate without an IT person or department to ensure their computing infrastructure works reliably and employees have their computing-related needs met.

We'll give you a combination of knowledge and practical, hands-on experience so you'll head into the workforce ready to take care of both an organization's technological infrastructure and the needs of the people who use it. You'll learn the basics of computing and the Internet and be exposed to actual work environments to see the relevance of what you're learning in class. We'll hone your problem-solving abilities by building your technical knowledge as well as your interpersonal skills.

Employers want workers who are team players, and that's what we'll require of you. By the time you earn your degree, you'll be ready to launch a career as a computer support specialist that will earn you a stable living and offer ample opportunities for advancement as you gain experience. Should you plan to continue your studies, the IT program at Guttman Community College will give you excellent foundation knowledge to comfortably transfer to a 4 year college.

A.A. Liberal Arts and Sciences

Are you looking for a well-rounded education that will serve you well in any field? A Liberal Arts and Sciences major at Guttman Community College will give you a solid foundation in the social sciences and humanities, preparing you for transfer to a bachelor's program. It will also equip you with the skills you'll need to thrive in today's workforce. We designed the Liberal Arts and Sciences course of study in direct response to surveys on what employers value most: communication skills, critical thinking and complex problem-solving abilities. As particular job duties change rapidly in response to modern technology, this foundation will stand the test of time.

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

A.A. Urban Studies

Are you interested in what makes cities work? Interested in what makes New York City work? Every day, 8.4 million people navigate issues of housing, transit, employment, health care, education, community development, environmental sustainability and social justice here in one of the greatest cities in the world. New York is a complex place built on an aging infrastructure. It has a constant stream of new immigrants who come looking for the American dream. What better place to examine how it all comes together than in the heart of the city itself?



At Guttman Community College, we are uniquely situated to offer a program in urban studies. Using New York City as a laboratory, this major will provide you with a rigorous liberal arts education exploring urban issues through the lenses of history, political science, sociology, anthropology, economics, literature, psychology and environmental science. It will prepare you for a range of majors at four-year colleges and open doors for potential careers in such fields as government, community and social services, and regional and urban planning. By the time you leave us, you'll be well-positioned to take an active role in your community and advocate for causes that are meaningful to you.



A.A. BUSINESS ADMINISTRATION

TOTAL CREDITS: 60

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 and/or employment in entry-level administrative and managerial positions in public or private enterprise.

Program Learning Outcomes:

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

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

Program Requirements

Refer to course descriptions for pre-requisite, co-requisite, and/or pre-/co-requisite information.

College Requirements

- Two Writing Intensive courses
- A minimum 2.0 cumulative GPA

CUNY Common Core Requirements (30 cr.)

BIOL 122: Introduction to Biology (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 103 A (1.5 cr.) + MATH 103B (1.5 cr.)

SOSC 111: Ethnographies of Work I (3 cr.)

SOSC 113: Ethnographies of Work II (3 cr.)

Business Administration Requirements (24-30 cr.)

ACCT 121: Principles of Accounting I (3 cr.)

ACCT 223: Principles of Accounting II (3 cr.)

BUSI 102: Introduction to Business (3 cr.)

BUSI 201*: Business Law and 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+: College Algebra & Trigonometry (3 cr.)

MATH 201+ Precalculus (3 cr.)

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.)

^Writing Intensive Course

*CUNY Gateway Courses for Business Majors

+If you have not completed College Algebra (or the equivalent) prior to entering Guttman Community College, you must take MATH 120. If you have not completed Precalculus (or the equivalent) prior to entering Guttman Community College, you must also take MATH 201. If you enter Guttman Community College with exemptions from one or both Mathematics requirements you 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 service professionals deal with psychologically, socially, medically, physically and economically vulnerable populations that need society's protections. Human service workers are an important part of that protection and delivery of services and effect change at all levels of society to enhance the well-being of individuals, groups, communities and global systems. The Human Services Program at Guttman is dedicated to providing a supportive, collaborative and experiential learning environment and seeks to nurture and challenge students and to equip and prepare students with the basic knowledge, skills and values in Human services to make a difference in the lives of the clients they serve.

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

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

Mission

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

Program Learning Outcomes:

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

Students in the Human Services Program will be able to:

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



Program Requirements

Refer to course descriptions for pre-requisite, co-requisite, and/or pre-/co-requisite information.

College Requirements

- Two Writing Intensive courses
- A minimum 2.0 cumulative GPA

CUNY Common Core Requirements (30 cr.)

BIOL 122: Introduction to Biology (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 103 A (1.5 cr.) + MATH 103B (1.5 cr.)

SOSC 111: Ethnographies of Work I (3 cr.)

SOSC 113: Ethnographies of Work II (3 cr.)

Human Services Requirements (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 Seminars I (3 cr.)

HSVC 203: Fieldwork & Integrative Seminars 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.)

UBST 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 credits)

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.)

^Writing Intensive Course

+If you elect to take SOCI 231 to fulfil your CUNY Common Core *Scientific World* requirement you must take two (2) electives to meet the required total of 60 credits for the degree.



A.A.S. INFORMATION TECHNOLOGY

TOTAL CREDITS: 60

Program Code 34973; HEGIS Code 5299.00

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.

Program Learning Outcomes:

Upon successful completion of the Information Technology program, students will be able to:

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

Program Requirements

Refer to course descriptions for pre-requisite, co-requisite, and/or pre-/co-requisite information.

College Requirements

- Two 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 103 A (1.5 cr.) + MATH 103B (1.5 cr.)

SOSC 111: Ethnographies of Work I (3 cr.)

SOSC 113: Ethnographies of Work II (3 cr.)

Information Technology Requirements, (27-30 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: College Algebra * (3 cr.)

Electives, (6-9 cr.)+

BUSI 102: Introduction to Business (3 cr.)

BIOL 122: Introduction to Biology (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.)

^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

Program Code 34974; HEGIS Code 5649.00

Philosophy

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

Program Learning Outcomes:

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

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

Program Requirements

Refer to course descriptions for pre-requisite, co-requisite, and/or pre-/co-requisite information.

Requirements for one of the two LASC tracks must be completed: either Social Science & Humanities OR Science & Math.

College Requirements

- Two Writing Intensive courses
- A minimum 2.0 cumulative GPA



SOCIAL SCIENCE & HUMANITIES TRACK

CUNY Common Core Requirements (30 cr.)

BIOL 122: Introduction to Biology (3 cr.)
OR BIOL 212: Human Biology (4 cr.)
CHEM 110+: Introduction to Chemistry (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 103 A (1.5 cr.) + MATH 103B (1.5 cr.)
SOSC 111: Ethnographies of Work I (3 cr.)
SOSC 113: Ethnographies of Work II (3 cr.)

Social Sciences & Humanities Requirements (24 cr.)

ENGL 214: Twentieth Century American Literature:
Introduction to Women Writers (3 cr.)
OR ENGL 215: Topics in Literatures in English (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.)
PSYC 101: Introduction to Psychology (3 cr.)
GOVT 201 Urban Politics: NYC Government (3 cr.)
OR GOVT 202: American Government and Politics (3 cr.)
SOC 102 Introduction to Sociology (3 cr.)
UBST 201: Urban Anthropology: Poverty and Affluence (3 cr.)
OR ANTH 227: Sexuality & Gender in Urban Life (3 cr.)
LASC 254^: Capstone Seminar in the Liberal Arts & Sciences (3 cr.)

Social Sciences & Humanities Track Electives (3-6 cr.)+

COMM 101: Speech Communication
ECON 223: Economics of Social Issues (3 cr.)
ENGL 211: Cities in Film and Literature (3 cr.)
GOVT 203: Introduction to Urban Planning and Politics (3 cr.)
LASC 201: Environmental Ethics (3 cr.)
LASC 243: Internship Seminar (3 cr.)
LASC 295: Issues in Global Learning (3 cr.)
LASC 298: Independent Study (1, 2, or 3 credits)
MATH 120: College Algebra (3 cr.)
MATH 150: The Real Basics of Mathematics (3 cr.)
MATH 201: Pre-Calculus (3 cr.)
MATH 210: Calculus (4 cr.)

SCIENCE & MATH TRACK

CUNY Common Core Requirements (30 cr.)

BIOL 211: General Biology (4 cr.)
CHEM 211: General Chemistry (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 103 A (1.5 cr.) + MATH 103B (1.5 cr.)
SOSC 111: Ethnographies of Work I (3 cr.)
SOSC 113: Ethnographies of Work II (3 cr.)

Science & Math Track Requirements (21 cr.)

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

Science and Math Track Electives (7 cr.)

BIOL 110 Introduction to Biology (3cr.)
BIOL 231 Microbiology (4 cr.)
BIOL 251 Genetics (4 cr.)
CHEM 110 Introduction to Chemistry (3 cr.)
CHEM 120 Introduction to Biological Chemistry (3 cr.)
CHEM 241 Analytical Chemistry (4 cr.)
MATH 210 Calculus (4 cr.)
LASC 215 Science and Society (3 cr.)
LASC 295 Issues in Global Learning (3 cr.)
LASC 298: Independent Study (1-3 cr.)
INFT 102: Hardware & Software (3 cr.)

^Writing Intensive Course



A.A. URBAN STUDIES

TOTAL CREDITS: 60

Program Code 34975; HEGIS Code 5622.00

Philosophy

The Urban Studies Program employs interdisciplinary approaches to help students explore and understand the urban experience. Working individually and in groups, students will study the development and variety of urban forms and governance structures and create effective presentations of knowledge for diverse audiences. They will engage with concepts and practices of urban planning, social research, and the physical/built environment. Majors will achieve a greater understanding of the political, economic, social, and cultural factors that contribute to the distinctiveness of cities in general and New York City in particular.

