THE COMPANION

FOR THE FIRST YEAR AT CITY TECH

5TH EDITION

JENNIFER SEARS, LAURI AGUIRRE, A.E. DREYFUSS, AND JANET LIOU-MARK

The Companion for the First Year at City Tech, 5th Edition

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Lauri Aguirre, Director, First Year Programs
New York City College of Technology
300 Jay Street, N506
Brooklyn, NY 11201
718-260-5967
firstyear@citytech.cuny.edu
www.fyp.citytech.cuny.edu

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Com·pan·ion, n.

Pronunciation: /komapænjon/

Forms: Middle English: compainoun compaynoun, compaignyon, cumpayngnoun, companyoun, companyon.

Etymology: < Old French compaignon, -pagnon = Provence compagnó, Italian compagnone < late Latin compāniān-em, accusative of companio, whence Italian compagno, Provençal nominative companh, Old French nominative compain, -paing, -painz. The late Latin word is a **derivative of com- together + pinis bread** (the formation as in Latin centerio, libellio, etc.); after the pattern of Gothic gahlaiba, Old High German galeipo mess-mate, similarly < hlaib, leip, bread.

a. One who associates with or accompanies another; a mate; a fellow.
b. An associate in, a sharer or partaker of. companion-in-arms: fellow-soldier.
c. of things. Often as a title of books of reference; a vade-mecum.
d. An appliance uniting several objects in a single set, as travellers' companion .

From the Oxford English Dictionary - OED Online. September 2013. Oxford University Press. 1 November 2013 <http://www.oed.com/view/Entry/37402?rskey=C5mkBg&result=1>.

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CITY TECH WELCOMES YOU!

We want you to succeed! *The Companion for the First Year at City Tech* is designed to help you make the most of the many opportunities at City Tech.

This book is divided into three major parts:

PART 1

Your New Direction

This section includes guidelines and activities to help you succeed.

PART 2

Your College Studies: The Formal System

This section informs you of the guidelines and procedures that will have an impact on your journey to graduation.

PART 3

Your College Life: The Informal System

This section includes information about opportunities and services that will enrich your experience as a college student.

Each section of this Companion contains information and activities, quotes, and stories from City Tech students, faculty, and staff to provide you guidance.

The Companion for the First Year at City Tech is yours. Like a "travelers' companion," we hope this reference book helps you map out the disparate parts of the college experience you are embarking upon with your fellow students.

PART 1

YOUR NEW DIRECTION

FIRST YEAR STUDENTS HAVE SAID:

"ONE BIG DIFFERENCE ABOUT COLLEGE IS ALL THE RESPONSIBILITY I HAVE NOW THAT I DIDN'T HAVE BEFORE."

"COLLEGE IS REALLY HARDER THAN I THOUGHT IT WOULD BE. I CAN HONESTLY SAY THAT I WAS NOT PREPARED FOR WHAT I FACED WHEN I CAME HERE."

"IN COLLEGE YOU'RE ON YOUR OWN TO FEND FOR YOURSELF. NO ONE IS HERE TO TELL US WHAT TO DO OR HOW TO DO IT. BUT THAT'S HOW PEOPLE GROW UP."

"COLLEGE IS VERY DIFFERENT FROM HIGH SCHOOL. THE WORK LOAD IS MUCH HEAVIER AND MORE SERIOUS."

"I AM ACTUALLY SURPRISED AT HOW COMFORTABLE I FEEL. I HEARD COLLEGE WAS VERY HARD, BUT I SAY COLLEGE IS WHAT YOU MAKE IT. IT IS FUN AND EXCITING TO ME EVERY DAY!"

YOU

..may wonder what the courses you're taking have to do with your hopes, dreams, and plans.
..may wonder about the sense of freedom you have which is different from high school.
..may be learning a vocabulary of an institution of higher education.
..may be juggling commitments outside of college, such as work and family obligations
..may not know how or who to ask for help.
..may not know anyone.

WHERE SHOULD YOU BEGIN?

DEFINE WHAT SUCCESS MEANS TO YOU

Activity 1

Identify Your Goals

Write down two goals you hope to attain with your college degree:

1. _____

_____

2. _____

_____

Success can be defined as a victory, an achievement, or a triumph. By enrolling in college, you have already achieved a level of success. Recognizing small advancements reminds us that success is an ongoing process; all achievements are gained over time. Success is not only an end result.

With the above two goals in mind, finish the longer term goal below:

I would feel successful if I:

_____

Today's Date:

_____

(mm/dd/yyyy)

Approaching Your New Full-Time Career

Many students must work at least part-time to pay for living and college expenses. Some students additionally support their families. This situation can potentially create conflict because the lure of a paycheck may seem more immediate and urgent than a longer term commitment to learning. Don't be fooled! Honing skills and widening your field of knowledge will expand your opportunities by the end of your college experience. These gains are the ultimate "paycheck."

Students with a high Grade Point Average or GPA (3.5 and above out of 4.0) can more effectively:

- Compete for summer internships
- Conduct research with faculty
- Present their work at local, regional, national or international conferences
- Publish as undergraduates
- Effectively run for student organizations
- Participate on sports teams

Your commitment to learning will offer unexpected and unknown rewards. Consider this your new full-time career. Each class you complete is a building block toward mastering this career and is important to your learning. Each class will have its own form and structure. To understand the requirements, you will receive an important document called a syllabus.

Everything you do in college, from class work, club activities, socializing, taking on leadership positions, volunteering, going on trips, and reading, writing, solving problems, will help you attain your current goals and lead you to consider new goals.

The Importance of the Class Syllabus

The syllabus is a contract between your professors and you, what they will teach, what you are expected to learn, how your learning will be assessed, and how to receive a high grade for the course. Learning is cumulative. Instructors design courses so that each session builds on the previous session to add up to a semester's worth of knowledge about a particular subject.

In each class on the first day, you will be provided with a syllabus. A syllabus (in paper form, online, or both) typically spells out the following:

INFORMATION ABOUT THE CLASS

- The name of the class and course code
- Meeting times, dates, and location of the class
- The name of the professor, the location of his or her office, and "office hours," a time designated for meetings with students outside of class time
- Required textbook and supplemental materials

LEARNING OBJECTIVES

- What the professor expects to teach you and what you are expected to learn
- Topics for each class session

SEMESTER SCHEDULE

- Readings to be completed by you before each class session
- Homework assignments and due dates
- Schedule of tests
- Due dates for projects and papers

GRADING POLICY

A clear breakdown of how your final course grade will be computed often includes:

- Attendance requirements
- Class participation requirements
- Homework
- Tests
- Projects and papers

Most instructors provide a grading policy based on percentages that add up to 100%.
(See also the City Tech grading scale.)

For example, a grade in an English course might broken down as:

Five essays (10% each)	50%
Research essay	20%
Class participation	10%
Midterm Exam	10%
Final Exam	10%

Notice that class participation for 15 weeks is worth 10%. It doesn't seem like much, right? But, 10% means the difference between an A or A-, an A- and B+, B+ and B.

Statement on Academic Integrity

Plagiarism is a serious offense in any academic community. All faculty are required to put the College's Statement on Academic Integrity on their syllabus and to hold their students accountable to this standard.

The College's Statement on Academic Integrity is:
Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

A Final Note on Your Class Syllabus

Use the syllabus as your guide for each class to know what and when to study. Notice when long-term assignments are due. If anything is not clear, ask the professor. Every assignment is important.

Everything counts!

MANAGING YOUR TIME

Your college schedule can appear to allow more freedom than your high school schedule did. Don't be fooled. An effective student learns to manage time and strategize ways to complete work and have a chance to review and edit before turning in assignments.

Activity 2

Organize Your Semester Schedule

In the first week of the semester:

- Get a blank calendar that covers the months of the semester.
- Go to the college website and find the Academic Calendar for the appropriate year and academic semester.
- Gather the syllabi (plural of syllabus) for all your courses.
- Enter or record when assignments from each course are due and when tests will be held.
- Notice that assignments increase in number during the middle of the semester ("mid-term") and again during finals weeks. Adjust your outside commitments to accommodate this expectation.

Activity 3

Make Your Own Schedule

On the following page, record how you use the 168 hours of your typical college week.

1. Fill in your current class schedule on page 15.
2. How many hours a week do you spend working? Write down work that is on or off campus.
3. Fill in your commuting time to and from school (and work if you work off-campus).
4. What else do you do to fill your hours?
5. Follow up and continue on pages 16 & 17.

Make Your Own Schedule

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6:00 A.M							
7:00 A.M							
8:00 A.M							
9:00 A.M							
10:00 A.M							
11:00 A.M							
12:00 P.M							
1:00 P.M							
2:00 P.M							
3:00 P.M							
4:00 P.M							
5:00 P.M							
6:00 P.M							
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10:00 P.M							
11:00 P.M							
12:00 A.M							
1:00 A.M							
2:00 A.M							
3:00 A.M							
4:00 A.M							
5:00 A.M							

Did You Consider the Following?

Add in the time you spend doing the following activities:

- Sleeping each night
- Eating breakfast, lunch, dinner, or snacks
- Playing sports or working out
- Spending time on religious practice
- Shopping: consider food, clothing, or other shopping
- Attending to medical conditions that require regular monitoring
- Socializing and hanging out with friends
- Surfing the Internet, playing computer games, or texting
- Tending to family responsibilities, such as preparing meals, chores, taking care of children or elders, or other tasks
- Do you spend time on something not yet mentioned? Record other regular activities you do each week.

After you complete the chart, consider and act on the following:

- Which items on your chart have times that are established or "fixed"? Examples of "fixed" times are one's class schedule, travel to and from school, job hours, travel to and from the job, and religious activities. For "fixed" items, you cannot negotiate the amount of time spent or the hours they begin or end.

- Which hours are still available? Find ten hours in the week that you will devote to studying and schoolwork. Make sure these hours are realistic. Commit to these ten hours each week as "fixed" for studying. Write them in your chart.

- Which commitments on your chart have times that are flexible? "Flex" times can be negotiated. Identify "flex" hours that you will devote to studying and schoolwork. Make sure these hours are realistic. Note that taking some of your sleep time may hurt you and your efforts to study. Write on your chart another ten hours that will be used to study and research as needed. These are backup study hours, "flex" time.

So, these ten "fixed" hours and additional ten hours of "flex" time should be devoted to tackling college-focused activities. Schedule time to:

- Daily: read textbook assignments and other course materials
- Daily: review and copy reading and lecture notes and complete homework assignments
- As scheduled: study for quizzes and exams
- Draft, organize, and work on writing papers
- Strategize and breakdown tasks for upcoming long-term academic projects
- Participate and join on-campus activities, such as clubs or organizations related to your major

You now have twenty hours per week to be used specifically for schoolwork.
Commit to these times for studying and school related activities.

If the "flex" study hours are not needed in a particular week, you can use them to explore new opportunities on campus.

- Conduct research! What does that mean? See Chapter 2 and 3 to find out about opportunities for research.
- Not sure about your career plans? Talk to a career counselor. See Chapter 3 for career counseling.
- The college has a designated Club Hour every Thursday from 1-2 p.m. Participate! Which club or clubs are you interested in joining? See Chapter 3 to learn about club activities.
- City Tech's mascots are the Yellow Jackets. Have you gone to a game or joined a team? See Chapter 3 for more information.
- Attend a presentation or performance! Look on the bulletin boards near the elevators and stairwells, look in the hallways, and search City Tech's website for events and talks to attend. These are quick ways to get an expert's view of subjects that may inspire you.

More on Time Management

Here are more ways to help you stay sane and healthy while balancing your new and old responsibilities.

Goals for Time Management

KEEP YOUR LONG RANGE GOALS IN MIND

You are paying for the "cost" of each college hour with your tuition. Remind yourself how each course and each semester is leading you toward your goals. Keep the "big picture" in mind. Additionally, consider how much each credit hour and course costs in tuition. You don't want to waste your money. If you are paying with student loans, remember you will have to pay for these hours in the future.

BE REALISTIC

Even if you have many responsibilities, being a college student should be your first priority. Take as many credits as you can handle comfortably, keeping financial aid requirements in mind (see Chapter 2). Being realistic also means that you may have to give up or postpone certain leisure or social activities.

BUILD IN "SAFE TIME"

There are bound to be times when you can't refuse family obligations, when you must work overtime, when someone close gets ill, or when you have a personal emergency. To avoid panicking, build in buffers (see "flex" time defined in the time management exercise on the previous page). The best way to do this is to keep up with, or stay ahead of, your course requirements. If problems arise, you will be better able to face them.

LEARN HOW TO SAY "NO"

While you are adjusting to college, others may expect you to be as available as before. They may not understand the pressures you are undergoing for school. Saying "no" to friends is probably one of the hardest things to do. You must be dedicated enough to your career goals to make sacrifices in your social life.

Strategies for Time Management

KEEP A PLANNER

Keep a daily planner or calendar, perhaps one that displays a whole week on two pages, or shows a whole month.

FIND A CONSISTENT STUDY SPACE

Identify a well-lit space to study with a desk or table and comfortable chair that can be yours. At home, ask others in the household to recognize that area as yours when you study. In school, find a space that is quiet, such as a table or cubicle in the college library, and schedule it in your planner for specific times. Both places should be free of distractions of music or television or ongoing conversations.

TACKLE CHALLENGING ASSIGNMENTS PURPOSEFULLY

Notice times of the day when you are most alert. Use these times to your advantage. Address challenging assignments first at times when you are typically most productive. Avoid the temptation to put off assignments that intimidate you. Alternatively, schedule time to work on these challenging assignments with a tutor!

DEVOTE TIME TO COLLEGE WORK EVERY DAY

While you will identify some days as more intensive study days, do small task related to schoolwork every day. This daily habit will keep you focused. Even when you're not studying, you may have a great idea. Write it down. The sub-conscious is a wonderful tool (especially if you get enough sleep)!

TAKE BREAKS

We retain information better if we study material in smaller segments, rather than stuffing a lot of material into our short-term memory and hoping we remember it. Such information is lost very quickly. Think of the interval training method that skilled athletes use! Study for an hour. Take a short break. Study for another hour. Take a longer break.

SCHEDULE TIME TO MEET WITH A STUDY PARTNER OR A STUDY GROUP

When you are finished studying, set up your next study session. This will enable you to focus quickly when you sit down to study again. Who in each class has asked a good question? Ask them to work with you each week. What did your colleague or colleagues understand that you didn't? What different way can each person explain the ideas and ways to solve problems? If you can't find a study group, create one! Sharing notes, reactions and ideas with classmates can help you keep motivated to do your work. Also, take advantage of peer-led workshops, especially in mathematics, science, and engineering courses.

FIT SMALL COLLEGE TASKS INTO YOUR "DOWN TIME"

- Try to verbalize a task, assignment, or paper you are working on to a co-worker, close friend, or family member to see if you can describe the assignment with clarity.
- Carry note cards with you to review while riding the subway or waiting on lines.
- When you have trouble starting an assignment, select a specific task, such as understanding the main idea of a book chapter or outlining an essay, and spend the next ten minutes doing that task.

KEEP A "TO DO" LIST

- Identify the top priority items on your To Do List and try to do these first.
- Toward the end of the day, examine your To Do List to see what you have accomplished.
- Try to complete remaining items. Otherwise, put these unfinished items on tomorrow's To Do List and prioritize accordingly.
- Make up your next day's To Do List and pack school necessities before going to bed.

THE CHALLENGE OF COLLEGE - A STUDENT'S STORY

COLLEGE IS HARD: STICK WITH IT

BY TAMISHA WORRELL
MAJOR: HOSPITALITY MANAGEMENT

Any college student regardless of age, financial status, whether living at home or alone, can attest to the fact that college is HARD. That is, if you intend to do well. Why shouldn't you? Try succeeding while juggling two jobs and two kids, as a single parent. At times, it may seem easier to claim defeat. Honestly, it does seem easier. No one ever said, "College is easy" or "You don't have to work hard in college." Think of yourself struggling later in life in this economy. Try getting a job that pays over $9 per hour without a college degree. For those of you thinking, "I can survive on nine dollars an hour," know that you cannot unless you plan on living at home with mom and dad. Take into account that the average rent in New York City is $1,600 a month and utilities are around $190 a month for a one-bedroom apartment. Even milk is $4 a gallon.

After leaving my job as a cashier, I found myself on unemployment, in a new apartment, with a seven-year-old, and with dismal choices for employment. I thought, "How can I find a decent job with benefits if they all require a college degree?" I always wanted to further my education and the timing seemed perfect. I was apprehensive though. I knew many high school graduates enter college soon after high school. I was already twenty-four years old. I kept thinking everyone would see my age emblazoned on me like a scarlet letter.

The first semester I attended, I enrolled late and was advised which classes were still open. I originally wanted to pursue a career in dental hygiene, but I did not pass my math placement test. I was told that the dental hygiene program is very selective and my math would not be sufficient even though all my other scores were excellent. What was I to do? I was advised to register as a Liberal Arts major, and I could always switch later

when I figured out what I wanted to do. I did not pay close enough attention to the advisement process. I assumed that the following semester someone would be there again to choose my classes. At the end of that first semester, I began to feel very ill. I assumed it was food poisoning. I found out I was pregnant again around the time of early registration. I became very ill and did not register until late July.

I wish someone would have told me:

- You are not the only student in your department who needs specific classes.
- No one will hold a seat in a class for you.

I registered and began my second semester in the fall. Many days I was in pain and nauseous and tired, but I

struggled through it. Towards mid-terms I had colitis. Colitis is where your colon becomes infected and inflamed. Side effects are abdominal pain, gas, diarrhea, loss of appetite, fatigue, and bloody stools. I experienced all of them. I drank only vitamin water for three days. I would come to school, attend class, and run straight home. It was painful, but I struggled through it. It became harder not to fall asleep in class. I couldn't fit into the desk any longer. People stared, some frowned. Towards the end of the semester and two and a half weeks from my due date, my teachers and I became anxious as to my ability to make it to the end of the semester and finals. I made it through finals and came away with my highest grade point average to date: 3.6!

I took one semester off to care for my daughter. When I returned the following semester, I enrolled late once again and could only take three classes because my work schedule conflicted with what was left open. This affected my financial aid status and the amount I was awarded. I also had to work fewer hours to accommodate my schedule and study time. I fell behind in my bills. I was served an eviction notice and taken to court. My personal life was taking a beating-literally. Many days I wanted nothing more than to give up. I applied for social services and was put through one of the most demeaning processes I have ever had to endure. I broke into tears in a supervisor's office. I have never felt so hopeless. My level of work was dropping. I was struggling to make ends meet and take care of two young children, and I felt like no one could help me. My weekly pay was only enough to buy a Metrocard and diapers. I did find assistance from one of my professors who helped me whenever she could with advice about services that I never thought to explore and take advantage of.

My grade point average dropped two points. I was not pleased. I got a job offer and decided to take it plus keep my first job. I resolved to take another leave of absence to work extra hours to help pay my past due bills. I did not know that students are allowed only one leave of absence in a five year period until I received a letter explaining that, because of this policy, I was denied the leave of absence and would have to re-enroll. The re-enrolling process was not a hard task. However, I could not register for classes until I was accepted again.

I struggle still. I am a single parent; I have two jobs and two kids. The difference from two years ago and now is this: I don't struggle unnecessarily thanks to my professors' knowledge and advice, and student services like College Opportunity to Provide Employment (COPE). I switched majors and was advised by the chairperson of the Hospitality Department, Professor Schaible. My journey could never have been easy, but it could have been EASIER. I had to overcome my uneasiness with my age, an unexpected pregnancy, sickness, unpaid bills, a stressful personal life, and my ignorance of available aid for students. I still struggle, make no mistake, but my load is much lighter this semester. I can focus more because I know there are safety nets for students who need and take advantage of them. Never let any situation KEEP you down. If I can stick with it and do well with all that's on my plate, that's proof that determination and a little assistance can do wonderful things.

- Please take advantage of early registration.
- Take advantage of the many programs at City Tech that help students out financially.

HOW ARE YOU GOING TO USE YOUR 15 WEEKS?

MAKE A PLAN NOW TO TRACK YOUR SUCCESS!

TAKE CHARGE OF YOUR LEARNING

Be pro-active! Take responsibility for your learning. Go to class, be on time, keep up with assignments, do all of the required reading, and strive to do even more than the required expectations Go after what you want to learn with vigor. Learn about topics and issues that are important to your future. Cultivate your mind by pursuing and learning about opportunities that interest you.

To Take Charge of Your Learning:

TAKE MODERATE RISKS

Often students conclude that sticking with what they already know will be "safer" than trying something new. Operate from what you know as a base, but take risks! Stretch yourself to reach new levels of skill.

SPEAK UP IN CLASS DISCUSSIONS! DON'T BE AFRAID TO BE WRONG

Speaking in class discussions may seem like the scariest thing to do. Your heart may race. Your voice may sound weird. But, forcing yourself to participate in discussion is the only way to overcome this common fear. Conquer it!

GET FEEDBACK

Learn where you can find trustworthy feedback. Then use it. Positive feedback is reassuring and negative feedback (although potentially painful) can be helpful if accepted as constructive criticism. Be open-minded, self-monitoring, and honest with yourself. Grades are also a form of feedback. Use them as a motivating tool to do better.

STRATEGIZE WAYS TO DEAL WITH A CLASS OR PROFESSOR YOU DON'T FIND ENGAGING

It is likely that during your college life, you will be in a class taught by a professor who you find to be uninteresting or dry. Especially in the first couple of years when you are taking "core" courses (see Chapter 2), you may find yourself in such a situation. To benefit from this situation, here's what to do:

- Get interested. Don't wait passively for the instructor or subject to interest you. Your job as a student is to make the effort to look more deeply into the subject. Most ideas are engaging if you make the effort to look beneath the surface.
- Sit in the front row where you can't hide and drift off.
- Form a study group with classmates to share ideas and notes so that you can generate and sustain some interest.
- Use the textbook and other materials to bolster your awareness of the topic and to supplement the class lessons.
- Be your own teacher – find one point that interests you and do further research.
- Read what is assigned before class so the professor's lecture will have significantly more meaning to you. Don't believe us? Try it.
- Surprise! What your "boring" teacher is saying may suddenly become more interesting if you bring your own knowledge to it.

FIND CONNECTIONS

- Train yourself to look for intellectual connections that are unique to you and your path of study. Learn to actively make connections from one subject to another. This skill will help you succeed in the future in a rapidly changing workplace that is ever more interdisciplinary.

- Finding connections among subjects are also about finding a deeper understanding of knowledge. You will be surprised by the pleasure you will feel when you link ideas between courses and come across them on your own.

- In addition, the phrase "compare and contrast" will stand you in good stead. We mean that you need to look for how ideas are similar and how they are dissimilar from each other. Take a critical stance and consider the opposite of any idea with which you are presented.

- Research the academic environment. Consider and investigate how your learning relates to the labor market and the larger world. Cultivate the skills you already have to offer by learning about opportunities on campus. Consider how your individual skills and strengths fit into your chosen field, career, and graduate studies.

Activity 4

Track Your Learning Successes!

Be honest with yourself, check off what you have done each week:

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
In Each Class															
I did not miss any classes.															
I listened actively by following what the instructor was saying.															
I wrote down questions for what I did not understand and asked questions in class.															
I understood the lecture and the instructor's emphasis because I came prepared by reading the assigned material and/or doing assigned homework.															
I scheduled time with classmates to discuss course material.															
While Studying															
I did not miss any classes.															
I studied for two hours for every hour of class time.															
I rewrote and reviewed lecture notes.															
I noted questions or comments for discussion.															
I "previewed" chapters before reading them.															
I planned ahead for what I needed to do the next day.															
I scheduled time for a social life after studying.															

TIPS

Shade each box under each week to show that you have completed the task.

DEVELOP YOUR STUDY SKILLS

The Three Stages of Note-Taking

The note-taking process has three stages: taking notes, reviewing notes, and applying these notes to complete assignments and prepare for tests.

1. TAKING NOTES

In the first stage of note-taking, you could be listening to a lecture, participating in class discussions, or reading your textbook. What you need to do is identify the important information and record it in a way that makes sense to you. Remember: you are keeping notes for yourself so that you can reconstruct them and recall the key points.

If you take too many notes, note-taking loses its purpose. If you take too few notes, you won't have enough information to help you study. If you take notes on just what interests you, surely you will miss some information that the instructor thinks is important. Here are some clues to help you select what is important:

- How did the professor introduce the subject?
- What are the professor's verbal cues?
- What does the textbook highlight in its headings?
- What topics or course objectives are identified in the syllabus?

2. REVIEWING NOTES

The second stage of the note-taking process is reviewing your notes.

- The more frequently notes are reviewed, the more knowledge is reinforced.
- It is important to review and rework your notes as soon after class as possible. This step allows you to clarify what you have recorded and identify questions you might have.
- Remember, you catch on better when you understand basic ideas and concepts before you go on to the new material. This is true in all courses.

3. APPLYING NOTES

The third stage of the note-taking process is applying your notes when you prepare for exams, compose papers, and participate in class discussions. Make up study sheets of important ideas. These study sheets allow you to review material from the beginning of the semester and help you understand connections among topics. If studying for an exam, start reviewing these study sheets at least five days before taking the exam to avoid last minute cramming. To master skills in math classes, you must practice. Do your math homework as soon as possible after class while the concepts are still fresh in your mind. The practice examples in your textbook and homework are essential to understanding the material. Before you embark on a new topic, review the previous material.

Mastering Mathematics

Math is a creative discipline and it should be approached like any other subject. Your brain does not discriminate what it can learn. We all have an innate capacity to learn, contrary to myths related to math learning. Our past experiences, however, may make us have an endless loop in our brain with the refrain, "I hate math, I hate math…" But why?

MATH MYTH #1: TO BE GOOD AT MATH, YOU HAVE TO BE GOOD AT CALCULATING.

On the contrary, mathematics is a science of ideas and patterns, not calculations. Stop! Read the problem. What is being asked?

MATH MYTH # 2: IN MATH WHAT'S IMPORTANT IS GETTING THE RIGHT ANSWER.

Understanding the concepts is the key. Although getting the right answer is important, understanding and working sequentially through a problem are more important. If you are a "random" or "global" thinker, working in sequence may be hard. This, however, is a good way to engage the other part of your brain.

MATH MYTH # 3: MEN ARE NATURALLY BETTER THAN WOMEN AT MATHEMATICAL THINKING.

It is neither feminine nor masculine to be good at math; we all need mathematical skills to function in today's technological workplace.

Anxiety is a physical reaction to stressful situations. Math anxiety is a learned response that can be unlearned by exploring and understanding the causes that trigger it. Acknowledge your feelings. Turn negative self-talk into positive self-talk, and practice good study habits. The more you practice, the more confident you will feel in recognizing the patterns of math problems.

Activity 5

Be Honest! Your Feelings about Math

1. What feelings do you have about math? What memory do you have that started this feeling?

2. What physical reactions have you experienced when studying for or taking a math test?

3. If you procrastinate doing math homework or studying for math tests, is this because you are too confident about your math skills or because you dislike math? What strategies can you apply to overcome this procrastination?

You Can Master Mathematics By:

KEEPING UP WITH THE CLASS

The topics taught in a mathematics class are cumulative. Almost all the concepts presented depend on what was taught in the preceding class. Be well prepared by studying the subject, reviewing the notes, and completing all the assignments before the next class.

FINDING A STUDY PARTNER OR GROUP

With a study partner or group, you can keep each other accountable in completing assignments and attending class. You can question each other's understanding of the material. Setting a regular meeting time will keep you up to date with the course work.

DOING MORE PROBLEM SETS

Doing more than completing the homework assignments will help you build a more solid mathematical foundation. The college recommends that students spend two to three times as many hours studying as time spent in class. For example, for each four credit course, you should study 8-12 hours a week outside of class. Practice leads to confidence.

SEEKING HELP

If you find yourself struggling with a problem or concept, find help right away. The Learning Center has tutors available.

JOINING A PEER-LED TEAM LEARNING WORKSHOP

Registering for a Mathematics Section with an additional Peer-Led Team Learning (PLTL) workshop
An addition one-hour workshop session per week is added to selected MAT 1275, MAT 1375, MAT 1475, and MAT 1575 courses during the Fall and Spring semesters. The PLTL workshops are facilitated by trained peer leaders. Study groups are formed, and the modules provided are designed to highlight key mathematical concepts.

Reading to Learn

For some students, the first impression of a college textbook may be their last impression. The book is too expensive. It's too big. It's heavy. Page after page is thick with print. End of story. The book is never opened after that first time.

Don't be blind-sided by that first impression. Let that reaction fade quickly. Reading in any shape, form, and weight is your new world, a planet spinning on an axis of learning that will continue to rotate from your classroom into your future career. In college, you have entered a world of reading, reading, and reading.

Your Textbook

1. THE WHOLE BOOK IS ONLY THE SUM OF ITS PARTS.

- "Thumb test" the book (see below for what "thumb test" means).
- Go right to the table of contents. Survey the parts of the whole.

2. READ IT!

- Preview. Read the beginning. Read the end.
- Take a guess. Write down the main idea in your own words.
- Read! Read section by section.

3. CAN'T UNDERSTAND IT?

- It's not making sense!
- No time to read

Reading as Simple as 1, 2, 3

1. THE WHOLE BOOK IS ONLY THE SUM OF ITS PARTS

Thumb through it as if it were the latest issue of a magazine. See what's hot and what's not; see what interests you and what doesn't. Get a sense of the layout of the book, chapter by chapter. And, look at these extra sections:

Preface, Introduction, or Notes to Student

The author wants to act like a friend, so the author gives advice and suggestions how to make the textbook work for you. Unfortunately, this section placed right up front is seldom read. However, it can help the learner get the most out of the pages that lie ahead.

Glossary

A textbook contains language that is not your everyday talk. So the glossary gives you subject-area key words followed by their definitions.

Table of Contents

This is the GPS to navigate the textbook and to track the quickest route through a topic or concept.

Hints

- A title names the whole.
- The headings and subheadings name the parts of that whole.
- Look for key words set off in word boxes, boldface, or italics.
- Analyze the charts, graphs and illustrations. The graphics show; the text tells.

2. READ THE ASSIGNED SECTION!

But not the whole. Read the parts. Just for a moment, step out of the world of textbooks, sit back, and enjoy the wide world of movies. Before the main feature there are previews of coming attractions. Likewise, what would reading be like without a preview? You do it like this:

Write Down (In that Notebook, With that Pen):

- The title of the chapter
- The title of the section
- The title of the subject(s)

With Your Outline Beside You, Read in Parts:

These two parts are:

- Read the first paragraph or section.
- Read the last paragraph or section.

Put These Two Parts Together:

- Predict the main idea. In your own words and in full sentences, write down your prediction of the main idea on the outline you have just created. Write down what you think is the main idea, and don't be afraid of being wrong. Guess! This is now your hook to the reading.
- Read the assigned section from beginning to end.

Actively Do the Following While You Read:

- Write down in your notebook what you think is important.
- Underline and write in the margin what you think is important.
- Trust your instincts. What you think is important usually is important!
- Highlight key words. Check the glossary if necessary.

Review

- When you finish reading the assigned section, look back at what you predicted.
  -Is your prediction of the main idea right? Is it almost right? How might it be changed?
  -Is it wrong? Does your prediction need to be changed?

3. COMMON EXCUSES FOR AVOIDING A REQUIRED READING ASSIGNMENT

The Reading has Stopped Making Sense

Let's say you are struck with information overload, or you have read and re-read the section, passage, and/or chapter and still don't understand. Okay, do this:

- Re-read the first paragraph of the part that confuses you most.
- Re-read the last paragraph.
- Write down (do not just think about) what you think is the main idea of that part of the reading.
- Challenge yourself. Close your eyes, count to five, open your eyes, and read that part again. Were you right or wrong about that main idea? Whatever the result of your first guess, you got yourself out of a word block, and returned to reading with understanding. Success!

You Didn't Have Time to do the Reading

If this happens, at least take note of the titles, headings, and subheadings. Preview by reading the first and last paragraphs or sections of the assigned text. Find the important points and write them down.

FINAL NOTE ON READING TO LEARN

Actively reading helps you remember what you've read, even if the reading is completed at the very last minute.

Writing to Learn

In college, all of your classes will contain writing components. This is because writing skills demonstrate your understanding of any subject and your ability to clearly articulate those ideas to others. Regardless of your major, improved and practiced writing skills are among the primary skills gained with a college degree. However, writing tasks can also prove a challenge for students in all majors and at all levels of ability.

Here are some strategies for succeeding in college-level writing assignments.

KNOW THE EXPECTATIONS OF THE TASK

Read the assignment carefully. For example, a writing assignment might require you to follow a classic five paragraph structure. Your instructor might also require MLA or APA formatting. If you are to write a report, find out what format the instructor wants you to master. If you are writing shorter answers to test questions, find out how long the answers should be.

KNOW YOUR MATERIALS

Find out what background knowledge you are to bring to the assignment and what kind of research, if any, is expected. If you are to reference course texts, read and annotate the texts before you start writing. If research is involved, do some preliminary research before you start writing. This way, you will have a starting point. Allow time for conducting necessary research and incorporate these new ideas into your writing, using proper citation methods. Your finished assignment should integrate your own knowledge with new sources of knowledge.

EXPLORE YOUR IDEAS

Brainstorming techniques can help you find new connections between ideas. Brainstorming techniques include free writing, making a T-chart for argumentative essays, clustering ideas, creating lists, or even crafting an email or text message to a friend that explains your research idea in one sentence. Find a brainstorming technique that is most effective for you and use it.

MAKE A PLAN

Successful writing incorporates some form of organization. For essays in English class, organization might be based around a thesis statement and points of support. Writing assignments might be organized through an outline or list. Some students find it helpful to begin with an outline; other students write a draft and then make an outline before editing and rearranging their ideas in a second draft.

WRITE

If you are writing an essay, write a first draft without stopping. Revising and cultivating your ideas comes easier after you have material on the page. Often, simply starting an essay is a big challenge. If you are writing short answers in class, try to write in complete sentences the first time around. You may not have time to rewrite your ideas into better-developed ideas. If you do have time, re-read, edit, and revise your work.

REVISE YOUR IDEAS

Now that you have a first draft, the real work of writing can begin. If you are writing an essay, evaluate your thesis statement and supporting ideas. Review the structure of your work. Consider how you might support your argument better by providing examples. If you are writing short answers, make sure your answers make sense and address each question asked. If you are to reference specific works, make sure you have referenced them. If you are to solve

problems, make certain you have addressed the right ideas. Always consider how your language supports what you are saying. Could a better word or phrase be used? Refer to a dictionary or Thesaurus, and/or consult grammar websites.

PRINT YOUR WRITING OUT ON PAPER

Even if the final product is to be submitted online, reading a paper copy of your own work provides interaction and perspective that revising on screen cannot support. Reviewing on paper often allows you to read more objectively, and you will spot more errors.

EVALUATE YOUR WRITING FOR PROPER FORMATTING

Find out from the instructor if there is a formatting method for the assignment and leave enough time to format your paper well. Composing papers on a cell phone or a smaller screened device rarely enables you to format work correctly.

PROOFREAD YOUR LANGUAGE AND IDEAS

Grammar and spell checking are necessary tools. Use them! Re-read your work for technical or grammar errors that appear often in your work. Also, connect with a classmate (or a sympathetic friend) and read your writing aloud. Listen to your ideas and consider whether or not they make sense.

SCHEDULE A TUTORING SESSION

A tutor might be able to read your work and offer advice. You might also get advice from your instructor if you visit her or him during office hours (see your Syllabus for the course).

TURN YOUR PAPER IN ON TIME

If this is work to be completed outside of class, turning in a writing assignment promptly is essential to doing well in the course. Though many instructors accept papers late, with or without penalty, turning work in on time shows you are able to accomplish work in a timely and mature manner and that you are able to handle college work. Your instructor will notice!

READ TO IMPROVE WRITING TECHNIQUE

Finally, to improve your writing, search for technique as you read. Carry something to read all of the time. Read when waiting in line, riding the subway, or falling asleep. Notice how writers set up arguments, present their ideas, evoke emotion, and transition from one idea or section to the next. Strive constantly to build your vocabulary by keeping word lists from your reading materials.