Program Learning Outcomes:

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

- Connect everyday urban experiences to theoretical perspectives and research about cities
- Conduct quantitative and qualitative research to investigate urban problems using sources in various media (e.g. planning documents, maps, census data, journals, magazines, newspapers, textbooks, photography, interviews)
- Identify major developments in urban history and explain their relevance to modern cities
- Explain the interdependence of critical urban social, economic, and environmental issues
- Explain how political structures, policy development, and governance processes operate in cities in general and in New York City in particular
- Identify the multiple stakeholders (individuals/communities/institutions/government agencies) affected by a particular issue and understand their perspectives
- Question, describe, and analyze the transformation of our city

Program Requirements

Refer to course descriptions for pre-requisite, co-requisite, and/or pre-/co-requisite information.

College Requirements

- Two Writing Intensive courses
- A minimum 2.0 cumulative GPA

CUNY Common Core Requirements (30 cr.)

BIOL 122: Introduction to Biology (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.)

SOSC 111: Ethnographies of Work I (3 cr.)

SOSC 113: Ethnographies of Work II (3 cr.)

Urban Studies Requirements (27 cr.)

GOVT 201: Urban Politics: New York City Government (3 cr.)

OR GOVT 202: American Government and 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.)

Program Electives (3 cr.)

ECON 223: Economics of Social Issues (3 cr.)

ENGL 211: Cities in Film & Literature (3 cr.)

LASC 201: Environmental Ethics (3 cr.)

LASC 295: Issues in Global Learning (3 cr.)

MATH 120: 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 credits)



^Writing Intensive Course

*If you take SOCI 201 to fulfil the Urban Studies requirement you may take ANTH 227 as a Program Elective; if you take ANTH 227 to fulfil the Urban Studies requirement you may take SOCI 201 as a Program Elective

+If you take CHEM 110 to fulfil your CUNY Common Core *Scientific World* requirement you may take SOCI 231 as a Program Elective

ARTICULATION AGREEMENTS

Stella and Charles Guttman Community College has articulation agreements, as follows:

The Associate in Arts degree in Business Administration articulates with the B.B.A. in Business Administration, Department of Finance and Business Management, Brooklyn College; ; the B.B.A. in Business Administration, School for Business, Metropolitan College of New York; the B.S. in Business, Management & Economics with Concentrations in Accounting, Business Administration, Economics Finance, Human Resources, Management, and Marketing , SUNY Empire State College; the B.A. in Business (all concentrations), B.S. in Entrepreneurship, B.S. in Finance, B.S. in International Business, B.S. in Management, and B.S. in Marketing , Marymount Manhattan College; the B.S. in General Management, Vaughn College of Aeronautics and Technology; the B.S. in Health Services Administration, CUNY School of Professional Studies; and the B.B.A. in Business Administration at Iona College.

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

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

The Associate in Arts degree in Liberal Arts and Sciences articulates with the B.A. in Communication and Culture, CUNY School of Professional Studies; the B.A. in Political Science, Department of Political Science, John Jay College of Criminal Justice; and the B.A. in Sociology, Department of Sociology, John Jay College of Criminal Justice.

The Associate in Arts degree in Liberal Arts and Sciences – Science & Math Concentration articulates with the B.S. in Biology and B.S. in Chemistry at Brooklyn College.

The Associate in Arts degree in Urban Studies articulates with the B.A. in Sociology, Department of Sociology, Brooklyn College; the B.A. in Urban and Community Studies, CUNY School of Professional Studies; the B.A. in Urban Studies, Department of Urban Affairs and Planning, Hunter College; the B.A. in Urban Studies at Queens College; the B.A. in Criminology at the School of Professional Studies; and the B.A. in Political Science – Urban Politics & Policy Concentration, and B.A. in Cultural & Deviance Studies at the John Jay College of Criminal Justice.



ACADEMIC POLICIES

[Academic Integrity](#)

[Academic Probation](#)

[Bridge Program Attendance](#)

[Grading](#)

[Grading Glossary and Guidelines](#)

[Grade Changes](#)

[Grade of Incomplete \(INC\)](#)

[Grades of NC or F](#)

[Grade Point Average \(GPA\) Calculation](#)

[Honors List Criteria](#)

[Independent Study Courses](#)

[Maximum Credit Load for Fall II and Spring II Sessions](#)

[Permit Students](#)

[Graduation](#)

[Graduation Honors](#)

[Graduation Requirements](#)

[Readmission](#)

[Remediation](#)

[Initial Statistics and Mathematical Placement](#)

[Exit from Remediation](#)

[Repeated Courses and Grades](#)

[Transfer Credit Evaluation](#)

[Writing Intensive Courses](#)

Academic Integrity

(CUNY Manual of General Policy 1.03)

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

1. Definitions and Examples of Academic Dishonesty

1.1 Cheating

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

Examples of cheating 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.

1.2 Plagiarism

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

Examples of plagiarism 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.

1.3 Obtaining Unfair Advantage

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

Examples of obtaining unfair advantage include:

- 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.

1.4 Falsification of Records and Official Documents

Examples of falsification 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.

Read the full [Policy of Academic Integrity \(CUNY Manual of General Policy 1.03\)](#).



Academic Probation

1. Credits Attempted	Minimum Cumulative GPA
≥0 through 12	1.50
>12 through 24	1.75
>24	2.00

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

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

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

5. Students will automatically have one semester of probation.

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

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

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

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

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

Terms of Academic Probation:

Students on Academic Probation must adhere to the following conditions:

- Register for no more than 9 credits per semester (i.e. 6 credits during Fall 1 & 3 credits during Fall 2) without the approval of the Committee of Academic Appeals and Policies
- Complete an Academic Plan with their Advisor and submit it to the Committee on Academic Appeals and Policies
- Achieve a 2.3 minimum GPA during the first session of their probation



- Achieve a minimum cumulative GPA based on cumulative credits attempted to be in good academic standing within one semester
- Attend tutoring at least two hours per week
- Meet with their Advisor weekly
- Submit a midterm self-assessment to their Advisor

Bridge Program Attendance

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

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

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

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. A dash in the Quality Points column below indicates a grade that is not included in GPA calculations.

GRADING GLOSSARY			
Grade	Explanation	Quality Points	Included in GPA?
A	Excellent	4.00	
A-		3.70	
B+		3.30	
B	Good	3.00	
B-		2.70	
C+		2.30	
C	Satisfactory	2.00	
C-		1.70	
D	Passing	1.00	



F	Failure/unsuccessful completion of course	0.00	
P	Pass	--	NO
R	No Credit	--	NO
W	Withdrew (Student attended at least one class session)	--	NO
WA	Administrative withdrawal; a non-punitive grade assigned to students who register for classes at the beginning of the term but don't provide proof of immunization by the compliance date	--	NO
WN	Never attended	--	NO
WU	Withdrew unofficially after attending at least one class session	0.00	
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	--	NO
INC	Term's work incomplete – "INC" Contract needed	--	NO
FIN	"F" from incomplete; used when the "INC" grade lapses to a "FIN," which is computed in the GPA as an "F"	0.00	
PEN	Grade pending; a temporary grade when the final grade requires further evaluation and the "WU" and "INC" are inappropriate	--	NO

REGISTRAR ASSIGNED GRADES		
WN (Never Attended)	Student never attended class and did not officially withdraw.	<i>This grade appears pre-populated for the student in question when the faculty member brings up 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 semester – see the academic calendar. A "WN" can be rescinded by the Rescind Deadline (see Academic Calendar) if the student was erroneously marked as 'absent' prior to the VOE date. The "WN" does not appear on the student transcript and does not have a net effect on the student's GPA. It is imperative that a WN Rescind Form be completed by the deadline if the student attended the course because it has a direct and immediate negative impact on the students' financial aid eligibility.</i>
WD (Withdraw Drop)	Student officially drops the class.	<i>The student officially drops class during the Program Adjustment Period (after the financial aid certification date and before the end of the refund period). This grade appears pre-populated for the student in question when the faculty member brings up the roster to assign grades in CUNYfirst.</i>



REGISTRAR ASSIGNED GRADES		
		<i>The “WD” does not appear on the student transcript and does not have a net effect on the student’s GPA. See academic calendar for dates.</i>
W (Official Withdrawal)	Student officially withdraws from a class.	<i>The student officially withdraws from a class after the Program Adjustment Period but before two-thirds of the term or session has elapsed – see the academic calendar for specific dates. This grade appears pre-populated for the student in question when the faculty member brings up the roster to assign grades in CUNYfirst. A “W” appears on the student transcript, but has no net effect on the student’s GPA.</i>
PEN (Grade Pending)	Grade for this student is pending	<i>This is a temporary grade awarded when the disposition of the final grade requires further evaluation and when the “WU” or “INC” grades are inappropriate. “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 final evaluation by the instructor or the outcome of 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>

FACULTY ASSIGNED GRADES		
WU (Unofficial Withdrawal)	Student attended at least one class session, but then stopped attending altogether without an official withdrawal.	<i>“WU” can also be assigned in the case of excessive absences 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 attending at least one class session.” 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.</i>
NC (No Credit Granted)	This grade may be assigned under two scenarios: 1) for a	<i>This grade is available for the following 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 above-listed courses</i>



	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.	the “NC” grade is the default available failing grade. If the student is unsuccessful in the re-taken course, a grade of “F” must be assigned. The “NC” appears on the student’s transcript but does 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.
INC (Incomplete)	Student completes at least three-fourths (75%) of the course requirements with a passing grade, but does not complete the entirety of the course 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 is to be completed. The contract should be submitted by the grading deadline to the Office of Academic Affairs. A student who is academically failing the course based on work completed to-date or who needs to repeat the course 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 all other courses. An FIN is equivalent to an “F” and is calculated into the student’s GPA.</i>
F (Failure)	A continuing student whose work did not meet minimum academic standards of course.	<i>A continuing student whose work does not meet minimum 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>

Grade Changes

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

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

- a recording error;



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

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

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

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

All appeals and communications of decisions must be in writing.

If the Instructor is unavailable, contact the Committee on Academic Appeals.

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 completed 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. When you submit a Change of Grade form to change the INC grade to a letter grade, a copy of the previously submitted INC contract must be submitted along with the Change of Grade form.

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 Stella and Charles 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

Guttman Community College will have an Honors List.

Students will be enrolled on the list 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 feature individual design and initiative on the part of the student and will be focused on a unique academic project or exploration not addressed by regularly scheduled courses at the college.

Guidelines for eligibility for Independent Study:

These courses may be taken by individual students or by a small group of students not to exceed four students.

The students must have completed the First Year Experience Core courses and have a minimum GPA of 2.5.



These courses will normally be developed by the student(s) and the faculty member working together. They can be designed for anywhere from 1 to 3 credit hours and should use the guideline that each credit hour earned (in a twelve week session) should require approximately 3 hours per week of work on the part of the student (including meeting with the faculty member and working independently).

The form for independent study must be completed, approved, and filed with the registrar prior to the end of the academic session previous to which the work will be completed.

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 receive special permission, students must obtain written and signed permission from their Program Coordinator and the Dean of Academic Affairs in order to register for a third course during the 6 week session. To be considered for a third course, students must have passed all developmental skills exams and have a GPA of 3.0.

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 allowed in the following Guttman courses:

- City Seminar 1, City Seminar 2, and Studio (LASC 100, 101, 102)
- Statistics, Statistics A, and Statistics B (MATH 103, 103A, 103B)
- An exception can be made for MATH 103, Sections 9xx, 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 100, 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 upon graduation will be awarded the designation “Graduating with Honors.”

Readmission

If you are applying to a CUNY college that you have previously attended, do not complete a Transfer Admission Application. Instead, you must submit a complete Application for Readmission.

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

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

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

- If your cumulative GPA is below 2.00, you must write an Appeal Letter to the College Committee on Academic Appeals.
- The Readmission Application must be filed along with your Appeal Letter.
- Pay the \$20 Readmission Fee by check or money order at the Bursar’s Office.



- Obtain Immunization Clearance.
- Proof of Residency must be confirmed if your residency has changed since you last attended.
- Return your Readmission Form for processing to the Registrar's Office. Your Readmission Application, including all supporting documents will be reviewed by the Committee for Academic Appeals.
- You will be notified by The Office of Academic Affairs of the status of your Application for Readmission in writing.

Remediation

Exit from Remediation

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

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

Initial Statistics and Mathematical Placement

Placement into Math 103 or Math 103A/B (which are required for graduation):

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

Effective December 2016, according to CUNY guidelines, students will no longer be required to pass the CEAFE to pass elementary algebra and to qualify for credit-bearing course work in mathematics. The CEAFE will continue to count 35 percent of the grade in this course, and passage of the course with an average of 70 or higher will qualify the student at minimum for enrollment in the same credit courses as prior to December 2016.

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

Repeated Courses and Grades

According to CUNY Policy: When an undergraduate student receives the earned academic grade of "F" or an administrative failing grade, and the student subsequently retakes the course and receives a grade of "C" or better, the initial grade of "F" will no longer be computed into the Grade Point Average. The "F" will remain on the transcript. The number of failing credits that can be deleted from the Grade Point Average shall be limited to sixteen for the duration of the student's undergraduate enrollment in

institutions of the University. This policy shall be effective 9/1/90 at all colleges of the University. (BTM, 1990, 04-23,007 A).

Guttman students may not generally repeat a course already passed or for which they have already received credit via transfer, permit, or other mechanisms. The only instance in which a student may repeat a course already passed is when the College requires a minimum passing grade in that course and the original grade received was less than the minimum required.

In the event that a student is permitted to repeat a course already passed or a student repeats a course already passed without permission, both grades received will show on the transcript and both will be calculated into the GPA.

The second passed grade will be excluded from all calculations for such purposes as honors, probation, dismissal, and reinstatement.

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

Transfer Credit Evaluation

For each entering class at the College, the Registrar will review all previous college-level, academic coursework taken while in high school as CUNY College Now study, or analogous study under the auspices of an accredited college outside of CUNY, and appearing on the transcript of that college, or as AP credit reported directly to the College by the College Board.

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 conditions must apply:

1. Coursework at CUNY, including College Now, must show a grade of D or better.
2. Coursework taken while in high school under the auspices of an accredited college outside of CUNY must show a grade of C or better.
3. AP courses must have an exam score of 4 or better as reported by the College Board.
4. The course must compare substantially to the Guttman course for which credit is awarded.

The Registrar will consult appropriate faculty to make a determination whether or not such coursework is applicable to Statistics, Composition I, or to work required for a particular degree program.

If the credit that is awarded is in lieu of a course normally taken in the first year, the registrar will alert the Office of Student Engagement. Students will not be exempted from City Seminar I or II or from Ethnographies of Work I or II.

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 Liberal Arts and Sciences program of study

HSVC 213 Health & Human Services Policy

for students in the Human Services program of study

INFT 233 Systems Analysis & Design

for students in the Information Technology program of study

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 from Summer Bridge straight through graduation. Advisors serve as educational planning, transfer, 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 the Summer Bridge program and throughout the first year, students meet with their SSA each week. Each House has its own SSA as part of the instructional teams.

Following the first year, students work with a Career Strategist, who supports them as they progress toward completing their degree and transitioning into a baccalaureate program and/or career. Career Strategists also host major-related activities, workshops, networking events, and offers college transfer support.

PEER MENTORING

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

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

- Admissions & Access Peer Mentors
- First Year Experience (FYE) Peer Mentors
- Meet-Up Peer Mentors
- Transfer Peer Mentors

Admissions & Access Peer Mentor

Admissions & Access Peer Mentors guide prospective students and families through Guttman's unique admissions process. These Peer Mentors coordinate and implement Admissions events including group information sessions, individual meetings, and campus tours. This includes weekly shifts, occasional evenings and select Saturdays. Individuals who enjoy public speaking, event management, with strong customer service skills, and desire a career in counseling, advising, communications or public relations are well suited for the Admissions role.

First Year Experience (FYE) Peer Mentor

FYE Peer Mentors assist first-year students with study skills, time management, organization, collaboration strategies, general academic competencies, and using online resources. FYE Peer Mentors are available for one-on-one and small group meetings in the Den (Room 105). They also participate in weekly in-class Studio and/or LaBSS sessions that are designed to build academic, professional, and



leadership skills. Individuals who enjoy public speaking, facilitation, collaborative group work, and desire a career in education or helping professions are well suited for the FYE role.

Meet-Up Peer Mentor

Meet-Up ASPMs are responsible for attending specific course sessions and modeling effective listening and participation, while also facilitating group work during in-class activities. Additionally, these Peer Mentors lead a weekly group study session (a Meet-Up) to provide academic support for a particular class or subject area.

Transfer Peer Mentor

Transfer Peer Mentors 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 *Baruch, Brooklyn, City Tech, Hunter, and Lehman College*. These workshops/touch points cover tips on navigating academic and administrative matters at the senior college, time management and organizational skills, and getting involved on campus. Guttman alumni who currently attend one of the above listed senior colleges, who are involved in campus life, who possess strong communication skills, and who desire a career in education or helping professions are well suited for the Transfer role.

8 Ways Students Can Engage with Peer Mentors

Students are encouraged to connect with Peer Mentors inside and outside of the classroom before, during, and after their time at Guttman. Here are eight different ways students can access Peer Mentors:

1. Admissions Events

Prospective students, families, and supporters meet our Admissions & Access Peer Mentors during campus tours, group information sessions, and committed student events. These events are designed to communicate the unique structure and expectations of Guttman Community College while creating a welcoming environment.

2. The Den

Located in the rear of the Information Commons (Room 105), the Den is a multi-purpose space that serves as a social and academic workspace for students. It is also the administrative home base for the entire peer mentor team. Students, faculty, and staff are encouraged to visit the Den on a regular basis to learn more about Peer Mentoring services and to connect with the Peer Mentoring program administrators. The Den is generally open between the hours of 9am and 7pm when classes are in session.

3. In the Classroom

Peer Mentors are integral to many components of the first year experience including Studio and LaBSS (Learning about Being a Successful Student). In the classroom, Peer Mentors support instructor-led exercises, facilitate small group discussions, and lead academic skill-building activities.

4. Meet-Ups

Meet-Ups are collaborative group study sessions facilitated by peer mentors. All Guttman students are encouraged to attend Meet-Ups early in the semester to get ahead and stay ahead! Meet-Ups



take place in the rear of the Information Commons and are offered for the following subjects: Algebra, Chemistry, Human Biology, Information Technology, Precalculus, Statistics and Writing. Students can sign-up for Meet-Ups on Starfish or simply drop in!

5. 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, getting involved on and off campus, and utilizing Guttman resources. Students can sign-up for a Direct Connect on Starfish or simply stop by the Den (Room 105, Info Commons).

6. The Compass

The Compass is a student resource desk located in Guttman's Atrium (first floor). Peer Mentors staff the Compass between the hours of 9am and 7pm when classes are in session. At the Compass students can check-out games for use in the Atrium and access information on upcoming campus events.

7. Campus Programs

Peer Mentors support the implementation of various campus-wide programs throughout the academic year. They participate in New Student Orientation, Summer Bridge, and other Student Engagement sponsored events.

8. Transfer Bridge

Transfer Peer Mentors design and facilitate fall and spring Transfer Bridge workshops for Guttman graduates who will be transferring to a senior college. These workshops will cover tips on navigating academic and administrative matters at the senior college, time management and organizational skills, and getting involved on campus.