Uncertain what to read? Start with the following:

- The "Op-Ed" (opinion editorials) of major newspapers available online (e.g., NYtimes.com, Washingtonpost.com, Wall Street Journal, newspapers from another country).
- Magazines that have long articles that go in-depth on current topics.
- Fiction, non-fiction, biographies of people you admire and people you do not admire.
- Technical books beyond what you are assigned to read in your courses.
- Consult your instructors for reading recommendations in your specialized field. They might surprise you!

PREPARING FOR AND TAKING EXAMS

No matter how busy you are, learning how to study effectively and efficiently will help you prepare for all your courses. When the time comes for a test, "cramming" at the last minute is not a successful strategy, even if (especially if) this worked for you in high school. While there are many ways to prepare for and take exams, it is important that you find a system that works for you. How can you set up a study plan that is reasonably simple and most effective?

Strategies for Taking Exams

TASK ONE

Ask the instructor what topics and what types of questions (essay, multiple choice, fill-in, etc.) will be covered on the exam.

- Attend test review sessions if offered. Not every instructor does this, but if yours does, GO!
- Create your own study group with students in the class.
- Find out how the exam will be graded.

TASK TWO

Create a study plan to prepare for the exam.

Set up your plan, counting five days backwards from the exam date.

- Think about how much time you will need to learn the material well. Now double that estimate. For example, if you think one hour per day will be sufficient, assume two hours a day.
- On a calendar, schedule study time by marking blocks of time for each of the five days. You must honor this commitment with yourself. Also make time to study with your study partners.
- Find all the materials that the test will cover (for example, class notes, textbooks, homework, quizzes, previous tests, or library materials).
  - ▸ NOTE: The test may be cumulative, so keep reviewing material from earlier in the course.
- Arrange these materials so that everything on a topic is together.
- Study in a group to go over these materials. Compare your notes; review materials with your study partners by quizzing each other.
- Create an action plan for answering questions on the test. For example, make an essay structure you can use for writing or decide which types of questions you will answer first for math.

TASK THREE

The day of the exam or test:

- Arrive at the campus or test site early.
- Get relaxed, settled, composed, and organized.
- Listen to instructions
- Write your name on the test.
- Read the directions carefully. Make sure you understand what to do on the exam.
- Look over the whole exam before you write anything.
- Underline exactly what the question is asking for in the answer. Don't forget to mark "units" (e.g., the numeric answer is "221" but the real answer is "221 liters").
- Use your action plan for answering questions on the test.

If this is an essay exam:

- Carefully read the assignment and identify each required task.
- Brainstorm ideas quickly and jot them down.
- Make an outline or write down a plan for the essay before you begin writing.
- When you complete your essay, leave time to proofread and make necessary changes.

If this is a timed exam:

- Wear a watch.
- Check the time regularly.
- Every 20 minutes, look up, take a deep breath, and straighten your shoulders.
- Be mindful of the time left.
- Don't leave early. Use all of the allotted time. If you finish writing, review your writing and find ways to make it better. Proofread for errors and clarity. Answer questions left undone.

Dealing with Testing Anxiety

It is normal to experience some nervousness when approaching a test. Cold feet, feelings of tension, clenched fists, sweaty palms, rapid heartbeat, butterflies in the stomach, and fear of failure can all lead to emotional responses or negative thoughts. This experience of performance anxiety is similar to the feelings a singer or athlete might experience when performing in public. These experiences open us to judgment and potential criticism of others.

A student preparing for a "performance" on an exam often feels a similar nervousness called test anxiety. A certain level of tension at test-taking time is not necessarily a bad thing. This tension can actually work to your advantage by keeping you attentive and focused.

Excessive anxiety, however, is debilitating and can block your memory recall and prevent you from thinking clearly. The most common cause of test anxiety is lingering doubt about whether you have adequately prepared.

If you feel anxiety coming on during an exam, there are several actions you can take:

- Write two encouraging slogans to yourself on the back of the exam.
- Answer easy questions first. This technique helps you get going and can build confidence.
- Use breathing exercises. Just like a basketball player on the foul line, take some deep breaths to relax and focus.
- Be aware of the tension in your body. Stretch your legs, your arms, hands, neck, and shoulders.
- Take another deep breath or two and then go back to the test.
- Catch negative thoughts that creep into your mind as soon as possible. It's almost like you have to smack yourself in the face and say, "Hey, what's wrong with me? I prepared for this test. I know most of this stuff. I understand the lectures and the textbook. I can do really well."
- Think positive thoughts to eliminate negative "inner voices" and get re-focused on the exam.

Coping with Negative Test Results

All students experience disappointment with testing at some point in their academic career. No one "aces" a test every single time. There are four common ways that you might approach a testing setback:

- Pretend it didn't happen.
- Blame others – the instructor, the course, the college, the university, the universe.
- Blame and berate yourself.
- Forgive yourself, make necessary changes, and move forward.

HERE IS AN EXAMPLE THAT ILLUSTRATES THESE FOUR APPROACHES:

You failed MAT 065 and have to repeat it. Now you can't take courses in your major because you are not fully certified. What can you do?

Don't:

- Pretend it didn't happen and repeat the course without examining why you failed it the first time.
- Blame the instructor because "he kept moving ahead and wouldn't answer questions," or blame "the system" for "not wanting to accept you as a student."
- Blame yourself, saying you'll never make it because you're not smart enough and don't deserve it anyway.

Do:

- Look at what caused the failure. Decide which factors are within your control and design an action plan for next time.
- Turn that negative tape in your head into constructive criticism. You do have control. How will you demonstrate it? Restrict negative thoughts about yourself to allow for learning and growth.
- Be honest with yourself about your shortcomings and proceed to improve them.

Learning from failure involves thinking critically about what happened. Remind yourself that analyzing the cause and effect of a setback or failure will give you important information about adjustments you need to make in your approach to your studies.

Activity 6

Test-taking Experiences: What Do You Know Already?

1. Describe a previous testing experience that resulted in disappointment.
Detail how you reacted to the situation.

2. What might you have done differently? Be specific:

3. The next time you have to take a test, how will you remember to do things differently?

THE CHALLENGE OF COLLEGE - A STUDENT'S STORY

IT BEGINS WITH A "P" - PROCRASTINATION

BY LORI YOUNGE
MAJOR: APPLIED MATHEMATICS

Procrastination. Yeah. I learned that it was the thief of time the hard way. Procrastination is one of those bad habits that is hard to kick, like smoking; it's hard to stop "cold turkey."

College is one of the worst arenas to procrastinate in. Did I procrastinate in college? Yes. Who doesn't? But I learned that procrastination isn't just a thief of time. It can also steal your mood. I used to procrastinate when I had to study for exams and write papers. I even procrastinated when I had to leave the house to go to class. It was bad. There was only one thing that could motivate me to change this bad habit and it wasn't "Procrastinators Anonymous." It was my love of sleep. I absolutely love to sleep. I can sleep almost any time.

Over the years my frustration mounted with my procrastinating ways because it was severely affecting my sleep. When my sleep was affected, my focus in class was affected and I was moody; I looked sleep deprived. I was stressing myself out. I got so fed up about losing sleep that I began starting assignments and studying for exams in advance. I just could not take losing sleep. Once I began procrastinating less, my mood went back to normal, and I began looking refreshed. It actually wasn't bad starting tasks ahead of time. As a matter of fact, I don't even know why I procrastinated to begin with. This helped me to manage my time differently and plan better. (It also helped me with scheduling issues that I was also having.) So, I didn't stop procrastinating all at once, but little by little procrastinated less and now have a better habit of completing tasks in a timely manner with much less stress.

FIRST YEAR COLLEGE EXPERIENCE

FIRST WEEK ATTENDANCE REALLY DOES MATTER!

BY LAURI AGUIRRE
DIRECTOR OF FIRST YEAR PROGRAMS

I am often faced with students wrestling the many challenges of their transition into college. I, too, found myself lost and confused when I began college. In high school, I was a model student and honors scholar who thrived academically in the safe and controlled structure of my school. Attending college for the first time was an abrupt awakening. I was free! Free to take what courses I wanted. Free to sleep when I wanted. Free to attend classes or not to attend classes. Free to come and go when I pleased. Free to do anything. Even fail.

All of this freedom was overwhelming to me, and I made the mistake of skipping most of my classes for the first week and some into the second week. I was sure that missing the first class or two didn't matter. Was I ever wrong! It only set me on a path of academic self-destruction. Those absences did count, and now the professors saw me as irresponsible or they didn't see me at all because they had established a relationship with the students who had already been in attendance regularly. I was embarrassed as I slunk into class for the first time after three or four sessions had already passed by and was very behind on the material being presented. For some classes, I got the syllabus and just showed up for exam dates thinking I was smart enough to learn the material and study on my own. Wrong again! Attendance does count.

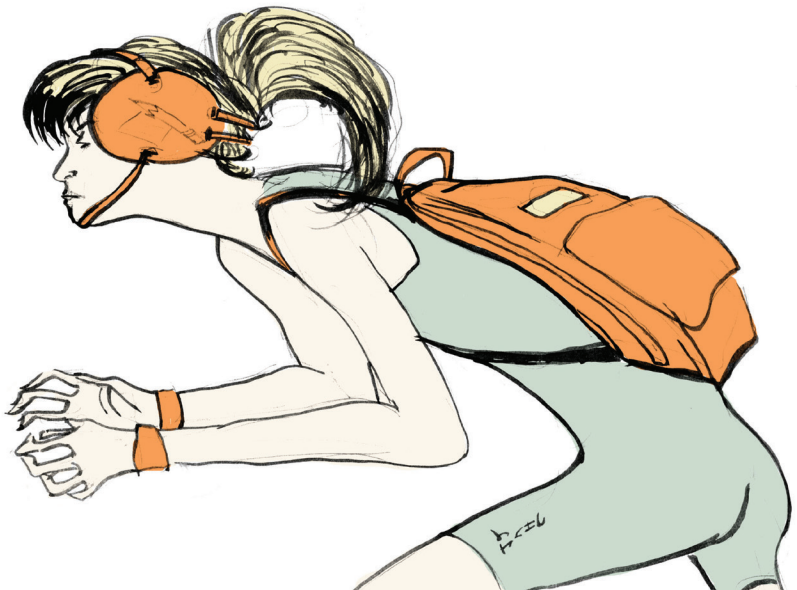
I was also in denial; I thought if I pretended the classes I wasn't attending and failing would go away, they would do just that - go away. If only I knew the importance of attending classes conscientiously or withdrawing in time so that these mistakes wouldn't affect my GPA.
You can see that I made some big mistakes on my academic journey and after a few years of struggling, I changed colleges and started all over again. However, I wasted a few years of tuition and time, and I'm still paying off my debt for those mistakes.

At City Tech it is my job to uphold the standards and policies of the college, yet I do understand many of the difficulties new students face because I have been through them. However, I ultimately learned from these mistakes and when I embarked upon my new start, here's what I kept in mind:

1. Study what interests you and you alone. Choose a major that you'll love, you're good at, and that you'll be able to be successful in.

2. Attend all of your classes, especially in the beginning of the semester. All classes do count! Making a good impression and getting a good start in your studies in the beginning can only work in your favor.

3. If you are struggling, seek help. Doing nothing will get you nowhere. Look into withdrawing from your class if absolutely necessary. Your instructors, department, administrative staff, Counseling Center, and the Financial Aid office are available to help and advise you.



SELF-ASSESSMENTS

Activity 7

PASS: Persistence, Attendance, Self-Discipline, and Self-Assessment

1. Why is procrastinating so powerfully tempting?

2. How might attendance be a demonstration of your seriousness as a college student?

3. When has a personal setback required you to reflect on what happened and try again?

4. What did you gain from this setback? What was the cost to you?

Activity 8

Balancing College and Personal Responsibilities

1. How is your City Tech experience different from your previous educational experience?

2. How do the classwork and assignments that you are working on now compare to schoolwork you had previously?

3. Identify three responsibilities that might create obstacles to your college success.

a. _____

b. _____

c. _____

4. What strategies can you use to deal with each of the obstacles listed above? What strategies can you use to manage other responsibilities??

Activity 9

I'm So Excited! Well, OK...Not Always (Course Preferences)

1. Which course are you most excited about taking this semester? Why?

2. Review the syllabus for the course identified above. Which activities do you look forward to the most? What do you think you will gain from those activities?

3. What activities have you done, either in school or outside of school, that relate to this course or subject matter?

4. Which course are you least eager to take this semester? Why?

5. Often what is unfamiliar is what we say we "don't like." Do you really dislike the course? Or, is the subject just unfamiliar? (Be honest with yourself.) Are you afraid of failing?

6. Which tasks do you or might you put off tackling in this class? How might you avoid this?

Activity 10

Unravel Snags in Your Study Skills

1. How did you use your 20 hours of study time in the past week?

2. In assignments and tests, are you making the same types of mistakes? What can you do to change this?

3. How far in advance have you started assignments or prepared for tests?

Activity 11

The Good and the Bad: Using Instructor Feedback

Review course grades each month. Take necessary action before your grades are in jeopardy. If you get lower than a "B" on any assignment, test, or project, you have failed yourself. Being a successful student is not about "passing." It is about challenging yourself.

1. What kind of feedback have you been getting from instructors? What grades have you received on homework, assignments, and tests? What does this tell you?

2. Have you met with instructors to discuss your class performance? What did you ask them? What was their response?

3. Who can help you improve in your classes? What services on campus might help you improve?

4. Who did you study with this week? What issues came up?

Activity 12

Time to Assess Your Strengths

1. What have you learned about your strengths as a student?

2. How will you practice these strengths?

3. How have you made progress toward the goals you identified at the beginning of this chapter?

4. When you stumble in your academic performance, what will you do to make changes?

EVALUATE YOUR GOALS AND MOVE TOWARD SUCCESS

This chapter has covered goal-setting, time management, study skills, and habits to help you develop strategies in your most important job right now, succeeding as a student.

Successful goal setting involves periodically evaluating your progress.

- Formulate a plan to evaluate your progress at regular time intervals. Depending on your desired goal, this evaluation might take place daily, weekly, monthly, or one time each semester.

- Review your schedule of activities. Are the activities you planned sufficient to meet your goals? If you aren't meeting your goals, try to think about what you might do to help yourself succeed. Can you eliminate or reduce time spent on activities that are distracting you from success? Can you refocus energy on new activities that seem more beneficial?

- Make or deepen your connections. Who might help you with your goals? Are there instructors, tutors, advisors, parents, or friends who can help you consider new strategies for progress? Part of your success as a student will be to ask for help if and when you need it. Cultivate connections with others who can offer a wider perspective. Seek to expand and cultivate a wider perspective for yourself.

- Are you on track toward that 3.5 GPA? Why not a 4.0 GPA? See the next chapter!

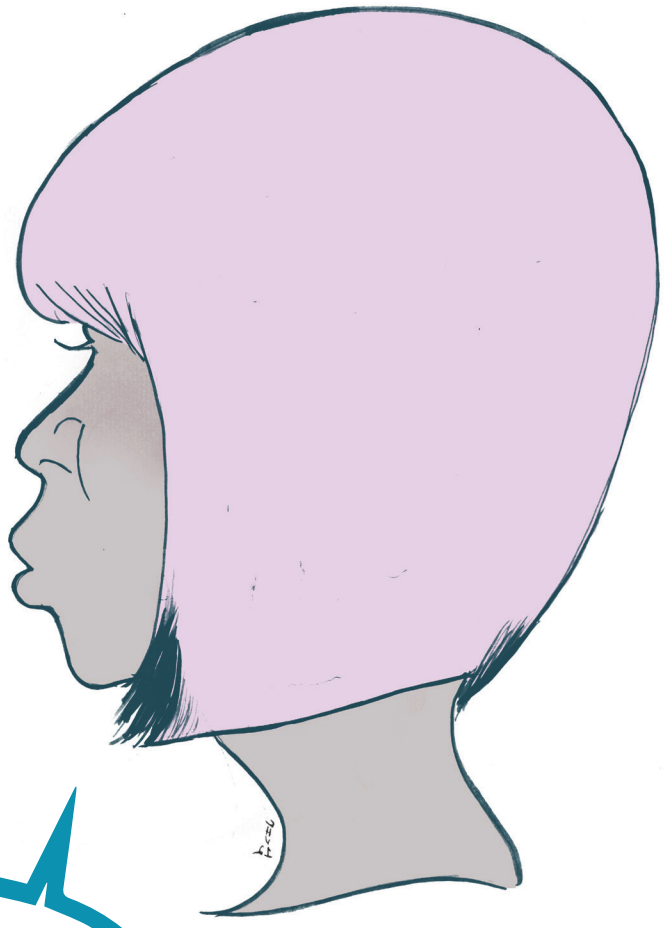
PART 2

YOUR COLLEGE STUDIES

FIRST YEAR STUDENTS HAVE SAID:

ONE OF MY BIG CONCERNS IS THAT IF MY FINANCIAL AID IS REDUCED, I MIGHT NOT BE ABLE TO STAY IN SCHOOL.

I THOUGHT I WOULD GET MORE HELP REGISTERING FOR CLASSES.



I HAD TROUBLE DECIDING WHETHER OR NOT TO DROP MY CLASS. I THOUGHT MY FINANCIAL AID WAS GOING TO BE AFFECTED.

I WOULD LIKE TO KNOW WHY THE COLLEGE MAKES ME TAKE SO MANY CLASSES THAT DON'T EVEN GO WITH MY MAJOR.

Have You Asked Yourself Any of the Following Questions:

- What COURSES do I need for my MAJOR?
- Where do I go for ADVICE?
- How do I CHANGE MAJORS?
- How do I REGISTER for classes?
- How do I go about ADDING or DROPPING courses?
- How do I calculate my GPA?
- What about FINANCIAL AID? SCHOLARSHIPS?
- Where can I go to get TUTORING?
- How do I get involved with RESEARCH?
- What LIBRARY resources are available?

This chapter will introduce you to elements of the formal system of how City Tech works. City Tech is one of 23 colleges of the City University of New York (CUNY). Many of the CUNY policies that affect you are decided at the University level, not at City Tech. This is a formal system because it is governed by rules that affect you. It is your job to familiarize yourself with these rules in order to understand the formal relationship between City Tech and you.

UNDERSTANDING YOUR MAJOR

The College Catalog for the year you started at City Tech is a contract between you and the College. Course requirements are continuously revised and may change before you graduate, especially if you take off one or more semesters. Saving the requirements prevents you from having big trouble when there is a question of what credits or courses are needed for you to graduate.

Activity 13

Degree Game Plan: College Requirements for Graduation

MY FIRST SEMESTER AT CITY TECH IS: _____

1. Go to www.citytech.cuny.edu, find the Quicklinks, click on the College Catalog, and find the catalog for the year you were accepted into City Tech. Download the Catalog and save it on your computer.

2. After you have saved the College Catalog, print out the requirements for your major and save the document where you can refer to it regularly.

THE CATALOG'S DATE IS: _____

As you complete your degree, if there are questions about your graduation requirements, the college catalog that was active during the semester you enrolled governs all official decisions regarding the degree.

Understanding the College Catalog

Using the College Catalog, Complete the Following Statements:

MY MAJOR IS: _____

MY DEPARTMENT OFFICE IS LOCATED: _____

I NEED:

_____ total credits to graduate with an Associate degree.

_____ total credits to graduate with a Bachelor's degree.

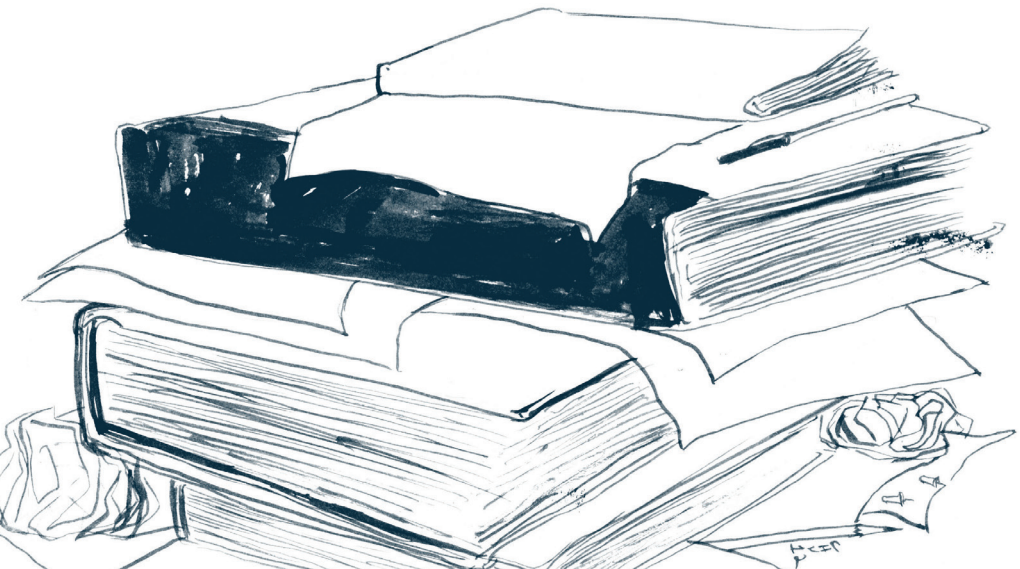
_____ credits in my major.

_____ credits in General Education Common Core requirements or "core courses."

_____ credits in electives.

MY GOAL IS TO GRADUATE IN: _____

[Semester] [Year]



THE CHALLENGE OF COLLEGE - A STUDENT'S STORY

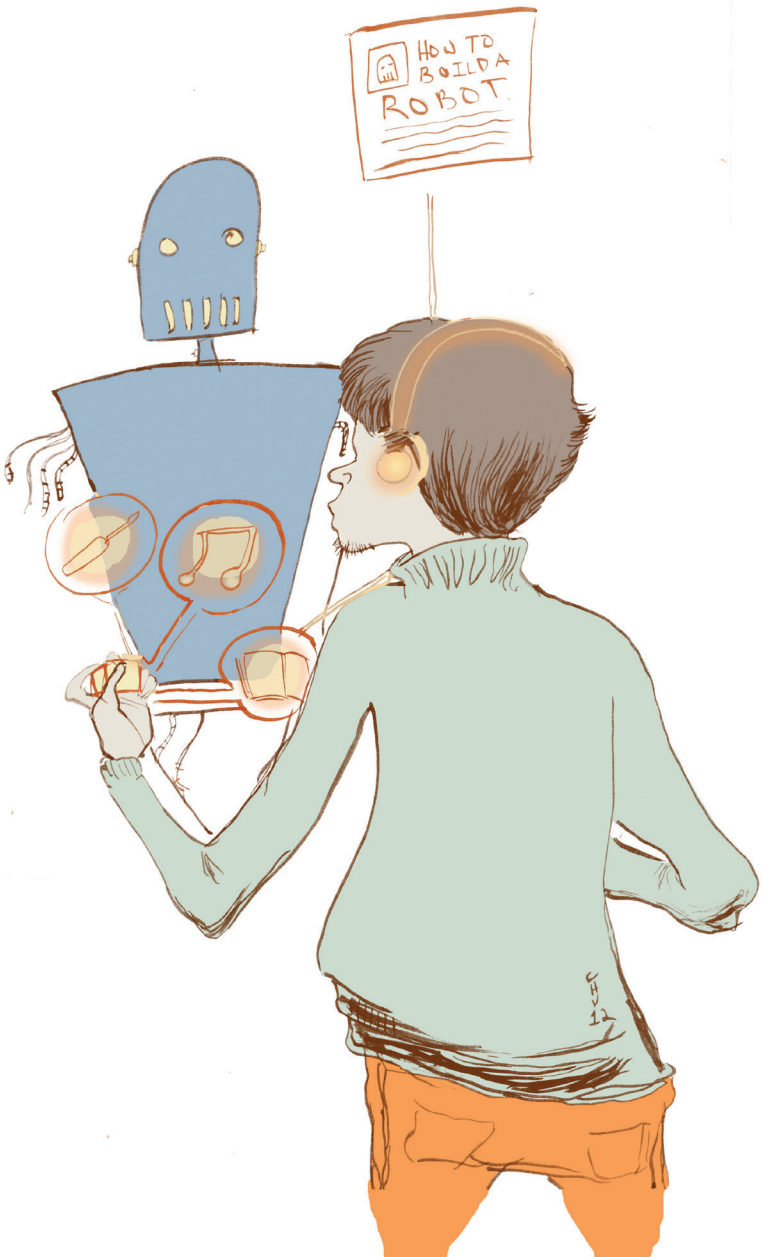
EXPANDING POSSIBILITIES

BY NETANEL HALILI
MAJOR: COMPUTER INFORMATION SYSTEMS

Technology is constantly advancing as the years progress. By the time students in college graduate and finally start working in the field, the subjects they have become proficient in will soon be obsolete. Therefore they must learn to adapt quickly to the changes and evolve their skills parallel to the standards in that century's technology. Competition is abundant, and jobs are becoming harder to find. As technology advances, more programs are being implemented to do the functions of human beings. Some fear that this will lead to artificial intelligence dominating our species. Although I am aware of these frightening theories and predictions, I cannot help but continue pursuing my career in the subject. My love for computers and programming is overwhelming; it provides infinite motivation.

As I write code in HTML, PHP, C++, or JAVA languages, I feel my brain processing information at a level that is rare among many. I have always been aware of my admiration of computers and other sorts of apparatuses. I first decided that I would dedicate my life to this area of expertise in my C++ class during my senior year in high school. The sensation of problem solving and innovatively creating my own programs influenced me to a large extent. I am currently in my second year at New York City College of Technology, majoring in Computer Information Systems. I have a 3.88 grade point average, despite the fact that I have been taking extra classes. For example, I am enrolled in seven classes this semester and took four classes during the previous summer semester.

My short-term goal is to graduate with my Bachelor's degree in my third year and to subsequently continue onto my Master's degree. My long-term goals have occasionally changed since high school. Some examples of my prior ambitions were Aerospace Engineering (NASA), Game Design (Microsoft), Web Design (various companies or free-lancing), Hacking and Security (U.S. Government), and Systems Administration (Google). I am not fixed on a long-term goal because I know my mind will change as I learn new modules. I am planning on learning various new topics in technology while in college and setting new long-term goals as I approach completion.



FIRST YEAR COLLEGE EXPERIENCE

FIRST SEMESTER GRADES DO MATTER!

BY A.E. DREYFUSS
LEARNING SPECIALIST

I lived in a town in the Midwest with a big-name university. Going to college, thanks to my parents, meant moving across the town to a dorm, obviously a rite of passage. I thought the mandatory orientation session was a joke, since I already knew the layout of the campus. What I didn't know was how the "system" worked. I showed up for the advisement session for the courses I was to take my freshman semester. In a large lecture hall meant to hold 500 students, advisors were dispersed around the room, and students were directed to meet with someone as soon as another student left.

The advisor was not much older than I was. He said "What do you want to take?" I said, "I don't know." He looked at me impatiently. "Well, you need to sign up for 15 credits, and that means five courses." "What's a credit?" I asked. He looked at me. "You sign up for courses and each one has a certain number of credits assigned to it…. "What are you interested in?", "I'm interested in a lot of things…," I said. He tried again: "Did you read the catalog? What courses do you want to take?" I replied that I spoke French. "Great! I'll put you in this higher-level French literature course….Now, you'll need to start working on the core courses." "What are core courses?" I asked. He explained that I would need to take certain introductory courses within the first two years. "So, what else should I sign you up for?" There was a pause. "Well, friends in high school said I wasn't too logical…," I said, remembering being teased in the high school cafeteria. "Great! Philosophy 101, logic. That's two courses."

It wasn't an auspicious beginning. I was sick with bronchitis during finals week. I informed the instructors, and I was allowed to take the Philosophy 101 final a week later. "Do you want to take it now, or at some other time?" the instructor asked me, very kindly in retrospect. "Oh, I'll take it now" I said, with all the bluster I could muster. I looked at the test and knew I wouldn't be able to pass it. So, I failed the course. The effect was that I never had a good "GPA" or Grade Point Average in college. I did get an "A" in the French Literature course that semester, though.

I wish I had known some of the following:

- Ask someone for help. I had no idea that there was a tutoring center, or that I should have studied with classmates, or I could have talked with the instructor.
- Consider withdrawing – but I didn't realize I had that option. Once I had signed up for the five courses I thought that was it – no going back. Financial Aid was not a consideration for me, but may be for you.
- I wish I had become more aware of the feeling that I needed to show that I knew what to do, so that I wouldn't feel stupid. Instead, this prevented me from letting my guard down enough to talk with someone.
- Realize the consequences of grading at the college level. I hadn't paid much attention to grades in high school and did well enough to receive recognition at graduation for three years on the honor roll. What was the big deal?
- Found out that not having a good GPA – at least a "B" average, or over a 3.0 – would shut me out of many opportunities on campus that would have given me more options when I graduated.

Entering college is entering into a contract between the institution and you. Everything counts! As soon as you sign up for courses, there is a financial agreement that you promise to pay (even if it's with Financial Aid). At the moment you first sign up, a clock starts ticking, with the expectation that you will graduate in a given semester [see course plan layout for majors]. An Associate degree should take two years to complete, a Bachelor's degree should take four years…and yet most students don't graduate on time because of the many factors that may complicate the plan.

- Know what courses you will need for your major.
- Know what courses you need for "General Education" requirements. These are the "core courses" that aim to provide foundations and breadth of exposure to other ways of thinking than the focus in your major discipline.
- Know what courses you can take as electives. This is an opportunity to try something you've wanted to do or learn more about, something important to you: learning a language, music, creative writing, or building something.

Activity 14

Degree Game Plan: Requirements for Your Major

You are responsible for monitoring your academic progress toward graduation in your desired major. Two Academic Career Planners follow to help you chart your necessary courses and credits at City Tech.

The Academic Career Planner for an Associate Degree follows on page 55.
The Academic Career Planner for a Bachelor's Degree follows on page 56.

TO COMPLETE THESE ACADEMIC CAREER PLANNERS:

- Consult the College Catalog specific to the semester and year your enrolled in the College.
- Consult the Degree Checklist and departmental advisement sheets available in the department office of your major.
- Plan accordingly for any pre-requisite or co-requisite courses required for your major.
- Select and plan electives that benefit your interests and your major.
- Notice the credit hours for each course (CR) and consider how many courses you need to take for each semester.
- Notice the Questions and Tips on the right hand side of the page and use them.

Note: If this important activity confuses you, the following terms are defined in the Glossary of this Companion: catalog, advisement, credit hours, co-requisite, major, and pre-requisite. You might also take your Academic Career Planner to your major department or to an advisor and seek help.

ASSOCIATE DEGREE

My Academic Career Planner

STUDENT WORKSHEET

To visualize step-by-step how you will achieve your degree. You can plan from the beginning to the end of your degree, and make changes or print new copies any time.

NAME: _____

EMPL ID: _____

MAJOR: _____

CATALOG YEAR: _____

SEMESTER 1

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 2

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 3

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 4

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 5

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 6

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

TOTAL CREDITS TAKEN: _____

At least 60 applicable credits are required to graduate; check the catalog for more detailed or additional requirements and DegreeWorks Audit to see which credits apply.

REQUIREMENTS

- ☐ WI in Major
- ☐ WI in GenEd

QUESTIONS

1. What are my post graduation plans?
2. What interests me?
3. Are there classes that must be taken in a specific order? (sequence)

TIPS

- DegreeWorks Audit
- College Catalog
- Gen Ed Common Core
- Writing Intensive (WI)
- Academic Calendar
- CUNYfirst
- PDC

IMPORTANT

WI - A semester-specific list of writing intensive courses is available online at the City Tech GenEd website:
http://www.citytech.cuny.edu/pathways/writing-intensive.aspx

See Academic Calendar for important dates:
http://www.citytech.cuny.edu/registrar/academic-calendar.aspx

NEW YORK CITY COLLEGE OF TECHNOLOGY

BACHELOR'S DEGREE

My Academic Career Planner

NAME: _____

EMPL ID: _____

MAJOR: _____

CATALOG YEAR: _____

STUDENT WORKSHEET

To visualize step-by-step how you will achieve your degree. You can plan from the beginning to the end of your degree, and make changes or print new copies any time.

SEMESTER 1

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 2

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 3

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 4

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 5

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 6

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 7

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 8

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 9

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 10

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 11

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

SEMESTER 12

☐ Fall ☐ Winter ☐ Spring ☐ Summer YEAR

COURSE NUMBER / COURSE NAME	CR.
SEMESTER CREDITS	

TOTAL CREDITS TAKEN: _____

At least 120 applicable credits are required to graduate; check the catalog for more detailed or additional requirements and DegreeWorks Audit to see which credits apply.

REQUIREMENTS

- ☐ WI in Major
- ☐ WI in Major
- ☐ WI in GenEd
- ☐ WI in GenEd
- ☐ Advanced Liberal Arts or Foreign Language Sequence

QUESTIONS

1. What are my post graduation plans?
2. What are my interests?
3. Are there classes that must be taken in a specific order? (sequence)

TIPS

- DegreeWorks Audit
- College Catalog
- Gen Ed Common Core
- Writing Intensive (WI)
- Academic Calendar
- CUNYfirst
- PDC

IMPORTANT

WI - A semester-specific list of writing intensive courses is available online at the City Tech GenEd website:
http://www.citytech.cuny.edu/pathways/writing-intensive.aspx

See Academic Calendar for important dates:
http://www.citytech.cuny.edu/registrar/academic-calendar.aspx

NEW YORK CITY COLLEGE OF TECHNOLOGY

Changing Majors

The general rule is that during a specified filing period, the Registrar's Office will accept requests to change majors. However, every department has its own criteria for acceptance in the program of the major. Students need to be aware of the requirements of their intended majors. For some majors, pre-requisites (see Glossary) may mean extra time spent taking courses before the intended department will consider the change. There may also be minimum performance requirements (no grade below a "B" for example). Remember, when you commit to a new path toward something you have discovered you love doing, the extra work and maybe even an extra semester in college may well be worth the time spent in the long run.

The Advisement System

When you enter the college for the first time, you report to the New Student Center for test score results, advisement, and registration. It is a one-stop operation.

For your second semester and beyond, advisement is in the hands of you and your major department. Advisement typically occurs in October for the Spring semester and March for the Summer and Fall semesters. The registration period opens approximately one month after advisement begins. Being eligible will allow you to go directly to your departmental advisor to receive personalized advisement. You can register for classes online.

If you are not eligible for registration, you must still see an advisor during this period to select courses, but you will not be able to register until final grades are submitted for the current semester. In other words, if you do poorly in a course, you may not be able to register for the next course.

Aside from understanding the advisement procedure, it is important for you to actively involve yourself in the selection of courses. You need to know the course requirements for your major and the basic requirements of financial aid, so that you can adequately prepare yourself for the advisement and registration processes.

REGISTRATION

This is an introductory overview of registration procedures. Consult a financial and an academic advisor for a complete discussion of your status.

PLACES THAT PERTAIN TO REGISTRATION:

Registrar's Office
Namm Hall, N-G15 | (718) 260-5800

New Student Center
Namm Hall, N-104 | (718) 260-5013

In addition, familiarize yourself with the services, including DegreeWorks, on the following link: *http://cis.citytech.cuny.edu/Student/it_student.aspx*

Despite improved technology, registration is never as easy as it should be. Always take time to consider which classes suit your needs and meet your major requirements. An important reason for planning is to avoid the possibility of a course you need filling up before you have a seat. In addition, failure to register can result in a non-student status that will affect your financial aid. Register for classes as early as possible!

New Students

First semester students should report to the New Student Center for advisement and registration.

Continuing Students

Continuing students have two available registration options: web-based registration or in-person registration.

WEB-BASED REGISTRATION

From your second semester onward, you should register through CUNYfirst (see "Helpful Websites"). Web-based registration begins in November for the spring semester and April for summer and fall semesters. You may register for up to 18 credits/hours during this period. Students who are not proficient in at least 2 of the 3 skills areas required by CUNY or on academic probation should consult with an academic advisor during the semester and register on CUNYfirst after grades are posted and a late registration date provided from the college via email.