Contact Information

Email: PeerMentoring@guttman.cuny.edu

[Website](#)

Phone: 646-313-8149

Location: The Den (Room 104, Information Commons)

PARTNERSHIPS & COMMUNITY ENGAGEMENT (OPCE)

The Office of Partnerships & Community Engagement (OPCE) works with industry and community organizations to develop internship and community service opportunities for Guttman students. OPCE is committed to positioning Guttman students for career success. Students should make an appointment with OPCE through Starfish for help with the following:

- Assistance with securing internships and part-time employment
- Community service projects and volunteer opportunities
- Company site visits and job shadowing
- Career and professional development workshops
- Employer career panels each semester



- Industry networking events
- Resume writing and interview preparation
- Career exploration and advising appointments

INFORMATION COMMONS/LIBRARY

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

Services available in the IC include:

- Peer Mentor Meet-Ups for academic support
- General tutoring from a variety of campus organizations and initiatives
- Copies of textbooks for courses
- E-portfolio skill sessions
- Laptops loans and student computing support
- Media-scape tables with projection screens for sharing work
- Production space and equipment for producing printed work
- Display space for student work
- Event booking space for curriculum complimentary programs
- Loans of books, films and remote access to e-resources (requires a library barcode)

Hours (are posted [on our website](#)) during the academic semester:

Monday-Thursday: 7:00 a.m.-10:00 p.m.

Friday: 7:00 a.m.-8:00 p.m.

Saturday: 9:00 a.m. – 5:00 p.m.

Sunday: Noon-5:00 p.m.

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 "ZTC or Zero Textbook Cost Courses". Akademos also reflects this designation.

Guttman's Info Commons purchases copies of all required texts used in the classroom. Please check with the Info Commons 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 & Marketplace](#) by logging with their CUNYfirst username and password. All courses, required materials, and pricing options are displayed in one easy-to-navigate page. Students can receive an average savings of 60% off list price when shopping the Marketplace, price match guarantee on all new books, free shipping on select orders over \$49 (with an option to deliver home or to campus) and year-round online buyback where they can name the price.



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.



STELLA AND CHARLES GUTTMAN COMMUNITY COLLEGE 2018-2019 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.

Prerequisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B

Co-requisite: MATH 120

ACCT 223 (Credits: 3, Hours: 4)

Principles of Accounting II

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

Prerequisites: ACCT 121; Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120

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 227 (Credits: 3, Hours: 3)

Sexuality and Gender in Urban Life

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

Pre/Corequisites: None



BIOL 122 (Credits: 3, Hours: 3)**Introduction to Biology**

Satisfies the CUNY Pathways requirement in Life and Physical Sciences

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

Pre/Corequisites: None

BIOL 211 (Credits: 4, Hours: 6)**Biology I**

The course will introduce students to a basic description of living organisms, how they are classified and how they evolved and continue to evolve over time. Students will also learn the characteristics of the major taxonomic groups, with particular attention to plants and animals and their interactions with the physical environment. In the laboratory component, students will gain hands-on experience on how to identify and observe different forms of life using modern biological techniques.

Prerequisites: MATH 103 OR MATH 103A and MATH 103B

BIOL 212 (Credits: 4, Hours: 6)**Human Biology**

Satisfies the CUNY Pathways requirement in Life and Physical Sciences, STEM variant

This course will introduce students to biological concepts focusing on the structures of the human body and their functions. Specifically, students will learn about human tissues, organs and organ systems. The course has a lab component.

Pre/Corequisites: None

BIOL 221 (Credits: 4, Hours: 6)**Biology II**

The course will introduce students to topics in cellular and molecular biology. Students will learn about the structure and function of the life-essential macromolecules, the structure and physiology of prokaryotic and eukaryotic cells, with a focus on the mechanisms of DNA replication, transcription and translation. Genetics will be explored, including the relationship between DNA sequences and the way organisms look and function. The course has a laboratory component.

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

BIOL 231 (Credits: 4, Hours: 3 hours lecture/3 hours lab)**Microbiology**

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.

Prerequisites: 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 hours lecture/3 hours 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: 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. Prerequisites: 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.

Prerequisites: 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/Corequisites: None

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

See Independent Study policy, above.

Pre/Corequisites: Permission of the instructor required.



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

Satisfies the CUNY Pathways flexible common core in Scientific World

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

Pre/Corequisites: None

CHEM 120 (Credits: 3, Hours: 2 lecture, 2 lab)**Introduction to Biological Chemistry**

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-requisite(s): MATH 103 or both MATH 103A and MATH 103B; ENGL 103

Pre/co-requisite(s): ENGL 203

CHEM 211 (Credits: 4, Hours: 7 (3 Lecture, 3 Lab, 1 Recitation))**General Chemistry I**

Satisfies the CUNY Pathways flexible common core in Life and Physical Sciences and Scientific World
An in-depth introduction to chemistry for science and engineering students including stoichiometry calculations, atomic and molecular structure, chemical bonding, and gases. Weekly labs will reinforce and coordinate with the topics of the class.

Prerequisites: Demonstration of Elementary Algebra Proficiency; MATH 103 or both MATH 103A and MATH 103B; MATH 120

CHEM 221 (Credits: 4, Hours: 7 (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.

Prerequisites: Demonstration of Elementary Algebra Proficiency; MATH 103 or both MATH 103A and MATH 103B; MATH 120, and a 'C' grade or higher in CHEM 211

Pre/Co-requisite: MATH 201



CHEM 241 (Credits: 4, Hours: 7 (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. Prerequisites: Demonstration of Elementary Algebra Proficiency; CHEM 211; MATH 103 or both MATH 103A and MATH 103B; MATH 120; 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/Corequisites: None

ECON 201 (Credit: 3, Hours: 3)**Macroeconomics**

This course will introduce students to the overall workings of a national economy. It will apply macroeconomic theory and principles to current economic issues at the national and international levels and examine their relationship to the economy of New York City, a center of international business. The course will cover a broad range of topics including money and the monetary system, income and expenditure, the role of fiscal and monetary policies in stabilizing the economy, the relationship between inflation and unemployment, and the role of government policy in promoting long-term economic growth. Students will be introduced to the methods economists use in economic analysis and research.

Prerequisites: Demonstration of Elementary Algebra Proficiency; MATH 103 or both MATH 103A and MATH 103B

Co-requisite: MATH 120

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

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

Prerequisites: Demonstration of Elementary Algebra Proficiency; MATH 103 or both MATH 103A and MATH 103B

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

Co-requisite: MATH 120



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

This course focuses on applying critical thinking skills to important economic issues. We will analyze issues from a cross section of society, attempting to fully understand the underlying causes. Case studies will be supplied by the instructor; specific issues will be drawn from articles in newspapers and periodicals. Discussion will include the repercussions from these issues, as well as the development of possible solutions. There will be a focus on how the issues studied relate to the economy and business environment of New York City.

Prerequisites: 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.

Prerequisite: 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 the City Seminar II theme.

Pre/Corequisites: None

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

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

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

Pre-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/Corequisites: 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.

Prerequisite: ENGL 103

Corequisite: 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/Corequisites: 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.

Prerequisites: 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.

Prerequisites: MATH 103 or both MATH 103A and MATH 103B; EVSC 121

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

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

Prerequisite: ENGL 103

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

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

Prerequisite: ENGL 103

GOVT 203 (Credits: 3, Hours: 3)**Introduction to Urban Planning and Policy**

This course provides an introduction to the fields of urban planning and public policy, and investigates their relationship to each other in the context of key urban policy issues such as housing, land use, poverty and inequality, education, economic development, environmental management, transportation, and community development. Students will investigate the historical roots and fundamental practices of both urban planning and public policy creation in the United States, and will engage in hands on policy analysis to explore how planning decisions and outcomes are influenced by the policy context in which they are made.

Pre/Corequisites: None

HIST 201 (Credits: 3, Hours: 3)**Who Built New York? New York City History**

Emphasizing the role that working people have played in the development of New York City, this U.S. history course will explore New York's social, economic, political, and cultural history from the earliest



contacts between members of the Dutch West India Company and local Native Americans to the present day. Topics will include labor, immigration, ethnic politics, social movements, popular culture, and the making of the physical city.

Pre/Corequisites: None

HIST 221 (credits: 3, Hours: 3)

History of Urban Life

This course examines the development of urban communities across the United States both temporally and geographically. It examines the patterns of cleavage, conflict, convergence of interest, and consensus that have structured urban life. Social, cultural, and economic forces will be analyzed for the roles they have played in shaping the diverse communities of America's cities.

Pre/Corequisites: None

HSVC 103 (Credits: 3, Hours: 3)

Introduction to Human Services

This course introduces students to the role of human service professionals working in an urban environment. Students will learn about the historical context that led to the development of the various human service professions, with an emphasis on New York City. Other topics to be discussed include the value, knowledge, and skill base of the helping professions, the helping relationship and the helping process, culturally competent work, and issues of social justice. Emphasis will be placed on the relationships between social welfare policy, human need, and the provision of human services. A research assignment will give students an opportunity to explore a specific field of practice within the urban environment.

Pre/Corequisites: None

HSVC 113 (Credits: 2, Hours: 2)

Methods of Intervention for Human Services

This course builds on an ecological systems perspective and provides students with beginning skills to work with individuals, families, groups, and communities in urban human service agencies and organizations. Included will be generalist skills for the preliminary, beginning, middle, and ending phases of intervention. Attention is paid to culturally competent practice.

Prerequisites: HSVC 103

HSVC 201 (Credits: 3, Hours: 7-8)

Fieldwork and Integrative Seminar I

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

Prerequisites: HSVC 103

Pre/co-requisite: HSVC 113



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

This course is a continuation of Field Work I. Students, under faculty supervision, are placed for a second semester, one day per week in human service or health care settings, where they continue to learn first-hand about agency structure and function, the activities of health and human service professionals, and the application of health and human service skills. Settings include community centers, advocacy organizations, hospitals and health-related facilities, family service agencies, community residences for the developmentally disabled, senior citizen centers, homeless shelters, child psychiatry clinics, etc. A one-hour weekly integrative class session advances students' understanding of the world of health and human service work in urban communities. The agency experience is supported through group discussion as well as written assignments.

Prerequisites: HSVC 103; HSVC 113; HSVC 201

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

This course provides an in-depth exploration of a particular urban field of practice within the human services. The historical development of the field of practice, the social welfare policies supporting and challenging it, and the role of human service professionals in developing the field of practice and in working in it today will be discussed. This course requires a 14 hour volunteer internship in a social service agency or organization that provides services or works in an advocacy capacity related to the field of practice. Topics will be announced each semester.

Prerequisites: HSVC 103

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

This course traces current health and human service programs and policies from their historical origins and provides an overview of the process of policy development, implementation and analysis. Students develop an understanding of the connections between social problems faced by the diverse residents of New York City communities, their varying causative explanations, and the health care and human services policies that are intended to address those problems. The course examines how policies are shaped within the context of political the process. Federal, state, and local programs, such as TANF, Medicare and Medicaid, and Social Security are explored in the context of the problems they address and the impact they have on the populations served - all from the very important perspective of the human service provider.

Pre or Corequisites: HSVC 103; 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.

Prerequisites: HSVC 103



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

See Independent Study policy, above.

Pre/Corequisites: Permission of the instructor required.

INFT 102 (Credits: 3, Hours: 4)**Hardware & Software**

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

Pre/Corequisites: None

INFT 201 (Credits: 3, Hours: 4)**Networking & Data Communications**

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

Prerequisites: INFT 102

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

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

Pre/Corequisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120; 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/Corequisites: None

INFT 204 (Credits: 3, Hours: 3 plus internship)

Internship in Information Technology

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

Pre/Corequisites: INFT 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; 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.

Prerequisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120

INFT 213 (Credits: 3, Hours: 3)

Special Topics in Information Technology

The subject matter in Special Topics will vary from term to term and may include subjects such as Simulations [with spreadsheets] or Introduction to Geographic Information Systems. The following is offered as an example based on the latter subject. In this course, students will learn and apply concepts, techniques, and software tools that are part of geographic information systems (GIS). Students will develop a conceptual and applied understanding of the following fundamental principles of GIS: 1) how spatial objects (and their relationships and attributes) are represented in a GIS, 2) common spatial analysis and modeling techniques used in GIS (and how they operate), 3) spatial data types, sources, and structures, and 4) principles of cartographic representation and communication. Lectures, readings, labs and project activities are designed to provide students with a solid grounding in the concepts that underlie GIS, an understanding of how spatial analysis and representation are carried out with GIS, and experience using a desktop GIS software (in guided labs and independent activities).

Pre/Corequisites: None

INFT 221 (Credits: 3, Hours: 3)

Web Technologies & Multimedia

This course will focus on the skills needed to construct attractive and efficient web pages and web sites using Hypertext Markup language (HTML) or commercial web-authoring software. Topics include Web Design Guidelines, e-commerce, promotion strategies, HTML, XHTML, Cascade Style Sheets (CSS), Java



Applets, and JavaScript. Students will learn the elements of page design and maintenance, how to create special effects, work with graphics, create links, and add user interactivity.

Pre/Corequisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120; 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.

Prerequisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120; INFT 211

INFT 233 (Credits: 3, Hours: 4)

Systems Analysis & Design

An introduction to systems analysis and design concepts and tools, including the basic phases of the System Development Life Cycle: system analysis, system design and system implementation and maintenance. Students will survey existing tools in the field that aid personnel in industry. The course will include a capstone project. This project will cover all phases of the system development life cycle from requirements definition through coding, testing and implementation. Whenever possible the project will emerge from work environments studied in the first year. These environments will be analyzed for their potential to be served by additional information technology in the form of custom applications, software packages, enhanced use of the Internet or improved communication achieved via networking.

Pre/Corequisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120, 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.

Prerequisites: Permission of the instructor required; Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; MATH 120; INFT 102; INFT 201; INFT 202; INFT 211; INFT 221; Completion of 45 degree credits.



LASC 101 (Credits: 3, Hours: 9)**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/Corequisites: None

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

LASC 102 (Credits: 3; Hours: 6)**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/Corequisites: LASC 101

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



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/Corequisites: None

LASC 201 (Credits: 3, Hours: 3)**Environmental Ethics**

Environmental degradation and harm are among the most formidable challenges facing humanity in the 21st century. Students will critically engage classical, modern, and contemporary discourses on the relationship of humans to the natural environment. This class will evaluate a range of philosophic, economic, and scientific perspectives on environmental sustainability, giving attention to the environmental challenges specific to New York City.

Prerequisite: MATH 120

LASC 243 (Credits: 3, Hours: 3 plus internship)**Internship Seminar**

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

Prerequisites: ENGL 103; 24 earned degree credits

LASC 254 (Credits: 3, Hours: 3)**Capstone Seminar in the Liberal Arts & Sciences**

This course brings together the student's academic experience with course work and field experience through an internship with a set of contemporary issues related to "The City." It is the final course in the Liberal Arts and Sciences major and allows the student to synthesize these diverse inputs into a one-time evocation of the major. Students will work on a collective project, and each student will put together a culminating portfolio reflecting on her growth and learning over the course of study.

Pre/Corequisites: ENGL 103; ENGL 203; completion of 45 degree credits

LASC 295 (Credits: 3, Hours: 3)**Issues in Global Learning**

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/Corequisites: 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/Corequisites: Permission of the instructor required.

MATH 103 (Credits: 3, Hours: 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/Corequisites: 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 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/Corequisites: None

Note: All students earn 1.5 degree credits for MATH 103A and 3.5 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.

Prerequisite: MATH 103A

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

MATH 120 (Credits: 3, Hours: 4)

College Algebra & Trigonometry

This course serves to prepare students for the mathematics required in the majors and launch them on a trajectory to calculus. Algebraic concepts and skills are developed through the study of functions.

Verbal, numerical, and graphical representations of functions are employed throughout, with strong emphasis placed on the relationship between a function's algebraic properties and its graph. Topics include linear and quadratic equations; systems of linear equations; linear inequalities; radical equations; rational functions; absolute value; factoring polynomials; an introduction to trigonometric,



exponential, and logarithmic functions; rates of change; and modeling realistic situations with functions. Graphing calculators and software such as Microsoft Excel, GeoGebra, and Maple will be incorporated into all aspects of the course. Students will design and carry out a semester-long project involving algebraic analysis of a pressing issue currently facing New York City.

Prerequisites: Demonstration of Basic Algebra Proficiency and either Math 103 OR Math 103A and Math 103B; or permission of instructor

MATH 150 (Credits: 3, Hours: 3)

The Real Basics of Mathematics

In “The Real Basics,” students engage in mathematics as mathematics truly is: a human endeavor that startles us, infuriates us, exasperates us, and thrills us (perhaps all at the same time); and whose products are sometimes inevitable, sometimes ineffable, and frequently both. This course addresses the three fundamental processes at the heart of all mathematics: counting, classifying, and measuring. Emphasis is placed on the relationships among these processes – for instance, how measuring grows out of counting; how classifying enables us to create measurement formulas; and how counting, classifying, and measuring collaborate in the invention of the calculus. Connections between arithmetic and geometry are front and center throughout. The course is designed so that students consider both philosophical and practical matters in a fashion strengthening their knowledge of each domain. An underlying theme is the logic of mathematical discovery, particularly the often differing standards used by mathematicians and laypersons to decide upon mathematical truth.

Pre/Corequisites: None

MATH 201 (Credits: 3, Hours: 5)

Precalculus

This course is a comprehensive treatment of the conceptual and computational underpinnings of the calculus. Precalculus extends and deepens the functions-based approach introduced in College Algebra & Trigonometry. Verbal, numerical, and graphical representations are employed throughout to analyze functions. Topics include polynomial and rational functions; absolute value; matrices; conic sections; transformations; factoring polynomials; trigonometric, exponential, and logarithmic functions; inverse functions; rates of change; and modeling realistic situations with functions. Graphing calculators and software such as Microsoft Excel and Maple will be incorporated into all aspects of the course. Students will design and carry out a semester-long project involving advanced algebraic analysis of an issue attendant to New York City’s development over time.

Prerequisites: Demonstration of Elementary Algebra Proficiency, MATH 103 or both MATH 103A and MATH 103B; MATH 120; or permission from Instructor

MATH 210 (Credits: 4, Hours: 5)

Calculus

This course comprises a thorough treatment of the differential calculus, an overview of the integral calculus, and a study of the connections between them. Students will develop numerical, graphical, and analytic methods to solve problems concerning changing rates of change and measuring curvilinear figures; they will also study the calculus as an abstract symbol system with distinctive operations and rules. The historical development of the calculus will be incorporated as fitting and constructive. Topics include limits, continuity, velocity and acceleration, definitions of the derivative, differentiability, differentiation rules, using derivatives in graphing, derivatives of algebraic and transcendental functions, derivatives of inverse functions, linear approximation, approximating areas of curvilinear regions, the Riemann integral, and the First Fundamental Theorem of Calculus. Graphing calculators and software such as Microsoft Excel and Maple will be incorporated into all aspects of the course. Students will



design and carry out a semester-long project involving a calculus-based analysis of an issue of both historical and contemporary importance of New York City.

Prerequisites: Demonstration of Elementary Algebra Proficiency, MATH 103 or both MATH 103A and MATH 103B; MATH 120; 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/Corequisites: None

PSYC 101 (Credits: 3, Hours: 3)

Introduction to Psychology

This course introduces students to the study of individuals in social and organizational settings through the principles and methods of psychology. It explores the theory and research which informs the study of social and organizational life and how psychology is situated in relation to other disciplines in the social sciences. Contemporary life is the context for investigating and applying psychological principles, methods, and practices.

Pre/Corequisites: None

SOCI 102 (Credits: 3, Hours: 3)

Introduction to Sociology

This course uses New York City as a living social laboratory to introduce students to the systematic study of the social lives of people, groups, and societies. The course focuses on topics commonly studied by sociologists, including culture, deviance and crime, racial and ethnic relations, gender, politics, and civic engagement. Students will consider the ways people are affected by the social conditions in which they live as well as how individuals and groups can affect these conditions.