REGISTRATION PROCESS

Students who know their academic major should consult the department of their major for Advisement. Ask for a checklist of requirements for your major. If your major is "Unclassified," meet with an advisor at your scheduled appointment time, sent to you through your City Tech email. Upon receiving notification for when registration is open to you, please see an advisor before registering online.

1. To begin the registration process online, access home.cunyfirst.cuny.edu.

2. Enter your CUNYfirst login.
Note that you will need to change your password every 90 days.
If necessary, edit your personal information such as phone number or street address.

3. The steps for registering are:

- Search for courses
- Add course(s) to shopping cart
- Go to Checkout
- Edit any course in your shopping cart if you wish to make changes
- Review and print receipt and schedule

4. Check your financial aid package and deadline dates.

IN-PERSON LATE REGISTRATION

If you do not register on CUNYfirst on time, you must make an appointment for late in-person registration. As most students have already registered, many classes will have filled by this time. In-person registration occurs three times throughout the year:

- January for enrollment in spring classes
- June for enrollment in summer and fall classes
- August for enrollment in fall classes
- Consult the College Academic Calendar for specific dates

Program Changes

A program change is a change of courses made after a semester begins. There are several reasons this happens, such as inconvenient course times, a change of academic interest, or instructor availability. You can add a course or drop a course without penalty during the first two weeks of classes if the course is not filled. You will need to complete an Add/Drop form and have it change approved by the department that offers the added course. The Add/Drop form is then filed with the Registrar's Office.

If you drop a course during the change period, the course will not be noted on your record. Be aware that adding, dropping, and changing courses may affect your financial aid award, which can affect the amount of tuition you have to pay, because the number of credits varies for different courses. Consult the Financial Aid Office to make intelligent decisions about your scheduling.

Dropping Courses after the Program Change Period

If you withdraw from a course after the Add/Drop change period but before the Withdrawal deadline (about halfway through the semester), you will receive a W on your transcript. An official withdrawal form must be completed and submitted to the Registrar's office. If you fail to complete the withdrawal form you will receive a (**WU)** on your transcript. This is the equivalent to a failing **(F)** grade.

Withdrawing from a course for any reason can affect your financial aid as the number of enrollment hours might change and might also affect the minimum hours you are required to accumulate for graduation. Consult both financial and academic advisors before doing so and weigh the consequences carefully.

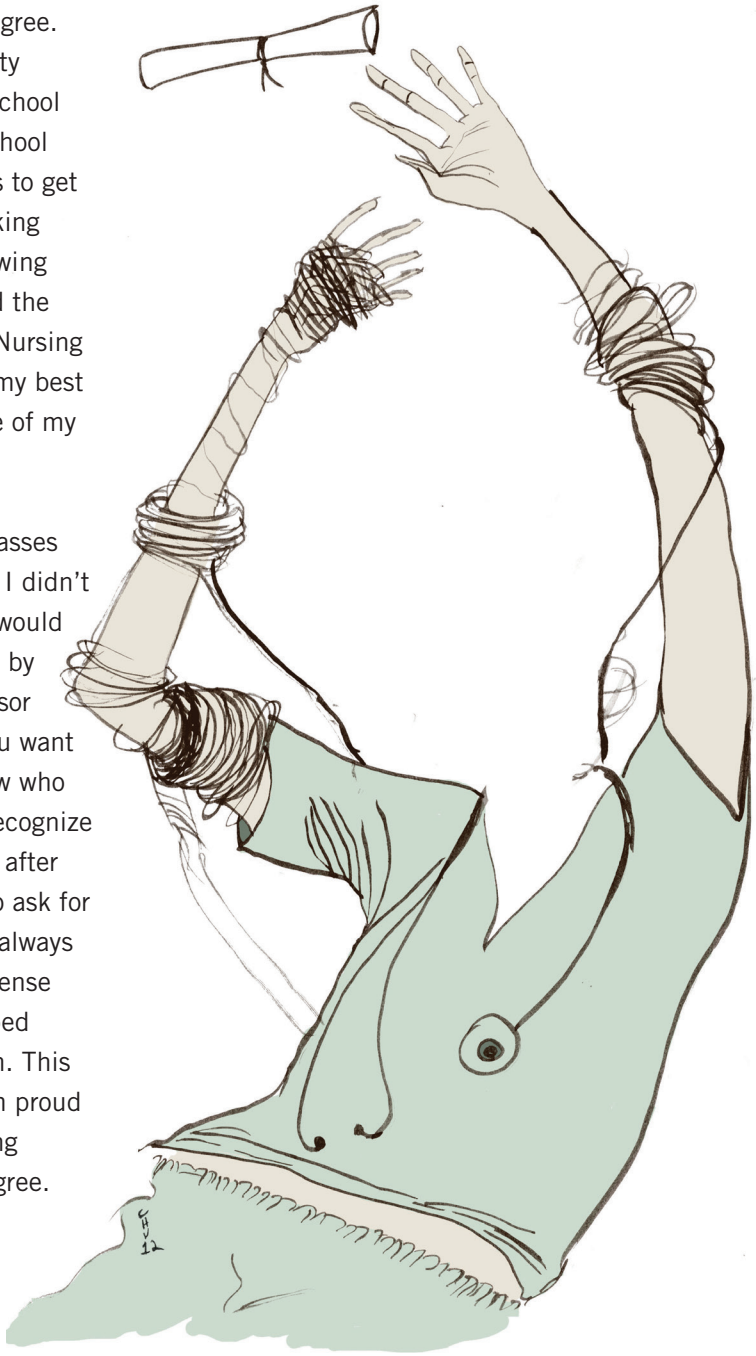
Academic Credit Limits

- All students must have a minimum of 12 credits to maintain full-time student status and can take up to 18 credits.
- Students who have demonstrated academic proficiency can take 18 credits per semester with written approval from the chairperson of the program or department and the dean of the corresponding school.
- Students who are taking developmental courses need at least 12 credits per semester to maintain full time status but are limited in the possibilities of courses they can take.

CRITERIA FOR SUCCESS

BY ENTAL ALEBDY
MAJOR: NURSING

The biggest challenge I had when I first started college was my lack of confidence. I didn't believe I could do well and pass my classes, let alone graduate with a college degree. I felt like I wasn't on the same level as the students at City Tech because I hadn't graduated with a traditional high school diploma. I traveled back to my country during my high school years. When I came back to the U.S., my best choice was to get my GED, which I did. The next fall semester, I started taking classes at City Tech. I chose to major in nursing, not knowing how competitive the program is. However, when I realized the competition, I refused to go back and change my major. Nursing was really what I wanted to do and I was going to give it my best shot, despite the discouraging comments I got from some of my advisors.



During my first semester at City Tech, I took all my classes seriously. I started studying feverishly from Day One, and I didn't take the chance of falling behind in any of my classes. I would only submit my English assignments after they were seen by a writing tutor. I remembered the advice a nursing professor mentioned during Freshman Orientation. She said, "If you want to do well in your classes, make sure your professors know who you are." To this day, I always make sure my professors recognize who I am. If I am having a difficult time in a class, I stay after class and discuss my difficulties with the professor. I also ask for extra credit assignments that can help boost my grade. I always make sure to be in class on time to give the professor a sense that I really care about my grade. All these little tips helped me achieve a GPA of 4.0 in my first semester at City Tech. This made me gain confidence and realize I can succeed. I am proud to say that I graduated with an Associate degree in nursing from City Tech and continued pursuing my Bachelor's degree. Believing in yourself is a criterion for success.

ACADEMIC STANDARDS AND THE GRADING SYSTEM

Grading Procedures

You will receive final grades for each course in which you are enrolled. Your student record (or transcript) includes a grade for each course in which you have been officially registered.

No grade, including "W" (withdrawal), will be recorded during the adjustment or "drop-and-add" period (approximately the first two weeks of the semester). After this period and before two-thirds of the semester has elapsed, if you choose to withdraw officially, a "W" will be placed on your transcript when you complete the proper procedure and withdrawal form. You must also consult with your advisor and the Financial Aid Office to determine the effect of withdrawal on your financial aid status.

No withdrawal is allowed from developmental courses except in extraordinary circumstances. Simply performing poorly in a class is not justification for withdrawing from a developmental course. See a college counselor in Namm Hall 108 for more information.

All courses or credits for which you are officially registered after the "drop-and-add" period shall be considered attempted credits. These attempted credits show up on your transcript to demonstrate progress. Please consult the current college catalog for the most up to date information on Registration, Grades and Records: *http://www.citytech.cuny.edu/academics/academic-catalog.aspx*

Mid-Semester Grades

Mid-semester grades are provided to students by their instructors around the seventh week of classes as a guide to their ongoing progress.

Incomplete Grades

An "I", or an incomplete grade, may be given at the end of the semester when there is a reasonable expectation that a student can successfully complete the requirements after the conclusion of the course. This "I" grade is a privilege and should not be considered an expectation or a student right. Faculty have the right to deny an "I" grade. Your coursework must be completed within one month after the beginning of the following semester. If the instructor does not change your "I" grade after the first month, the grade of "F" will be recorded, and you will be required to repeat the course to receive credit. If you receive an "I" during the summer session, you will be expected to complete the requirements of the course within one month after the beginning of the following fall semester.

Developmental Course Policy

Students enrolled in developmental courses are limited to 12 credit hours per semester. These "hours" may be for no-credit (developmental courses) or credit (e.g., a psychology course). After students pass the required developmental courses and placement exams, they may fully enroll in credit-bearing courses.

WARNING
Students who do not complete remedial or ESOL courses will be placed on academic probation after the first unsuccessful attempt of the developmental course. Students will be dismissed from the College after the second unsuccessful attempt at the same course during the fall and spring semesters. This does not apply to students enrolled in the summer session and January courses offered by the First Year Programs.

Repeating Courses and the CUNY Policy on "D" or "F" Grades

Following CUNY policy, if you receive a "D" or "F" and subsequently retake the same course at the same college and receive a grade of "C" or better, the initial grade will not be computed into your cumulative grade point average (see Glossary) although the initial grade will remain on your transcript. Under this policy, the number of credits that can be deleted from your cumulative GPA is limited to sixteen (16).

You may not repeat a credit-bearing course more than once without permission from the chairperson of your major department and the chairperson of the department offering the course. You should consult the Financial Aid Office to determine the effect of retaking a course and your eligibility for financial assistance for that repeated course. Consult the College Catalog and your academic advisor for more information.
The bottom line is: Do well the first time you take a course.

The City Tech Grading Scale

At the end of each semester, you may view your final semester grades, your semesterly GPA, and cumulative GPA (total GPA for all semesters) on your CUNYfirst account.

Possible grades you might receive are:

LETTER GRADE	NUMERICAL GRADE RANGE	QUALITY POINTS (QPA)
A	93 - 100	4.0
A-	90 - 92.9	3.7
B+	87 - 89.9	3.3
B	83 - 89.9	3.0
B-	80 - 82.9	2.7
C+	77 - 79.9	2.3
C	70 - 76.9	2.0
D	60 - 69.9	1.0
F	59.9 - Below	0.0
WU	Unofficial Withdrawal (attended at least once)	0.0
WF	Withdrew Failing	0.0
WN	Unofficial Withdrawal (never attended)	0.0

THE FOLLOWING GRADES ARE NOT COMPUTED IN YOUR GPA:

W

OFFICIAL WITHDRAWL

No Penalty

WA

ADMINISTRATIVE WITHDRAWAL

WD

WITHDRAWAL DROP

I

INCOMPLETE

If work is not completed in specified time period, "I" grade turns into an"F."

S

SATISFACTORY/ PASSING

Used in developmental courses

R

REPEAT

Y

Course requires more than one semester; therefore, the grade is not yet determined.

Z

No grade submitted by instructor.

Decoding Those "W" Grades

What do those "Ws" mean? You do not want them on your transcript.

NOTATION	TRANSLATION	YOUR ACTION
W	Withdrawal	Each semester, there is an official date for withdrawal from a course. Withdrawal may affect your course load and thus your financial aid. **To avoid complications:** If you must withdraw, do it before the Withdrawal deadline and check your financial aid.
WU	Unofficial Withdrawal	This indicates a student attended at least once before stopping attending classes. This is calculated in your GPA as an "F." **To avoid this:** Attend and do the work for courses you sign up for even when they become difficult toward the end.
WF	Withdrew Failing	This is calculated in your GPA as an "F" and indicates a student has not officially withdrawn by the Withdrawal deadline; a student will have to request this notation. It is worse than an "F." **To avoid this:** If you must withdraw, do it before the Withdrawal deadline and check your financial aid.
WN	Unofficial Withdrawal (Never Attended)	This is calculated in your GPA as an "F." **To avoid this:** Look at your Course Schedule and show up for the courses and each class session that you have enrolled in. If you are not going to take the course, go through the process of an official withdrawal ("W") but be aware that this might affect your financial aid.
WA	Administrative Withdrawal	You will be withdrawn if you don't have the required immunizations. **To avoid this:** Be sure to have all your required immunizations.
WD	Withdraw Drop	Non-punititive grade assigned to a student when a class is dropped after the financial aid certification date but before the withdrawal period. It will not print on your transcript.

If you stop attending, you will receive a grade of "WU" (unofficial withdrawal—attended at least once). If you register and never attend the course, you will receive a grade of "WN" (unofficial withdrawal-never attended). The "WU," "WN," and "WF" grades count as an "F" in the computation of your GPA.

Attendance and Lateness

Attendance in college classes is very important to stay on track with your coursework. Attendance will be recorded each day and excessive absences and lateness can contribute.

Warnings: Academic Alert and Academic Probation

There are two main reasons why you don't want your GPA to be below a 2.0. The first is, you know you can do better. The second reason is that you may be dismissed from City Tech and will have wasted the time and money you have already invested in your academic career.

MINIMUM CUMULATIVE GRADE POINT AVERAGE (CUM GPA) STANDARD

Students must maintain a cumulative grade point average greater than or equal to the following minimums:

ATTEMPTED CREDITS	MINIMUM ATTEMPTED CUMULATIVE GPA
0 to 12 →	1.50
12.5 to 24 →	1.75
24.5 or above →	2.00

If your GPA falls below the College's minimum GPA standard for a certain number of credits attempted, you will be placed on Academic Alert at the end of your first attempted 18 credits. In other words, the further you go on, the higher the minimum standard rises. At the end of your freshman year (about 24 credits if you're going full-time), you will need to have "C" grades (2.0 or above) to avoid academic probation and dismissal.

Grade Calculator

There are many online interactive "grade calculators" to help you keep track of your GPA throughout your coursework at City Tech. To fill out the calculator, you will need to know the name of each course, the number of credit hours each course is worth, and your letter grades (A, B+, B, etc.).Calculators can also help you forecast grades you need to receive to maintain a required GPA and our suggested GPA of 3.5 and above.

Activity 15

Calculating Your Grade Point Average (GPA)

You just finished your first semester at your college and you received your final grades. You were surprised to see a WU grade for ECON 1101. It was a course offered at 8 AM in the morning, and it was difficult to attend the class after working a late shift in the evenings. Therefore, you stopped attending the class.

Use the chart and the official scale and the final grades listed below to find out your first semester GPA.

FALL 2017

ENG 1101	B
MAT 1275	A-
COM 1330	B
PHYS 1111	C
ECON 1101	WU

LETTER GRADE	NUMERICAL GRADE RANGE	QUALITY POINTS (QPA)
A	93 - 100	4.0
A-	90 - 92.9	3.7
B+	87 - 89.9	3.3
B	83 - 89.9	3.0
B-	80 - 82.9	2.7
C+	77 - 79.9	2.3
C	70 - 76.9	2.0
D	60 - 69.9	1.0
F	59.9 - Below	0.0
WU	Unofficial Withdrawal (attended at least once)	0.0
WF	Withdrew Failing	0.0
WN	Unofficial Withdrawal (never attended)	0.0

COURSE	GRADE	QUALITY POINTS	CREDITS	QUALITY POINTS X CREDITS
ENG 1101	A		3	
MAT 1275	A-		4	
COM 1330	B+		3	
PHYS 1111	B		3	
ECON 1101	WU		3	
		TOTAL:		

TO CALCULATE YOUR GPA, USE THE FOLLOWING FORMULA:

SUM of Quality Points x Credits

TOTAL Number of Credits

YOUR GPA, FOR THE SEMESTER:

GPA Scenarios

SCENARIO #1:

Had you finished ECON 1101 with a C, what would have been your GPA?

_____

SCENARIO #2:

Had you finished ECON 1101 with an A, what would have been your GPA?

_____

SCENARIO #3:

Had you finished ECON 1101 with a B, what would have been your GPA?

_____

SCENARIO #4:

Had you officially withdrawn from ECON 1101, what would have been your GPA?

_____

GPA Reflections

1. Out of these four scenarios, which one is more ideal for your GPA?

_____

_____

_____

2. List two lessons learned from this exercise:

_____

_____

_____

Avoid Academic Dismissal

At the end of either the fall or spring semester, students will be academically dismissed (not allowed to register for classes) if they fall into one of the two following categories:

1. They have not passed the developmental and/or ESOL courses after exceeding the number of times they can take the course;
2. Their minimum cumulative or semester GPA falls below the standard (see previous section).

Academic dismissal is **such a serious dilemma** that we are going to refer you to the College Catalog for the necessary procedures. There is an appeal process (Appeal of Academic Dismissal), and there is a possibility of Readmission after Academic Dismissal. However, be aware that your college record travels with you. Academic dismissal from one college may affect your chances of getting into another college.

Withdrawal from a Course

When withdrawal from a course is necessary, you should do the following:

1. Discuss your intention with the course instructor.
2. Discuss your intention with your academic advisor.
3. Consult with the Financial Aid Office, if applicable.
4. Obtain a Change of Program form from the Registrar's Office. Have the Change of Program form approved by the chair of the department where the course is listed.
5. Return the approved Change of Program form to the Registrar's Office.

If you must withdraw from an ESOL or developmental course, you must also complete the additional steps:

1. Complete the form for this withdrawal (available at the Registrar's Office).
2. Obtain a letter from the departmental advisor or a counselor stating the extraordinary circumstances which do not allow you to continue in the course with a copy of the letter sent to the departmental office.
3. Withdraw from any credit-bearing course having that developmental or ESOL course as a co-requisite.
4. Bring materials mentioned above to the chair of the department of the developmental course being dropped.