Pre/Corequisites: None

SOCI 201 (Credits: 3, Hours: 3)

Crime & Justice in Urban Society

This course presents an array of urban environments in which to study contemporary criminal justice issues. While various cities will be examined for their special characteristics and contributions, New York City will be the primary focus. As the first urban community in the nation to use Quality of Life/ “Broken Windows” strategies of policing, New York City continues to lead the nation’s drop in violent crime. Furthermore, the city has the world’s largest police force (NYPD) and the country’s 2nd largest jailing complex (Rikers Island). Students will be exposed to America’s first “problem-solving court,” the Midtown Community Court, and its numerous spin offs—the Harlem Reentry Court, Red Hook Community Justice Center, Bronx Community Solutions, and the Brooklyn Mental Health Court. In short,

New York City offers students the richest urban environment to explore the challenges and opportunities of the nation's foremost criminal justice administration.

Pre/Corequisites: None

SOCI 203 (Credits: 3, Hours: 3)

Community Organizing

This course will help the human services worker understand and address the challenges to change. The class will examine community organization theory and practice through lectures, small group discussions, hands-on exercises, video clips and web-based research. Community assessment, change strategies, empowerment skills, and planning techniques in non-profits and the public sector are emphasized. Skill development assignments will include an in-depth study of a community issue, attendance at community meetings, communicating with elected officials, the development of an advocacy/lobby plan and case presentations. This is highly interactive class that requires active student involvement.

Prerequisites: HSVC 103 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.

Prerequisites: 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/Corequisites: None

SOSC 110 (Credits: 3, Hours: 3)

Foundations in the Social Sciences

This course introduces students to the major issues and assumptions common to the social sciences: Anthropology, Economics, Psychology, 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/Corequisites: 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/Corequisites: 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/Corequisites: None

UBST 102 (Credits: 3, Hours: 3)

Introduction to Urban Studies

In this course, students will explore the economic, historic, political, and social forces that shape cities and urban life. An emphasis will also be placed upon understanding the cityscape at the human scale, through the study of how people use and transform the spaces where they live, work and play. Through readings, films, discussions, and research, students will become familiar with key concepts in urbanism and how intersections of race/class/gender inform urban experience. Students will conduct fieldwork in neighborhood public spaces (subways, parks, sidewalks, streets), observe community decision making processes, and visit NYC cultural institutions.

Pre/Corequisites: None



UBST 201 (Credits: 3, Hours: 3)**Urban Anthropology: Poverty & Affluence**

This course will investigate the ways in which cities are places of economic and political opportunity for some and of deprivation, discrimination, violence, and impoverishment for others. By reading ethnographies, we will explore different theories of urban poverty and inequality and examine the impact of immigration, racial segregation, suburbanization, public policies, and social movements on U.S. cities and their inhabitants. The class will pay special attention to the existence of inequalities based on race, class, gender and sexuality and will analyze proposals to reduce these inequalities.

Pre/Corequisites: None

UBST 203 (Credits: 3, Hours: 3)**Race, Ethnicity & Community Development**

This course will explore the history and politics of community building with an emphasis on the relationship of race, ethnicity, and equity to the goals of citizen engagement and community planning. We will cover community development's historical roots, as well as the contemporary thinking informing its current directions. In this course, students will gain experience evaluating community-based interventions and insight into the processes of working with diverse communities. Together we will examine case studies of community and social change projects organized by communities of color. Emphasis will be placed on understanding the sociopolitical context in which community development operates, explicitly addressing issues of structural racism and privilege.

Pre/Corequisites: None

UBST 204 (Credits: 3, Hours: 3)**Special Topics in Urban Studies**

The subject matter in Special Topics will vary from term to term and may include subjects such as Urban Economics or Introduction to Geographic Information Systems. The following is offered as an example based on the former subject. This course applies economic analysis to cities. It focuses on the economic forces that affect the development of cities and the ways local governments influence economic activity, particularly with reference to issues of interest to New York City. The course examines why cities exist and the differential growth within and between cities. It analyzes the decisions made by firms and households to locate within particular areas of cities and examines how economic factors affect urban problems in the areas of housing, transportation, and government finance.

Pre/Corequisites: None

UBST 225 (Credits: 3 Hours: 3)**Global Urbanisms**

This course will examine urban issues and the processes of urbanization in an international context. Topics and themes explored will include: the influence of globalization on cities worldwide, and the influential position of cities in the process globalization (from colonialism to transnational neoliberalization); the significance of cities for addressing the issue of global climate change; comparative perspectives on how cities internationally address pressing challenges such as transportation, housing, and economic development in a post-Fordist economy; the roles of different cities in a global economy: from command and control centers to the rapidly growing megacities of the global south; historical perspectives on global urban development, including the role of certain cities in anchoring and shaping culturally, politically, and economically significant geographic regions; uneven development within and among world cities, and the relationship between urbanization and economic and social inequality; comparative perspectives on the cultural dimensions of urbanism and



urbanization; and the role that culture has in shaping the governance, design, and function of cities worldwide.

Pre/Corequisites: None

UBST 253 (Credits: 3, Hours: 3)

Urban Research Seminar

In this capstone course, students will conduct an urban research project on a topical urban issue of equitable development policy (e.g., food security, urban public schools, gentrification, unemployment, and affordable housing). Through this project, students will explore and apply qualitative and quantitative urban research methods through field work and analysis. The course will culminate with a final presentation created by students for a public audience. Depending upon the project, the presentation may involve creating a documentary, a website, or a public event, along with written analysis report.

Prerequisites: 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/Corequisites: Permission of the instructor required.

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. Also, 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.

NYC Recreation Passes

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



Committee Service

The student body at Guttman is an important stakeholder of the Guttman campus community. As such, 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 conferences are held annually and have been well attended by Guttman student representatives: CUNY Emerging Leaders Conference; CUNY Leadership Challenge; NYS Association of Black & Puerto Rican Legislative Caucus Conference and the Somos El Futuro Conference. Also, the 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 and past clubs at Guttman:

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.

Global Guttman Fellows (GGF): is the student organization arm of the Global Guttman Study abroad program. The purpose of GGF 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.

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.



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 stress, conflict, and other psycho-social 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, personal counseling services 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

646.313.8165

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

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

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

The Office of AccessABILITY complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, which protect persons from discrimination on the basis of physical or mental impairments. Documentation is needed to help students navigate the process and connect them with the support services they need.



Accommodations and academic modifications are not automatic; it is the student's responsibility to request accommodations through the Office of AccessABILITY. Academic modifications/accommodations are based on documentation provided by the student.

Students should schedule an appointment with the Office of AccessABILITY Services prior to the start of the semester to make arrangements in a timely fashion.

Contact:

Office of AccessABILITY Services

accessabilityservices@guttman.cuny.edu

Tel: 646.313.8833/Fax: 646.664.3907

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 this service 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:

- Applying for and Accessing Benefits (SNAP/Food Stamps and other benefits)
- Financial Literacy Coaching
- Legal counseling
- Free tax preparation
- Paying for food
- Healthcare enrollment assistance
- Naturalization/Citizenship referral
- Childcare referral

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

Hours:

Monday-Friday 8:00 a.m.-5:00 p.m.

Kednel-Gregory Jean, LMSW

Single Stop Specialist

646-313-8064, Room LL 020

kednel-gregory.jean@guttman.cuny.edu

Samantha Gregoire-James

Administrative Coordinator

646-313-8857, Room LL 021

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. 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

THE HUB: STUDENT SERVICE CENTER

Located on the 3rd Floor
646-313-8080

Merriam-Webster dictionary defines "HUB" as a center of activity or a focal point. At Guttman Community College, the HUB is the student center for many helpful services. Interested in applying? Need advice about how to pay for college or register for classes? If so, visit the HUB. At Guttman, students are at the center of our community and the HUB is the center for student services typically associated with the offices of Admissions, Bursar, Financial Aid and the Registrar.

Why visit the Hub?

- Ask about your admissions status.
- Find out about your course registration.
- Inquire about the charges related to your bill.
- Ask about your financial aid award.
- Provide verification of information necessary to receive your financial aid award.
- Provide immunization documentation.
- Update your address or telephone number if it has changed.
- Verify your enrollment or request an official transcript.



- Learn how to use CUNYFirst so that you can view: courses, grades, class schedule, pay or view billing, and much more.
- Obtain information about other HUB related services you may need to be successful at Guttman, or just stop by to say hello!

Students are never far from someone who is committed to supporting their path to graduation. Please visit the HUB during the hours listed below.

Office hours - Classes in Session

Monday – Thursday 8:00 a.m. - 6:00 p.m.

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

Office hours - Holiday/Between sessions/Spring break

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.

[Emergency Procedures Booklet](#)

[Guttman Community College Annual Security Report](#)

[Campus Safety Policies](#)

[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. This room, room 401 and room 510 function as informal, multi-purpose meeting spaces. The Peer Mentoring office and Learning Lab/Tutoring 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, and a small meeting room are located on the fifth floor. There are also classrooms and 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

Building hours when classes are not in session (but the school is open):

Please check with school for more update information.



INFORMATION TECHNOLOGY (IT)

IT HELPDESK

The helpdesk is located on the 3rd floor of the campus, in room 304. The helpdesk can be reached by phone at 646-313-8008, or via email at helpdesk@guttman.cuny.edu.

The helpdesk hours vary throughout the year and are based on the academic calendar, but IT can always be reached via email.

STUDENT FILE STORAGE

All students have access to 25 GB of online file storage via Microsoft's OneDrive. This service is accessed through the e-mail account by choosing "OneDrive" on the top right of the homepage.

COMPUTER LABS

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

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 on the [Office 365 website](#) 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 login page](#) 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 [the Guttman Web portal](#).

THE CUNY PORTAL

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

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



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 on [the CUNYfirst website](#) 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
marcus.allen@guttman.cuny.edu
646-313-8072

Tara Bahl
Assistant Professor, Interdisciplinary Studies
B.A., University of Pittsburgh; M.A., New York University; Ph.D., The CUNY Graduate Center
tara.bahl@guttman.cuny.edu
646-313-8018

Kristina Baines
Assistant Professor of Anthropology
B.A., M.A., Florida Atlantic University; MSc, University of Oxford; Ph.D., University of South Florida
kristina.baines@guttman.cuny.edu

Screenjaya "Ria" Banerjee
Assistant Professor, English
B.A., Bryn Mawr College; M.A., M. Phil., Ph.D. The Graduate Center (CUNY)
ria.banerjee@guttman.cuny.edu
646-313-8004

Valdon Tau Battice
Lecturer, English
B.A., M.A., The City College of New York
valdon.battice@guttman.cuny.edu
646-313-8117

Keino Brown
Instructor, Mathematics
B.S., M.A., The City College of New York, CUNY
keino.brown@guttman.cuny.edu
646-313-8086

April Burns
Assistant Professor, Psychology
B.A., University of Redlands; M.A., Hunter College; Ph.D., The Graduate Center, CUNY
april.burns@guttman.cuny.edu

Sebastien Buttet
Associate Professor, Business Administration
B.A., Ecole Nationale Supérieure des Mines de St-Etienne, France, MBA, University of Ottawa, Canada;
Ph.D., University of Minnesota;
sebastien.buttet@guttman.cuny.edu, 646-313-8186



Daniel Collins
Associate Professor, English
B.A. State University of New York at Buffalo; M.A., University of North Carolina at Wilmington; MPH,
Long Island University; Ph.D, Indiana University of Pennsylvania
daniel.collins@guttman.cuny.edu
646-313-8889

Ryan William Coughlan
Assistant Professor, Sociology
B.A. Harvard University; M.S., The City College of New York, CUNY; Ph.D., Rutgers University
ryan.coughlan@guttman.cuny.edu
646-313-8051

Tracy Daraviras
Professor, English
B.A. Brooklyn College, CUNY; M.S., Ed.D., Fordham University; Ph.D., New York University
tracy.daraviras@guttman.cuny.edu
646-313-8054

Maggie Dickinson
Assistant Professor, Interdisciplinary Studies
B.A., University of Pennsylvania; M. Phil., Ph.D., The Graduate Center, CUNY
maggie.dickinson@guttman.cuny.edu

Marcia Edwards
Clinical Professor, Human Services
B.S., St. Joseph's College; M.S.W., Hunter College, CUNY
marcia.edwards@guttman.cuny.edu
646-313-8035

Forest Fisher
Assistant Professor, Mathematics
B.A., Oberlin College; Ph.D., The George Washington University
forest.fisher@guttman.cuny.edu
646-313-8073

Nicholas Fortier
Instructor, Humanities and Education
B.A., Northeastern University; M.A., Long Island University and Stony Brook University, SUNY
nicholas.fortier@guttman.cuny.edu
646-313-8176

Karla Smith Fuller
Associate Professor, Biology
B.S., Texas Southern University; Ph.D., Purdue University
karla.fuller@guttman.cuny.edu
646-313-8044



Mary Gatta
Associate Professor, Sociology
B.A., Providence College; M.A., Ph.D., Rutgers, The State University of New Jersey
mary.gatta@guttman.cuny.edu
646-313-8882

Shadisadat (Shadi) Ghaderi
Assistant Professor, Mathematics
M.Sc., Mathematics, Sharif University of Technology, Tehran, Iran;
ABD, Mathematics, West Virginia University

Meaghan Gilbert-Hickey
Assistant Professor, English
M.A., English, Texas A&M University; Ph.D., English, St. John's University

Alexandra Hamlett
Assistant Professor, Information Literacy Librarian
B.A., California Polytechnic University, San Luis Obispo; M.A. Hunter College, CUNY; M.L.I.S., Queens
College, CUNY
alexandra.hamlett@guttman.cuny.edu
646-313-8184

Dalvin Hill
Assistant Professor, Information Technology
M.S., Internet Business Systems, Monroe College;
M.S., Computer Science (security focus), University of Tulsa;
Ph.D., Computer Science (security focus), University of Tulsa, OK

Jane E. Hindman
Professor, English
M.A., Ph.D., University of Arizona
jane.hindman@guttman.cuny.edu
646-313-8881

Charles "Chet" Jordan
Assistant Professor, Interdisciplinary Studies
B.A., Virginia Commonwealth University; M.A., Brooklyn College, CUNY; Ph.D., Graduate Center, CUNY
charles.jordan@guttman.cuny.edu
646-313-8017

Chulsung Kim
Professor, Chemistry
B.S., Hanyang University (South Korea); M.S., Polytechnic Institute of New York University; Ph.D., Iowa
State University
chulsung.kim@guttman.cuny.edu
646-313-8093



Jihyun Kim
Assistant Professor, Science
B.Sc., Chemistry, Ewha Woman's University, Seoul, Korea;
P.h.D., Organometallic Chemistry, Georgetown University, DC

Claire King
Assistant Professor, Experiential Education & Service Learning
A.A. Assumption College; B.A., Felician College; M.A., Arcadia University; Ed.D., Graduate Theological Foundation
claire.king@guttman.cuny.edu
646-313-8055

Nicole Kras
Assistant Professor
nicole.kras@guttman.cuny.edu
646-313-8855

Meagan Lacy
Assistant Professor, Information Literacy Librarian
B.A., Seattle University; M.L.I.S., University of Washington; M.A., IUPUI
646-313-8288
meagan.lacy@guttman.cuny.edu

Vivian Lim
Assistant Professor, Mathematics
MA (2007), Secondary Mathematics Education, Brooklyn College, CUNY;
P.h.D. (2016), Education (math focus), University of Pennsylvania

Rodrigo Lobo
Assistant Professor, Business Administration
M.B.A. (1996), Baldwin-Wallace University;
Ph.D., Business Administration, Universidade Positivo, Curitiba, Brazil

Molly Makris
Assistant Professor, Social Sciences
B.S., New York University; M.A., The Graduate Center, CUNY; Ph.D., Rutgers University- Newark, University of Medicine and Dentistry of New Jersey;
molly.markis@guttman.cuny.edu
646-313-8012

Matthew Mead
Lecturer, Coordinator of Academic Support and Director of CUNY Start
B.A., Ohio Wesleyan University; M.A., The City College of New York, CUNY
matthew.mead@guttman.cuny.edu
646-313-8161

James (Jim) Mellis
Assistant Professor, English



M.Phil., Anglo-Irish Literature, Trinity College, Dublin, Ireland;
Ph.D., 20th Century American & Ethnic Literature, Tulane University

Nate Mickelson
Assistant Professor, English
B.A., Yale University; M.A., Hunter College, CUNY; Ph.D., The Graduate Center, CUNY
nate.mickelson@guttman.cuny.edu
646-313-8034

David O. Monda
Instructor, Political Science
B.A., United States International University; M.A., Alliant International University; Ph.D., Walden University
david.monda@guttman.cuny.edu
646-313-8835

Andrea Morrell
Assistant Professor, Urban Studies
B.A., American University; Ph.D., The Graduate Center, CUNY
andrea.morrell@guttman.cuny.edu
646-313-8094

Vanita Naidoo
Instructor, English/ESL
B.A., Concordia University; MA, New York University
vanita.naidoo@guttman.cuny.edu
646-313-8137

Jinzhong Niu
Assistant Professor, Information Technology
B.S., Shandong University, China; M.A., Beihang University, China; Ph.D., The Graduate Center, CUNY;
jinzhong.niu@guttman.cuny.edu
646-313-8841

Grace Pai
Assistant Professor, Mathematics
M.Ed., Secondary School Mathematics, Brooklyn College, CUNY;
Ph.D., International Development and Education (applied statistics focus)

Dara Pir
Assistant Professor, Information Technology
M.S.EE, Brown University;
Ph.D., Computer Science, The Graduate Center, CUNY

James Rodriguez
Instructor, History
B.A., Brooklyn College, English and Psychology;
ABD, American Studies, New York University



Tashana S. Samuel
Assistant Professor, Psychology
B.A., Brooklyn College, CUNY; Ph.D., The Graduate Center, CUNY
tashana.samuel@guttman.cuny.edu
646-313-8885

Naveen Seth
Associate Professor, Business Administration
B.A., St. Stephen's College, Delhi University, India; M.A., Delhi School of Economics, Delhi University, India; MBA Baruch College, CUNY; Ph.D., Stern School of Business, New York University
naveen.seth@guttman.cuny.edu
646-313-8042

Marla Sole
Assistant Professor, Mathematics
B.S., State University of New York at Purchase; M.S., Syracuse University; Ph.D., New York University
marla.sole@guttman.cuny.edu
646-313-8185

Anya Spector
Assistant Professor, Human Services
M.S.W., Social Work, Fordham University;
Ph.D., Social Work, Columbia University

Angelina Tallaj-Garcia
Assistant Professor, Arts & Humanities
B.M., Brooklyn College Conservatory of Music; M.M., Brooklyn College Conservatory of Music, CUNY;
Ph.D., The Graduate Center, CUNY
angelina.tallaj@guttman.cuny.edu
646-313-8865

Derek Tesser
Instructor, Biology
B.A., Brandeis University; M.S., New York University
derek.tesser@guttman.cuny.edu
646-313-8087

Camila Torres Rivera
Lecturer, Mathematics
camila.torres@guttman.cuny.edu
646-313-8103

Alia Tyner-Mullings
Associate Professor, Sociology
B.A., Oberlin College; M.A., Queens College, CUNY; Ph.D., The Graduate Center, CUNY
alia.tyner-mullings@guttman.cuny.edu
646-313-8052



Lori Ungemah
Associate Professor, English
B.A., University of North Carolina at Chapel Hill; M.A., Brooklyn College, CUNY; Ed.D., Columbia University, Teachers College
lori.ungemah@guttman.cuny.edu
646-313-8053

Rebecca Walker
Professor, Mathematics
B.A., William Smith College; M.A., University of California, Berkeley; Montclair State College;
Ph.D., Western Michigan University
rebecca.walker@guttman.cuny.edu
646-313-8049

Laura Wallace
Assistant Professor, English
M.A., English, City College, CUNY; Ph.D., English, The Graduate Center, CUNY
Laura.Wallace@guttman.cuny.edu
646-313-8176

Jared Warner
Assistant Professor, Mathematics
B.A., B.S., University of California, Los Angeles; Ph.D., University of Southern California
jared.warner@guttman.cuny.edu
646-313-8050

Elizabeth Wentworth
Lecturer
Elizabeth.Wentworth@guttman.cuny.edu
646-313-8114

Luis A. Zambrano
Instructor, Mathematics
B.A., University of Minnesota; M.S., California State University, Los Angeles
luis.zambrano@guttman.cuny.edu
646-313-8282

For more information about our full-time faculty, please visit the [Faculty Directory](#).