Does this sound like a big hassle? It is for all involved. To avoid this from happening, take care during registration and stay motivated and disciplined during your academic semesters. In other words, withdrawal from a course should be a rare situation in most students' academic lives.

Withdrawal from the College

An official withdrawal from the College during an academic semester protects your rights and privileges as a student. To withdraw officially you must:

1. Complete a withdrawal form from your major department.
2. Notify all of your instructors of your withdrawal.
3. The withdrawal clearance procedure must be completed in person at the Counseling Center.
4. File the completed withdrawal forms at the Registrar's Office. If the withdrawal has significant impact on your financial obligation to the College, additional administrative clearance may be required.

If the withdrawal has significant impact on your financial obligation to the College, additional administrative clearance may be required.

FIRST YEAR COLLEGE EXPERIENCE

THE SMARTEST STUDENTS DO SEEK HELP!

BY JANET LIOU MARK
DEPARTMENT OF MATHEMATICS

In high school, I was an active member in the honors program, I chartered a school magazine, and I was in the top percentile of my graduating class. But when I started college the landscape shifted. During the first semester at a large private university, I realized quickly the success I had in high school did not automatically apply to college. I also found myself one of five women among 50 in a Calculus I class; in a General Chemistry class I was one of 150 students where the professor spoke only to the blackboard; and, I was known only by an ID number in a freshman English course. I found myself isolated and alone, struggling in some classes, and known by my social security number to all my professors.

I spent most of my time in the library, hiding away in a cubicle. If I was lucky, I would find an enclosed room and shut myself in from the outside world. Many hours were spent working on homework assignments. For Calculus, I went beyond the odd problems assigned and did the even ones, too. The additional practice certainly paid off when it came to exams where I aced all except for one: understanding chemistry did not come as easily as mathematics did. Countless hours were spent trying to comprehend the concepts which were not clearly explained by the professor, the one who never once turned to the class as he lectured. Reading and rereading the textbook was exhausting. The lack of understanding was certainly reflected in my poor test grades. Little did I know that on campus there was a learning center that provided free tutoring. Nor did I know how to form a study group. These resources would have saved me time and freed me from being frustrated.

In retrospect, I wish I had mustered enough courage to talk with my Calculus professor. Who knows? Research programs, internships, and jobs may have opened up. But I did not, so it was a lost opportunity. Certainly, my decision to be a mathematics major would have been made much earlier in my college life had I discussed with instructors what the discipline entailed. Instead, I went through three years pondering what to major in: I thought I would be "pre-med"until I discovered that I faint at the sight of blood.

I also wish I had known how powerfully a study group can facilitate learning. Such a group would have provided a sense of belonging and expanded my network of friends. The learning environment would have been one where I could feel safe to make mistakes as well as share my knowledge.

You will be faced with myriad decisions as you transition to college life. My advice is that you:

- Create study groups in courses in which you are doing well, and in which you are not doing well. In both cases, a study group is a good approach to reinforce your understanding and develop your communication skills.
- Talk to your professors and ask questions about the course content, career opportunities, or research projects.
- Meet new people who are serious about achieving academically and expand your network of friends. Look for the students who ask questions in class – they are curious and that is a very useful attribute when studying.
- Do more mathematics problems. The investment in time will certainly be reflected in your grades. And anyone who does well in mathematics will find doors opening for them.
- Have fun while learning as much as you can. Learn to love learning!

THE FINANCIAL AID SYSTEM

Financial Aid

Financial Aid Office
Namm Hall, NG15
718-260-5700
http://www.citytech.cuny.edu/financial-aid/
Financial Aid "Web Lab": Namm Hall, NG08A

The Financial Aid Office has information and assistance available for students unsure of their eligibility for loans and awards. The "web lab" offers support for students actively submitting and completing applications and will direct them to services based on their specific questions.

There are many types of student aid in the form of grants, scholarships, and loans.

The most common forms of student financial aid are:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Perkins Loans
- William D. Ford Federal Direct and Plus Loans
- Federal Work-Study
- New York State Tuition Assistance Program (TAP)
- New York State Aid for Part-Time Study Program (APTS)
- NYC Merit- Peter F. Vallone Scholarship
- SEEK (Search for Education and Elevation through Knowledge)

All students should begin the financial aid process by filing the FAFSA, the Free Application for Federal Student Aid *https://fafsa.ed.gov*

The Academic Management Services (AMS) Plan enables students to pay their tuition in installments throughout the semester. An enrollment fee is charged for the plan, without interest or finance charges. For information on AMS visit the Bursar's Office at NG06 or contact: *http://www.tuitionpay.com* or 800-635-0120

Scholarships

Students love scholarships because they mean money and can also mean recognition for skills demonstrated in college. A high GPA is a threshold requirement to apply for scholarships. The Office of Scholarships & Residency Services (OSS&RS) offers information about many opportunities including such scholarships as:

- James Beard Foundation (Culinary Arts)
- National Society of Black Engineers
- New York League of Puerto Rican Women (NYLPRW)
- New York City Housing Authority (NYCHA)

Many scholarship applications require written recommendations, essay writing, and the gathering of other materials by a strict deadline. The OSS&RS is available to assist students in the application process by reviewing their typed essays and helping them obtain academic transcripts and Bursar's receipts.

Students in programs such as CUNY Edge, SEEK (Search for Elevation and Education through Knowledge), and Student Support Services may also contact their program counselor for assistance.

The Office of Scholarships & Residency Services
Namm Hall, NG09
http://www.citytech.cuny.edu/admissions#scholarships
Financial Aid "Web Lab": Namm Hall, NG08A

Avoid Credit Card Debt

Credit cards are not a recommended form of payment for tuition and fees as they carry a high interest rate and quickly lead to unmanageable debt. You cannot use credit cards at the Bursar's Office though you can use them through CUNYfirst with a fee. Grant and loan funds you receive for student needs should be set aside for these purposes. You might have to use credit cards when purchasing books or other school supplies. However, credit card misuse can jeopardize your financial future.

HERE ARE INDICATORS OF FINANCIAL TROUBLE:

- You can only pay the minimum due on your credit card each month.
- Each month you fail to clear your credit card balance in full.
- You have maximized your credit limit.
- You are not aware of the total amount you owe on your credit card.
- Your credit card balances keep increasing each month.

When you are a student, credit card debt might feel like you aren't paying at all, but you end up paying more with added interest. Don't start your career paying off the past.

Activity 16

Calculating Interest Charges: Student Loans Versus Credit Cards

Credit card debt is prevalent among college students. College students are targets for credit card companies because students tend not to have the necessary job stability to fully pay back what is owed. The credit card company will, unless there is a promotional zero interest agreement, assess monthly interest charges on expenditures made with the card. To avoid these charges is to simply pay the full amount owed by the statement due date each month. If an outstanding balance is carried over to the next month, a credit card interest charge based on the annual percentage rate (APR) will be added to the amount due. The APR is a numeric representation of the interest rate, and the monthly amount is calculated proportionally to the APR.

How to Calculate Credit Card Interest Charges

HERE IS AN EXAMPLE:

1. The APR for your credit card on your recent statement states 19%.
2. For the month of May, you made $225 in purchases. You paid the minimum amount due of $25 before the statement due date, leaving you with a balance of $200.
3. By multiplying the APR and the amount owed ($200 x 19% = $200 x .19), you owe $38 in annual interest.
4. Divide the annual interest by 12 to get the monthly interest. The monthly interest will be $3.17.

EXERCISES:

1. What is the monthly interest charge if you were to charge your tuition of $3,200 on a credit card if your APR is 21% provided that you pay the $25 minimum amount due?

2. If you decide to apply for a Direct Unsubsidized Loan, the interest begins immediately and is accrued during all periods. If the Direct Unsubsidized Loan is 6.8%, what will be your monthly payment?

ACADEMIC SUPPORT

Tutoring Services

Some students carry a preconceived notion that tutoring is for students who have fallen behind in their studies. In college, this is no longer the case. Tutoring services are provided to help motivated students move ahead and create independent, sustainable study habits. College students who get tutoring are smart enough to know how they can get smarter and wise enough to take action in doing so.

Your tuition pays for the Learning Center and their tutors, so use these services effectively. Take a specific project with specific questions to the tutoring center. Don't expect tutors to do your work for you because they won't nor should they. Find out who the most helpful and knowledgeable tutors are for meeting your individual needs and the needs of your academic discipline. The following centers offer individualized tutoring assistance, workshops on placement tests, and computer services with Internet access.

Atrium Learning Center
Atrium Building, A-G18 | (718) 260-5874

In addition, programs such as SEEK, ASAP, and the Center for Student Accessibility offer individual tutoring opportunities. Inquire about tutoring opportunities if you are enrolled in any of these programs.

Peer-Led Team Learning (PLTL) Leadership Program

The PLTL Leadership program is designed to promote, foster, and recognize diverse student leadership, and their ability to motivate, inspire and influence others on campus and the community. Peer Leaders are trained to facilitate workshops in Science, Technology, Engineering, and Mathematics (STEM) courses. A group of eight to ten students meet weekly to work as a team to solve carefully structured problems that are designed to develop strong computational abilities, critical thinking skills, and problem-solving aptitudes. Training and mentoring are provided by faculty through MEDU 2901: Peer Leader Training in Mathematics where Peer Leaders are equipped with a firm foundation in the STEM content areas and the essential leadership tools needed to assists students in the challenges of STEM learning. Peer leaders are involved in a community of practice where they develop ethical principles, build vital skills to communicate effectively and create collaborative teams, learn strategies to manage and effect change, and appreciate the complexities and richness of a diverse student population. Opportunities to represent the college at prestigious local and national conferences and acceptance in to nationally-recognized undergraduate research programs are selected benefits from the program.

FOR MORE INFORMATION FOR PLTL, PLEASE CONTACT:

Dr. Janet Liou-Mark
Department of Mathematics
jliou-mark@citytech.cuny.edu

Dr. Diana Samaroo
Department of Chemistry
dsamaroo@citytech.cuny.edu

Professor Melanie Villatoro
Department of Construction Management & Civil Engineering Technology
mvillatoro@citytech.cuny.edu

Library Services

A college library becomes a familiar place to all students, regardless of their course of study. The library offers accommodation for focused study, which many students do not have at home, and group study rooms that may be reserved for work with fellow students. Make productive use of your time between classes!

Your City Tech student ID is your library card and must be activated each semester at the Borrow & Return desk. This ID enables you access to print books, ebooks, and the up-to-date journals and articles in the CUNY system. In addition, the library offers resources for writing, citation, and research; technology stations for computing, scanning, and printing; short term calculator and textbook loans; and a variety of workshops including research skills and using CUNY's online resources. Librarians are on hand to assist you with research questions during library hours, offer appointments for directed research projects, and also have email research services.

Ursula C. Schwerin Library
Atrium Building, Fourth Floor | (718) 260-5470
http://library.citytech.cuny.edu
See the website for library hours

Note: More library information is repeated on page 96 in *The Companion*. That is how important your college library is!

Undergraduate Research Opportunities

Conducting research can challenge your learning and be an exciting process. One of the unique opportunities as a college student is to participate in research with faculty in fields such as anthropology, astronomy, biology, chemistry, health sciences, history, literature, mathematics, philosophy, physics, psychology, robotics, technology, theater, sociology, and others.

There are research programs offered on campus during the academic year and during the summer. Off-campus undergraduate research opportunities are also available. For a list of faculty mentors and their research interest, check the bulletin board in front of Namm 805.

Undergraduate Research
Professor Hamidreza Norouzi, Director
Namm Hall, N-325E | (718) 260-5433
undergraduateresearch@citytech.cuny.edu

College English as a Second Language

The program in college English as a second language (ESOL) offers courses in reading, writing (composition/grammar) and speaking skills for non-native speakers of English. Students are identified as appropriate for courses in ESOL on the basis of the College's assessment tests in reading and writing and through personal interviews during advisement. An online listing of resources and information for students can be found on the program's new OpenLab site.

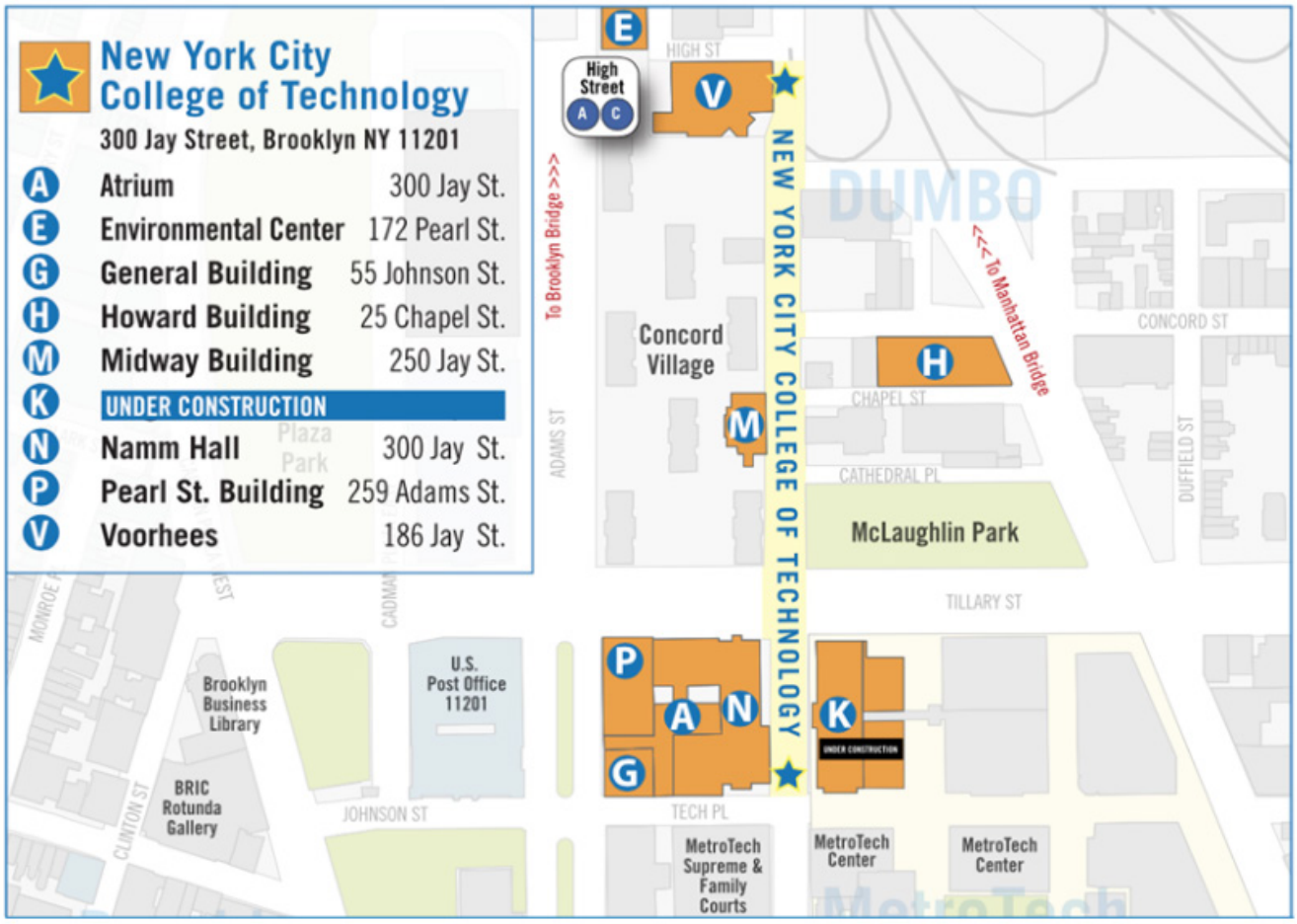
College English as a Second Language (ESOL)
Namm Building, N-503 | (718) 260-5208
ESOL@citytech.cuny.edu
https://openlab.citytech.cuny.edu/esol-language-writing-lab/resources/

Open Lab at City Tech

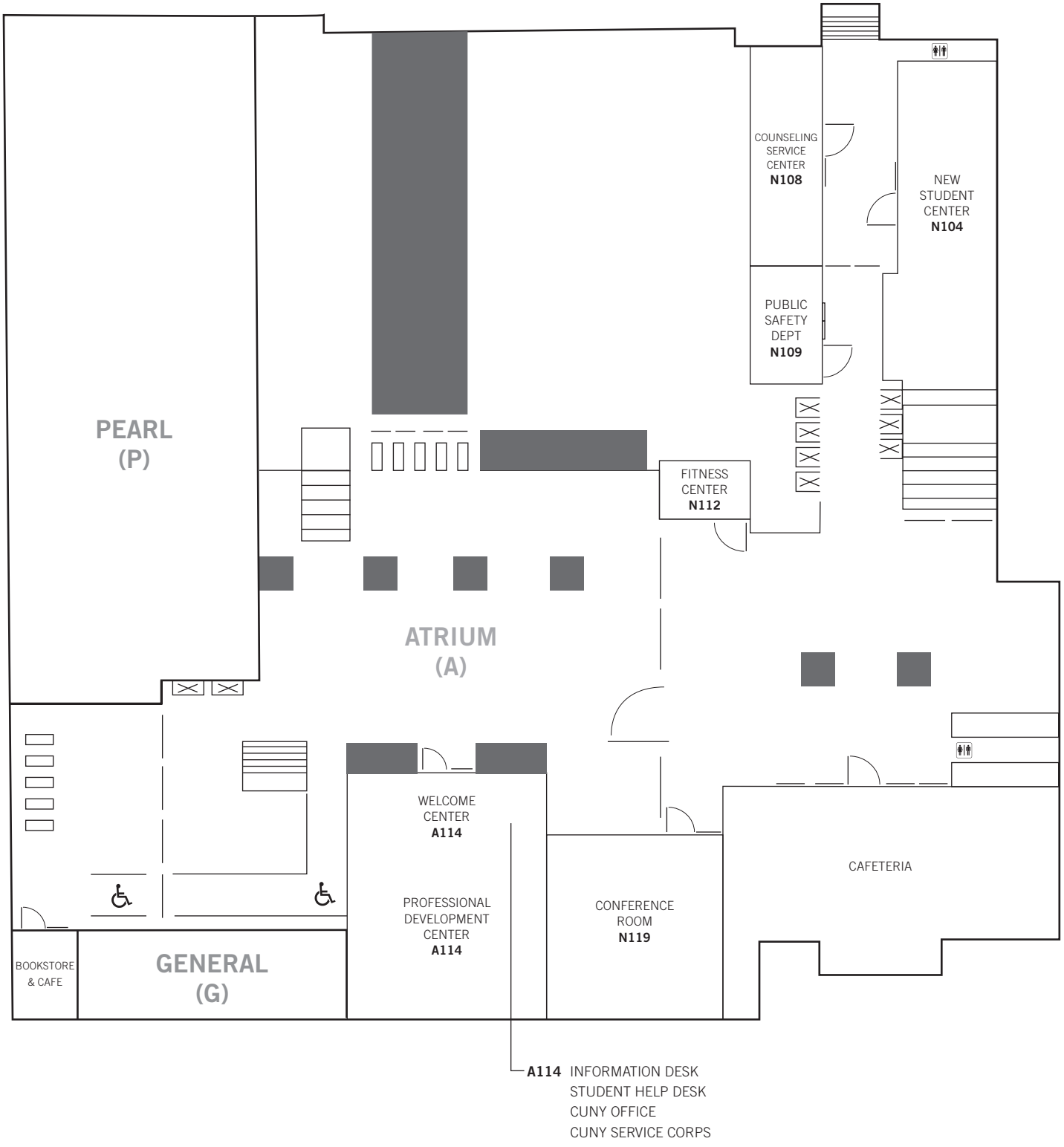
The OpenLab is City Tech's custom-built online community, an open-source digital platform where students, faculty, staff, and alumni can meet to learn, work, and share their ideas. We encourage you to explore the OpenLab, and getting started is easy: just sign up and create a profile. You can connect with friends, find courses, join clubs, create projects, or start an ePortfolio for your academic and professional work. The OpenLab team is here to help you along the way with student workshops, office hours, and email support. The OpenLab supports teaching and learning, enables connection and collaboration, and strengthens the intellectual and social life of the college community.

OpenLab at City Tech
openlab@citytech.cuny.edu
https://openlab.citytech.cuny.edu/

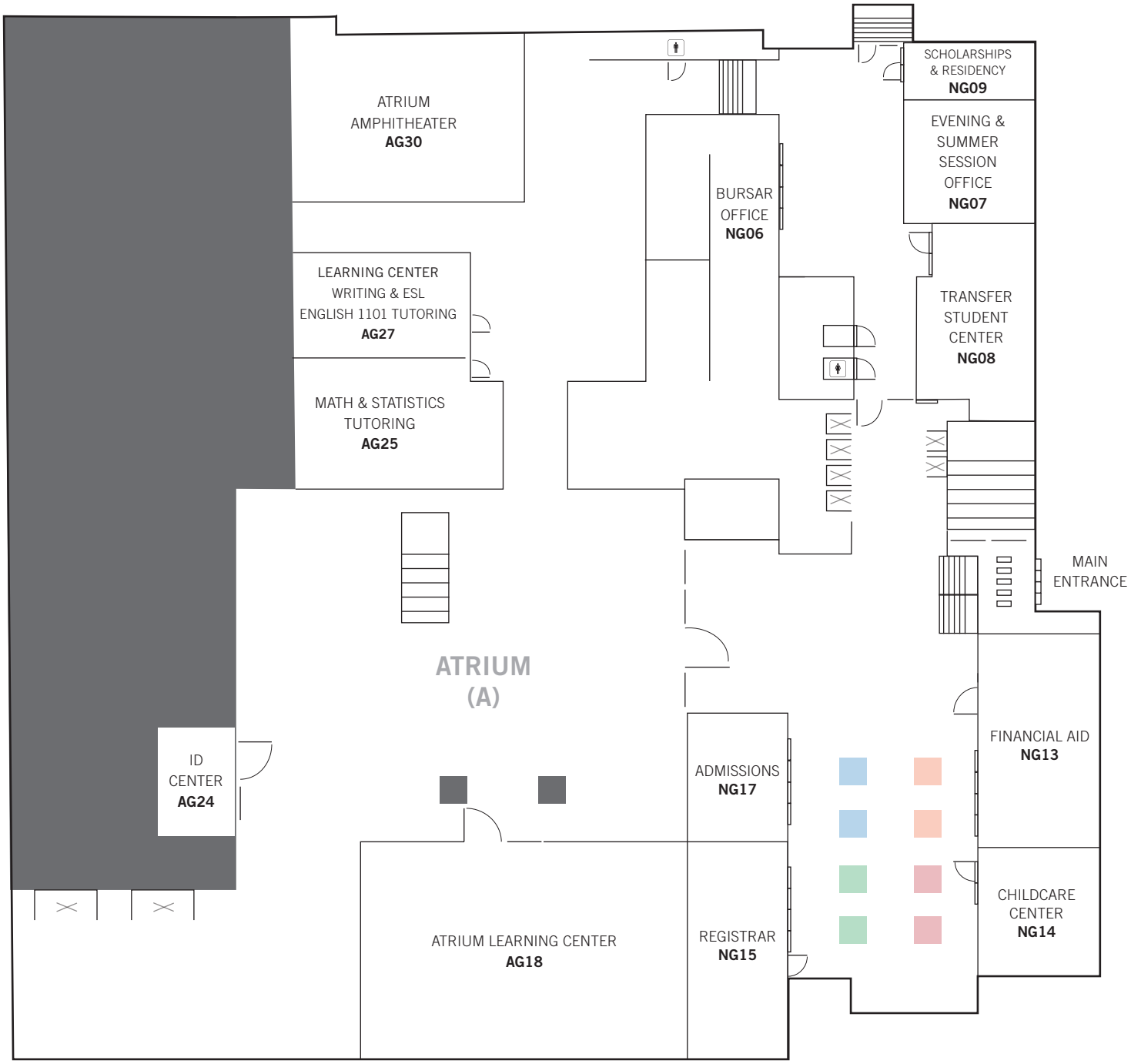
MAPS OF CITY TECH - CAMPUS MAP



MAPS OF CITY TECH - NAMM BUILDING, FIRST FLOOR



MAPS OF CITY TECH - NAMM BUILDING, GROUND FLOOR



THE CHALLENGE OF COLLEGE - A STUDENT'S STORY

TRANSFERRING TO A NEW HAVEN OF OPPORTUNITIES

BY ARIANNA BOLLERS
MAJOR: COMMUNICATION DESIGN

When I started my college career at the New York City College of Technology, I did not have high expectations. I transferred from my previous college, University of New Haven where I'd gotten used to living on campus. But living on campus took a toll on my family and I financially and mentally. I felt that I wasn't getting the amount of experience and exposure I was expecting at a college with such a high tuition. I decided to come back to my hometown of New York City and continue my studies there. This was a sudden move, and I did not know where I was going to go from there but I believe that decision was good for my family and me.

As soon as I started at City Tech, I began to miss the "living on campus" lifestyle. Living at home again, I was not always able to make my own decisions and began to feel more dependent on my parents. These few disadvantages, however, did not outweigh the many good opportunities I began to experience during the semesters at City Tech.

I am pursuing a major in Communication Design with a concentration in Graphic Design. City Tech has provided me with creative opportunities that will help me excel in my career and academic goals. At City Tech, I met an inspiring number of students who were curious about their future plans and professors who encouraged me to work harder. I also learned about events that will help further my career goals.

One day, during the spring of 2014, a couple of students in my class spoke about this program called CUNY Service Corps. I was a sophomore when I applied to the CUNY Service Corps to find a job I was interested in. This program helped me learn about more opportunities and provided me with more experience than I could have ever imagined. After joining CUNY Service Corps, I began to become more involved in the college. I joined the Art and Design Club at City Tech, found out about career development programs such as the Brooklyn Tech Triangle Internship Program, a community of faculty bettering the experience for students at Faculty Commons, and attended a couple of design events and learned about job opportunities that were shared by professors.

These are opportunities I have received only because I transferred to City Tech. I would have never gotten these opportunities or received this much attention at my previous college. My advice to transferring college students is to stay curious and surround yourself with positive people who inspire you to be the best you can be. That includes students, professors, and faculty. Transferring to City Tech was the best academic decision I've made.

PART 3

YOUR COLLEGE LIFE

FIRST YEAR STUDENTS HAVE SAID:

I WOULD LIKE TO KNOW MORE ABOUT CLUBS THAT DO NOT HAVE TO DO WITH SPORTS AND ABOUT MORE ACTIVITIES I COULD JOIN.

I WOULD LIKE TO KNOW MORE ABOUT ACTIVITIES I COULD BE INVOLVED IN TO MAKE IT FEEL LIKE ACTUAL COLLEGE LIFE INSTEAD OF A JOB.

I ENJOY THE COLLEGE LIFE HERE AT CITY TECH. I ENJOY THE CLUB HOURS IN THE ATRIUM BUILDING; THERE IS A LOT OF ENTERTAINMENT AND IT'S A GREAT PLACE TO HANG OUT WITH FRIENDS.

I HAVE ENJOYED SEEING THE MANY DIFFERENT CULTURES AND PEOPLE THAT ATTEND CITY TECH.

I'M JUST COMING, ATTENDING MY CLASSES, AND LEAVING RIGHT AFTER, AND NOT ENJOYING COLLEGE LIFE THAT MUCH.

In addition to your studies, what you remember about your college days will be the friendships and new experiences you gain. City Tech is a commuter college. This means there is no residential environment where students live together. However, City Tech does offer many activities and opportunities that will open doors for you.

HOW DO I FIND OUT ABOUT...

- SOCIAL EVENTS and ACTIVITIES?
- Non-academic PROGRAMS?
- HELP for STUDYING?
- TECHNOLOGY?

FIRST YEAR COLLEGE EXPERIENCE

COMMUTER STUDENTS DO NEED A COLLEGE LIFE!

BY JENNIFER SEARS
ENGLISH DEPARTMENT

When I first went to college my freshman year, I hated it. I was a commuter student. I'd moved to a tiny town in Kansas and considered myself "too mature" (I'd stayed out school for one year) for the social activities taking place on campus. I had no larger plan and didn't want to talk to anyone about what I wanted to do with my life because I didn't think I could do anything. I took photography and sewing classes. By the time Christmas holidays rolled around, I'd only made a few college friends and never hung out with them outside of class. I waited tables in a nearby truck stop and socialized with the mysterious truckers and colorful cowboys and other townspeople I met there.

Then, I signed up for a four week, college-sponsored trip to Palestine and Israel that put me in a living situation with those college students I hardly knew. Roommates were assigned. I ended up surrounded by "the smart people," which was fortunate because I'd neglected to pack the required books. For four weeks, we went to historical seminars, climbed the Mount of Olives at sunset, crawled into caves, ate tomatoes and cucumbers sprinkled with sumac for breakfast, and read intensely about the region while enduring bus and boat rides complicated by ongoing politics.

In addition to learning about a new region of the world, this situation radically changed my college experience after I returned because I had made friends with other students. Though I was still commuting, I started studying in the school library and eating in the cafeteria with friends and went to student-organized bonfires on the weekends in addition to working. As my college friendships developed, the truckers at the restaurant seemed increasingly less mysterious and the cowboys less interesting.

Due to the influence of new college friends, I committed to an academic major and decided I actually belonged in college. Because there were only five other English majors in my graduating class, we were all in direct competition with each other. I learned through observation how to be successful in my studies. Then, after I poured true effort into my course work, the study of the subject itself motivated me. As a commuter student, joining a social circle and cultivating friendships on the college campus were crucial to my transitioning into a student.

1. What kinds of friendships are productive during your school years? What kinds of friendships might get you off track or distract you?

2. Describe healthy academic competition among friends in college. How is this different from unhealthy forms of competition? How have you handled competition in the past?

THE CHALLENGE OF COLLEGE - A STUDENT'S STORY

COOLEST COLLEGE EVER!

BY REEM FLIFEL
MAJOR: COMPUTER SYSTEMS

Starting college was a big turning point in my life. I looked forward to the day that I would start my degree at New York City College of Technology (City Tech), since I was very interested in technology. I quickly learned attending college is different from high school in many ways. The biggest change for me was the change in my social life.

Initially, I felt alienated. I wasn't familiar with the new environment and I didn't know anyone. Since the campus buildings are big, I got lost just trying to figure out my way to class during the whole first semester. In addition, it was hard for me to approach other students. Since I am quiet, I felt like I wouldn't be able to make any new friends or have anyone to talk to between classes. But one day, another student talked to me after my computer systems class. Then, I began to talk to others in that same class, and we all eventually became friends. However, those first friendships didn't last long because after the semester ended, these friends disappeared since we no longer had classes in common. This was another social factor I had to get used to in college. In high school, you're with the same students for years. In college, you might not see another student after the semester is over.

I've learned through my college experience that in order to gain something, I sometimes have to lose something else in exchange. In high school, I had a group of classmates and teachers I talked with regularly, but I had to leave them. In exchange, I got to know great and inspiring professors at City Tech, as well as friendly classmates. One sign of growing up and maturing is learning to welcome new discovery, just like babies have to look around to discover their new world in order to expand their knowledge and mature. For me, this discovery was part of understanding my major. When I entered City Tech, I chose Computer Systems as a major even though I didn't know much about what that major was. Because I was open to discovery, I learned this major was, in fact, a perfect fit for my interests.

The biggest social challenge I have encountered since entering college is figuring out where to learn about social events. City Tech has lots of wonderful clubs! Shortly after I entered City Tech, I heard about an event introducing the different clubs. This was one of the first social experiences I attended and one I will never forget. There was music, lots of games, and food, and a friend and I signed up for the clubs we were both interested in. Subsequently, I joined the crochet club. I'm still in this club and have gotten to meet new friends, learn about other events, and I developed one more hobby-crocheting. I also have joined the Computer Systems club, which is important for my major, the Physics Club, and CREAR Futuros.

To conclude, I think City Tech is one of the coolest CUNY colleges to attend. I have encountered many social changes ever since I have started City Tech. I have faced and benefit from knowing new people, being open to making new discoveries, and most of all, am still gaining life and professional experience.

College Etiquette: Communication, Manners, and Appearance

Establishing a professional manner with instructors and staff members is an important habit to cultivate early in your college career. Your professors have office hours and provide you with their email addresses because they want to you to feel comfortable communicating with them. Though new students may find this contact intimidating, there is no reason to fear this interaction. While you will not be graded on your appearance or manners, presenting yourself in a positive and mature manner shows you are invested in your college learning and have achieved a level of self-confidence.

WHAT DO WE MEAN BY "APPEARANCE AND MANNERS"?

• Use your City Tech email address when emailing instructors and staff. This ensures the receivers will know you are affiliated with the college even if they don't immediately recognize your name. Email addresses that you use with your friends, particularly those with racy undertones, may advertise aspects of yourself that don't belong in your communications with college professionals. We've seen email addresses that have made us blush. Don't let it be yours.

• When you contact instructors and staff by email, use college-level English and grammar, write in complete sentences, and proofread your messages. This assures that your concern will be understood. Occasionally, a student will try to hide feeling self-conscious about writing abilities by adopting an overly casual or chummy tone in an email. Avoid this. If grammar is an issue for you, have someone else review it if possible and don't try to give the impression that you simply dashed off the message. Be sure to sign your email with your full name.

• During office hours, be prompt and stick to the point of your visit, particularly if other students are waiting. While an instructor may be in his or her office at times other than regularly scheduled office hours, realize he or she may be too preoccupied with meetings, class preparation, or other responsibilities to speak with you. Additionally, an instructor may or may not be able to respond to an email immediately. If you wish to speak to an instructor immediately and are not able to do so, deal with your frustration in a professional manner. These situations might occur around mid-term and final exams and when larger assignments are due. Work on time management and plan ahead to avoid last minute crises that require desperate pleas for your instructor's attention.

• In the classroom, instructors often want their students to participate in discussion. Many instructors even evaluate class participation as part of the final grade in the course because participation is a vital part of your learning process. Instructors can't pour learning into your brain. For shy students, speaking in front of groups can seem intimidating. If this is you, remember that the sooner you speak up in class, the easier it is to speak up a second time. Other students want to talk all of the time. If this is you, remember there are other students who have valuable points to contribute. Be respectful, speak well, and take part in group activities and discussions in a manner that is thoughtful and productive for everyone.

• City Tech has no formal dress code. If you are a first year student who went to a high school with a dress code, this semester might be your first opportunity to dress in the manner you wish. This issue is a challenging one to address as your choice of dress is your right and might reflect personal and social choices. Keep in mind that your overall appearance and the manner in which you wear your clothing can potentially reflect your level of self-respect and the person you wish to be.

• Be friendly and cooperative with our campus security guards whose job is to keep our college safe. Their job is not easy! Have your ID card ready to pass through entrances or be polite and prepared to spend extra time entering campus if you do not have yours. Also, abide by their guidance and suggestions when stepping on or off of the elevators to enable campus traffic to flow efficiently.

• Lastly, classroom cell phone use of any kind (texting, emailing, or updating your "status") distracts you, distracts other students, and sends a clear message to your instructor that you are not paying attention and not interested in the subject material being presented. Many students believe they can "multi-task," in other words, text or send emails as they effectively listen. Studies have proven otherwise. Put simply: being a student requires you to show up and be engaged in class. Consider the message you send to your peers and instructor by using the device openly or where you think people can't see it. Your instructors usually will notice, even if they choose not to haggle over the matter in the moment.

Benefits of Your City Tech ID Card On and Off Campus

When you register for classes as a new student, you will be directed to the ID Station (AG24) to receive your City Tech ID card. You will need to present this card whenever you enter any City Tech building and when you enter computer labs and certain other campus facilities. Your City Tech ID card is also your library card, not just for this library, but all CUNY libraries. You will need to have your library card validated in the library each semester.

Don't lose this card! For one thing, there is a fee for replacing it. Additionally, with your City Tech ID card, you also have access to discounts at numerous local shops and local restaurants. Some of these discounts have restrictions.