GUTTMAN COMMUNITY COLLEGE SENIOR ADMINISTRATION

Dr. Scott E. Evenbeck
President

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

Charles H. Pryor, II
Dean of Student Engagement

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

Dr. Stuart Cochran
Dean, Strategic Planning and Accreditation

Dr. Linda Merians
Chief of Staff

Patricia Stein, Esq.
Special Legal Counsel

GUTTMAN COMMUNITY COLLEGE FULL-TIME STAFF

Lucy Afriyie
Campus Security Assistant

Diana Babb
Registrar Specialist

Soulyka Agana-Woodbine
Career Strategist

Tiffany Bailey
Academic Internship Specialist

Janine Agarwal
Career Strategist

Ian Barnett
Campus Public Safety Sergeant

Daniel Ambrose
Director of Mentoring

Gian Batista
IT Support Assistant

Melissa Arias
Facilities Property Specialist

Andrew Bennett
Associate Director of Mentoring

Matthew Au
Institutional Research Specialist in Surveys and
Assessment

Amy Beth
Chief Librarian

Nila Bhaumik
Director of Human Resources



Neisa Blackett
Campus Peace Officer

Valora Blackson
Director of Partnerships

Nicola Blake
Interim Dean of Faculty Affairs

Uriah Brown
Student Success Advocate

Carlos Burgos
Student Success Advocate

Bianca Castro
HUB Enrollment Coordinator

Nelson Castro
Student Success Advocate

Joseph Contreras
Institutional Research Specialist in Data Analysis

Gary Cooper
Campus Security Assistant

Danny Cordova
Assistant Director of Admissions

Marisol Cortes
Registrar Director

Jason Cutrone
IT Senior Associate

Nancy Dessables
Academic Internship Fieldwork Manager

Travis Dorville
Human Resources Coordinator

Christopher Eng
Associate Director of Information Systems

Joan Esperance
Financial Aid Senior Advisor

Andrew Fay
Campus Peace Officer

Stephen Feger
Finance Procurement Director

Christopher Fleming
Student LEADS Support Specialist

Rosmery Frangoulis
Related Entities Specialist

Laura Fritz
Student Success Advocate

Dominick Gaglione
Campus Security Assistant

Brady Galan
Confidential Executive Assistant

Suma Gopal
IT Assistant

Samantha Gregoire-James
Single Stop Administrative Coordinator

Jacqucelle Guralnick
Financial Aid Manager

Luis Gutierrez
Assistant Director of AccessABILITY

Migdalia Guzman
Finance Manager

Keteya Harrison-Melville
Executive Assistant

Kevin Hernandez
IT Support Assistant

Elisa Hertz
Director of the Center for College Effectiveness

Thomas Hiotakis
IT Associate



Terry Houston
Academic Testing Specialist

Yolelda Ira
CUNY Office Assistant

Latoya Jackson
Events & Alumni Relations Manager

Kednel Jean
Single Stop Specialist

Patricia Jean
Student Career Senior Advisor

Jessica Jimenez
Admissions Advisor

Aubrey Joseph
Campus Security Assistant

Robert Klein
Director of Information Technology

Anastasia Koutsidis
Campus Security Director, Level 3

Shirley Law
Facilities Planning Director

Wyatt LeCadre
Campus Public Safety Sergeant

Vanessa Leung
Registrar Coordinator

Jenna Levine
Student Success Advocate

Jia Zhen Liao
College Laboratory Technician

Jazmin Lopez
Administrative Specialist

Bruce Lyons
Director of Foundation Relations and
Communications

Esperanza Martin
Student Engagement Coordinator

Mickey Matos
Finance Budget Director

Lavita McMath
Academic Executive Officer

Nestor Melendez
Director of Leadership & Campus Life

Joyce Molinari
Facilities Office Assistant

Ivan Mora
IT Senior Associate

Nauman Munir
IT Assistant

Jeffrey Nelson
Design & Communications Coordinator

Sebastian Neri
Registrar Specialist

John Novello
Campus Security Specialist

Glendaliz Nunez
Finance Revenue Manager

Michelle Nunez-Leonardo
Human Resources Coordinator

Cristina Ortiz-Harvey
Director of Financial Aid

Nicole Paige
Assistant Director for Employee Services

Bindi Patel
Deputy to Dean of Student Engagement

Ayechia Perez
Executive Associate to Provost



Arlene Peterson
Chief Diversity Officer

Shani Pierce
HUB Enrollment Specialist

Teresa Pignatello
Finance Budget Coordinator

Jessica Portilla
Financial Aid Specialist

Carolee Ramsay-Goodridge
Associate Director of Student Conduct and
Community Standards

Cheri Randall
HR Administrative Coordinator

Kristopher Robinson
Student LEADS Support Specialist

Victoria Romero
Associate Director for Student Support &
Academic Advising

Yvonne Rubie
Academic Testing Director

Angie Sadhu
Executive Assistant

Julie Saltzman Katz
Finance Specialist

Marissa Schlesinger
Associate Dean of Academic Affairs

Jeanne Schlosser
Bursar Manager

Tatianna Singleton
Campus Peace Officer

Sophea So
Director of College Admissions

Courtney Stevenson
Associate Director of Counseling Services and
Wellness Clinician

John Stroud
Chief Information Officer

Donovan Thompson
Assistant Vice President for Financial & Business
Services

Matthew Thompson
Campus Peace Officer

Shomari Townsend
Admissions Advisor

Racquel Valencia
Financial Aid Specialist

Crystal Vazquez
Associate Director of AccessABILITY

Karige Wambugu
Campus Public Safety Sergeant

Joanna Wisniewski
Assistant Director of Communications

Michael Wong
Admissions Manager

Eliece Yoesoep
Associate Director Human Resources

Diana Zechowski
Career Strategist

Jing Zheng
Human Resources Coordinator

Niesha Ziehmke
Associate Dean for Academic Programs &
Planning



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 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; for more information, please visit the [Training on Equal Employment Opportunity, Affirmative Action, and Sexual Misconduct Policies and Procedures](#) website.

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:



Arlene Peterson, Chief Diversity Officer/
Title IX Coordinator & 504/ADA Coordinator
Room M-204
Arlene.peterson@guttman.cuny.edu
646-313-8825

And:

Bindi Patel, Deputy Title IX Coordinator
Room M-207E
Bindi.Patel@guttman.cuny.edu
646-313-8119

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](#)

[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: Arlene Peterson, Room M-204, 646.313.8825
- Deputy Title IX Coordinator: Bindi Patel, Room M-207E, 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: Arlene Peterson, Room M-204, 646.313.8825
- Deputy Title IX Coordinator: Bindi Patel, Room M-207E, 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: Arlene Peterson, Room M-204, 646.313.8825
- 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 Conflict of Interest Policy](#)

[CUNY Policy against Drugs and Alcohol](#)

[CUNY Computer Resources Use Policy](#)



Guttman Community College Workplace Violence Prevention Program

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 any 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 College

Anastasia Koutsidis (Chair)
Campus Security Director,
Office of Public Safety
Anastasia.Koutsidis@guttman.cuny.edu
646-313-8001

Nila Bhaumik
Director of Human Resources,
Office of Human Resources
Nila.Bhaumik@guttman.cuny.edu
646-313-8862

Nestor Melendez
Director of Campus Life
Student Engagement
Nestor.Melendez@guttman.cuny.edu
646-313-8121



Courtney Stevenson
Associate Director of Counseling Services, OSE
Courtney.Stevenson@guttman.cuny.edu
646-313-8165

Elie Yoesoep (Training Liaison)
Associate Director of Human Resources
Eliece.yoesoep@guttman.cuny.edu
646-313-8173

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:

Anastasia Koutsidis (Chair)
Campus Security Director,
Office of Public Safety
Anastasia.Koutsidis@guttman.cuny.edu
646-313-8001

Nila Bhaumik
Director of Human Resources,
Office of Human Resources
Nila.Bhaumik@guttman.cuny.edu
646-313-8862

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 students¹ 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 and 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:

Eliece Yoesoep
Associate Director of Human Resources
Eliece.Yoesoep@guttman.cuny.edu
646-313-8173

Nila Bhaumik
Director of Human Resources
Nila.Bhaumik@guttman.cuny.edu
646-313-8862

Arlene Peterson
Chief Diversity Officer/
504/ADA Coordinator/
Title IX Coordinator
Arlene.Peterson@guttman.cuny.edu
646-313-8825

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 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 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” provided that 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 College Policies may be found in Office of Human Resources website located under [Guttman Community College Human Resources Policies and Procedures](#).

For more information about HR policies and procedures, please contact:

Nila Bhaumik
Director of Human Resources,
Office of Human Resources
Nila.Bhaumik@guttman.cuny.edu
646-313-8862