Additionally, with your ID card, you have access to events happening on the campuses of the colleges of the City University of New York. These include music concerts and theater events, movie screenings, and academic programs and events. Admission varies (some are free; others are not). Check regularly and widen your experience of the CUNY Community:
http://www.events.cuny.edu

GETTING INVOLVED

All students need a sense of belonging and community in college. Getting involved in extra-curricular (or "co-curricular") activities at City Tech is one of the keys to your enjoyment and success.

Student Life and Development

General Building, G-516 | (718) 260-5391
studentlife@citytech.cuny.edu
http://www.citytech.cuny.edu/student-life/

Club Hours: Thursdays, 12:45 - 2:15 p.m.

Understanding that learning and personal development occurs both inside and outside of the classroom, the office of Student Life and Development (SLD) supports City Tech's mission by promoting and guiding purposeful student engagement, fostering a sense of community, providing students with opportunities for personal growth and leadership development. The department aspires to foster an inclusive environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens.

Student Life and Development coordinates new student orientation programs, oversees student participation in Commencement and offers a comprehensive co-curricular program designed to support specific learning outcomes in the areas of Leadership Skills Development, Diversity Education and Community Service/Citizenship. The co-curricular learning that results from student involvement in SLD programming provides students the opportunity to develop many of the 'soft skills' or attributes that employers are looking for most in candidates' resumes, second only to credentials demonstrating technical proficiency. These workforce readiness skills - including leadership, problem-solving and communication skills, along with the ability to work effectively as part of a team - are interpersonal in nature and include personal qualities, characteristics skills and attitudes. City Tech students participate in more than 65 student clubs and organizations, reflecting a broad range of academic and social interests.

City Tech Clubs

City Tech clubs are an integral part of college life because they allow students with common interests to come together and work toward a common goal. There are many clubs that support students' academic, cultural, and social interests. Join one that's already formed or talk to Student Life and Development about starting a new one. Consult the Office of Student Life and Development for clubs and the Student Government Association.

City Tech Club List

Updated Spring 2017

ACADEMIC CLUBS

ACI Club
American Culinary Federation
American Society of Civil Engineers (A.S.C.E.)
Architecture Club
Art and Design Club
Biomedical Informatics (BIB)
City Tech Cybernetics Club
City Tech Women Engineers Club
Chemistry Club
ETA International Club
Hospitality Garden Club
Human Services Club
IEEE Club
International Business Organization (IBO)
International Facility Management Association
Law And Paralegal Club
Mechanical Engineering Club
Mechatronics Club
National Nursing Student Association
National Society of Professional Engineers
Nutrix Nursing Club
Peer Led Team Learning
Rem Red Club
SADHA Club
Society For Modern Visual Culture
Student Optical Society
Sustainable Technology Association
Sustainable Cooks in the Market

CULTURAL CLUBS

African Student Association
Black Male Initiative Club
Caribbean Student Association
Guinean Student Alliance
Haitian Student Association Club (H.S.A.C.)
Multicultural Awareness Group
Muslim Student Association
Phi Sigma Chi
Veterans Club

RELIGIOUS CLUBS

Acts Of Faith
Alpha and Omega Club
Chinese Christian Fellowship
InterVarsity Christian Fellowship
Newman Club
Seekers Christian Fellowship
Women In Islam

SOCIAL CLUBS

All Styles Dance Club
Ambassadors Club
Aspiring Hotel Leaders
City Tech Makers
City Tech Step Team
C-Step Club
Digital Fabrication Club
ENT Video Club
ETA International
Hospitality Garden Club
Human Services Club
Jaws Club
Music Club
Oohlala Club
Parent's Dynamic Club
Peer Led Team Learning
Spoons Across America Club
Stagecraft Club

Student Government Association

General Building, G-400 | (718) 260-5019
SGApresident@citytech.cuny.edu
http://www.citytech.cuny.edu/sga/

WHAT IS SGA?

The Student Government Association is the representative body for students on all college policies and issues. SGA strives to advocate on behalf of the students to administration, faculty, student organizations, and the college community. The body is comprised of seven executive officers and twelve senators. The primary function of the Student Government Association is to uphold our rights as students. We are also responsible for allocating and managing the student activity fee and for assisting all clubs and organizations. As representatives for the students, we provide an opportunity for students' views to be expressed and heard, and to have direct impact on virtually every aspect of
college life.

TIPS FROM YOUR STUDENT GOVERNMENT ASSOCIATION

Challenges are life's biggest learning lesson. A challenge can knock you down. When you are knocked down, you can either pick yourself up or build yourself up; you can either run away from your challenge or face your it head on. One challenge all students experience is the first day of college. Entering as a freshman is an entirely new scene and scenario. This means a new school, a new environment, new rules, and pretty much a new life. As your Student Government Association representatives, we are here for you.

Here are some tips for getting through college at City Tech, especially your freshmen year.

TIP ONE:

It's Okay to Be New

Just because you are a freshman, don't expect everyone to know that. The greatest thing about City Tech is that students come in all different shapes, sizes, backgrounds, and AGES. If you think being a freshman is holding you back from meeting new people, don't let your status be known until you are confident enough. Remember, just because you're a freshman does not mean you are inferior to anyone else. You are who you make yourself to be – nobody else can make you feel a certain way about yourself. If you walk into school believing you are superman, then guess what – you ARE superman.

TIP TWO:

Get Involved

Not everybody will give you good advice, but you can always find someone to help. The best college experiences come from being involved. The more you get involved in campus activities, the more you will find yourself meeting new people and doing things you have never thought you could do. Your perspective will continue to change, and before you know it, your first year of college will be over. The greatest thing about City Tech is that there are opportunities for you. If you want to join a club or start one, go ahead! We have social, academic, and cultural clubs available. If you don't see a club you would like to join, create it! Nothing feels better than starting an initiative that will benefit you and other students as well. Always empower yourself to do better and to be a leader and empower others.

TIP THREE:

Your Voice Matters

You are not a "nobody." Your voice makes a difference. Just because you're in a school with thousands of people does not mean you are not important. Luckily for you, if you're too shy to voice your opinion, you have a Student Government. If you have any concerns, complaints, or suggestions – you can come to us and we are ready to help you. Student voices make the school what it is, and there is nothing wrong with change. The Student Government Association is here for you to help make it through. Remember, students have power (their voice) and with the right amount of power (voices), you make a difference. See page 76 for more information.

FINAL TIP:

Be true to yourself. Do what you love and love what you do. That is one major key to your happiness and success in college. Throughout life, you are going to make mistakes and coming to college is no different. Many useful lessons can be learned from mistakes. The great thing about college is that there are so many opportunities to experiment and find a major or activity you're going to love. For you this might mean studying law or mastering a recipe for a Crème brûlée. The decisions and choices you make determine your experience and make it worthwhile, so remember you are not here for anyone else but yourself. Be positive, be happy, and most importantly, have fun being a student!

CO-CURRICULAR ACTIVITIES

City Tech offers many co-curricular opportunities: clubs, sports, arts, academics, Student Government, and Student Government Volunteers. The SGA coordinates many extracurricular activities for the student body such as community panel discussions, voter registration drives, cultural programs, club fairs, dances, and many other activities. These extra-curricular activities help promote leadership development. Consider running for a position in the Student Government Association. Elections are held annually to elect the students who will represent the student population to the college community, administration, faculty, and student organizations. Visit G400 to find out more.

STUDENT GOVERNMENT VOLUNTEERS

Student Government volunteers reach out to the student body through social media, fliers, and word of mouth to alert students to current happenings and upcoming events around the college. These volunteers include In-house volunteers who determine the opinion of the students, what they like and what they need and want to see changed. Volunteer Leaders serve to build the future leaders of City Tech. These leaders shadow an officer and receive peer mentoring for all positions. Talent Volunteers promote SGA through social media and display screens around NYCCT. Talent Volunteers include photographers and videographers the opportunity to enhance their skills. Volunteer Writers create material for the school newspaper and a handbook or yearbook.

On behalf of Student Government, we wish you all he best!

Sincerely,
Hercules E. Reid
SGA President
Student Government Association, 2015-2017
https://www.instagram.com/citytechsga/
https://www.facebook.com/CityTechSGA/

Why Clubs? Students' Voices

LAW AND PARALEGAL STUDIES

On November 15, 2011, I visited the New York State Court of Appeals in Albany with the Law and Paralegal Studies Club. Observing the building's beautiful interior with carved oak wood inside New York's State highest Court was a rich experience. This experience allowed me to meet people of like minds, learn more history of the Court of Appeals Justices, and, on a personal note, motivated me to reach for the top in the legal field. Since that visit, I have not only remembered each of the seven Justices' names but have worked extremely hard to graduate at the top of the Law and Legal Studies class. I would like to thank Professors Jeanette Espinosa, Connie Minnella and the President of City Tech, Russell Hotzler for the opportunity that changed my life.

DialloRafik A. Madison

Major: Law and Legal Studies

Club Advisor: Professor Jeanette Espinosa

CITY TECH WOMEN IN STEM CLUB

Women are underrepresented in the fields of science, technology, engineering and mathematics (STEM) in comparison to the number of men. The competition and pressure that females in these fields face in the workplace is under-recognized. The City Tech Women in STEM club at City Tech was created to support and to raise female students' awareness of these issues in the STEM fields. In collaboration with the Honors Scholars' program, we provide workshops and other activities for members. One of our guest speakers was Dr. Dorothy E. Weaver, the Athena Center Associate Director at Barnard College, who spoke about how professional women can learn to speak up and negotiate in a professional environment. Events are held to provide opportunities for students to network, socialize, and build connections with each other and faculty members. As an incentive, we've already celebrated the New Year with our members with an ice skating event. The club is not limited to gender, nationality, ethnicity, or religion.

Karmen Yu

Major: Applied Mathematics

Club Advisor: Professor Janet Liou-Mark

THE BLACK MALE INITIATIVE PROGRAM

The BMI is a program that nurtures the whole individual and it didn't take long after my initial contact to see this. Most valuable to me has been the strong relationship I was able to build with people more mature and experienced than myself, which has allowed me to reach for a higher level of success. Apart from the small study groups and ready help from peers, the work the program does by going to high schools in Brooklyn to encourage aspiring college students has really helped to develop me as a person and one who is responsible for his community. I came to City Tech a young boy and can safely say that my interaction with this program has helped to make me a young man, and for that I am very grateful. I feel as though I have people who have my back and that gives me the confidence I need to succeed. The club is not limited to gender, nationality, ethnicity, or religion.

Anthony Welch

Major: Liberal Arts and Arts

Club Advisor: Professor Reginald Blake

Co-Curricular Activities

ALUMNI RELATIONS

16 Court Street, Suite 600 | (718) 260-5006
alumni@citytech.cuny.edu

Graduates of City Tech become members of the Alumni Relations, which sponsors events such as the Alumni-Staff Basketball Game, Job Expo, reunion celebrations, and annual harbor cruises. The Association also sponsors career development and other workshops for both graduates and current students, and a mentoring program for women students.

ATHLETICS, RECREATION, INTRAMURAL SPORTS AND FITNESS

Atrium Building, AG-32
http://www.citytech.cuny.edu/athletics/

The Recreation program provides leisure-time activities for students, faculty, staff and alumni. Special classes include fitness, martial arts and dance. Schedules are posted throughout the college.

GRACE GALLERY

Namm Building, N-1123

The Grace Gallery is the showcase for the Advertising Design & Graphic Arts Department's artistic activities as well as exhibits from the metropolitan area. The gallery mounts twelve exhibits every year, of which six are students' works.

NYPIRG

General Building, G-411
http://www.citytech.cuny.edu/student-services/

The New York Public Interest Research Group (NYPIRG) is a student-directed education and advocacy organization. NYPIRG advocates for social issues such as affordable tuition and also provides internships.

STUDY ABROAD

Voorhees Building, V-826
http://www.citytech.cuny.edu/study-abroad/

City Tech is one of the campuses of the City University of New York (CUNY). City Tech is one of the CUNY campuses that offers Study Abroad programs which enable students to explore traditions and modern realities of the world while gaining another perspective of the United States. All programs offer a full course study for students with a 2.5 GPA. In most cases, participating students can receive financial aid or assistance and credit towards their degree.

THEATERWORKS

Voorhees Building, V-203 or V-411 | (718) 260-5595
http://www.theatreworkscitytech.org/

This resident theatre company at City Tech is composed of student, alumni, faculty, staff, and community members who perform in the state-of-the-art Voorhees Theatre.

FINDING SUPPORT

At times, all students find themselves in academic need and knowing where to turn is an important part of your success. If you need help, an important first step is consulting your instructor and major department for guidance, but you may need to turn elsewhere for additional support or information, such as the organizations and offices below.

Academic Support Services

ACCELERATED STUDY IN ASSOCIATE PROGRAMS (ASAP)
Environmental Building, E-203 | (718) 254-8624
asap@citytech.cuny.edu
http://www.citytech.cuny.edu/asap

The Accelerated Study in Associate Programs (ASAP) at New York City College of Technology (City Tech) emphasizes enriched academic, financial and personal supports including comprehensive and personalized advisement, career counseling, tutoring, tuition waivers, MTA MetroCards and additional financial assistance to defray the cost of text books. ASAP is designed to help motivated students to earn their Associate degree as quickly as possible, with a goal of graduating at least 50% o f students within three years or less.

BLACK MALE INITIATIVE (BMI)
Midway Building, M-210

BMI is a CUNY initiative to attract, retain, and graduate students from underrepresented groups, particularly African-American male students in the fields of science, technology, engineering, and mathematics. Academic support and research opportunities are available to all students regardless of race, gender, national origin, or other characteristics.

CREAR FUTUROS MENTORING PROGRAM
Namm Building, N-401
citytechcrearfuturos@gmail.com
https://openlab.citytech.cuny.edu/citytechcrearfuturos/

CUNY and the Hispanic Federation have partnered to bring the CREAR Futuros Mentoring Program to City Tech. CREAR Futuros, which means "To Create Futures" in Spanish, provides support and special opportunities to incoming freshman, sophomore, and/or transfer students. CREAR Futuros mentees are eligible to receive peer mentoring, academic and career readiness workshops, exclusive alerts on internship, job and volunteer opportunities, and invitations to attend Hispanic Federation events.

CUNY EDGE
General Building, G-503 | (718) 260-5187
http://www1.cuny.edu/sites/cunyedge/

CUNY EDGE helps students who receive public assistance by providing each student support and guidance with academic and career pursuits. They strive to assist students to achieve academic excellence, graduate on time and obtain sustainable employment opportunities that lead to self-sufficiency. They provide advisement, goal-setting, career development and self-advocacy workshops.

COMPUTER LABS (TECHNOLOGY ENHANCEMENT CENTERS)

General Building, G-600 & Voorhees Building, V-217

Open computer labs are available to current City Tech students. In G600, there are two additional rooms, G608 (a Mac lab) and G606 (an ePortfolio lab).

FIRST YEAR PROGRAMS

Namm Building, N-506 | (718) 260-5697
firstyear@citytech.cuny.edu
http://fyp.citytech.cuny.edu/

First Year Programs strives to foster academic and personal growth within and beyond our students' experiences at City Tech with opportunities including:

First Year Summer Programs

First Year Summer Programs (FYSP) offer incoming freshmen and continuing students an opportunity to take tuition-free developmental immersion courses in math, reading, writing, and ESOL during the summer sessions and in January. In addition to providing free courses to advance college readiness, the summer classes include orientation activities to help students successfully transition to college life and develop strategies to address personal and academic challenges. This unique, supportive, and intensive classroom time provides students an academic "head start" on fall semester studies. Students who successfully complete summer FYSP courses are able to earn proficiency in their developmental coursework.

First Year Learning Communities

Learning Communities are two courses with the same students enrolled, linked together with an interdisciplinary theme, providing an innovative way for students to learn and form bonds with the college. First year freshmen and transfer students, regardless of major, can choose to participate in learning communities. The program aims to encourage stronger interactions between faculty and students, a vital aspect of college life that is often a challenge for students attending a large commuter college.

First Year Program Peer Mentors

First Year Program Peer Mentors act as role models for students participating in First Year Learning Communities (FYLC), the First Year Summer Program (FYSP) and with Student Life and Development Success Workshops. They are experienced student leaders who are eager to share their college expertise and knowledge with new students acclimating to college life.

Math Workshops

First Year Programs in conjunction with the mathematics department offers free preparatory workshops in mathematics prior to the start of each semester. These workshops provide students with a preview of select math concepts, creating a strong foundation of understanding for students planning to enroll in the course. Visit the math department or First Year Programs to learn more about a specific math workshop, when it's offered, and how to apply.

HONORS SCHOLARS PROGRAM

Midway Building, M-308 | (718) 254-8668
lyuen-lau@citytech.cuny.edu

Students eligible for the Honors Scholars program work closely within a collaborative community designed to motivate and challenge talented students and to foster a life-long dedication to learning. Benefits include opportunities for special academic programs and events, as well as trips, presentations at conferences, and professional development workshops. Admission to the Honors Scholars Program requires students to complete at least 16 credits with a GPA of 3.4 or better.

LEARNING CENTERS

Atrium Building, AG-18 | (718) 260-5874
learningctr@citytech.cuny.edu

The Atrium Learning Center offers City Tech students an array of educational support services from tutoring and the use of specialized software, Internet services, computers, and equipment to a stimulating atmosphere for study and problem-solving in the company of other students. Students should consult the bulletin boards outside of the center for the days and hours for the subject tutorials, computer literacy program, and computer labs.

Some students carry a preconceived notion that tutoring is for students who have fallen behind in their studies. In college, the opposite is true. Students motivated to do the best in their classes often utilize these services to move ahead and create independent, sustainable study habits. College students who get tutoring are smart enough to know how they can get smarter and wise enough to take action in doing so.

In the Atrium Learning Center, tutors are available in different disciplines from math and sciences to writing tutors. Go to the Learning Center to find out about specific services and tutoring schedules. For good results in tutoring sessions, take a specific project with specific questions to your appointment. Don't expect tutors to do your work for you because they won't nor should they. In addition to individualized tutoring assistance, the Center provides workshops and computer stations with Internet services.

Drop-in tutoring is available in many subjects including accounting, anatomy and physiology, biology, chemistry, math, physics, reading, statistics, and writing. See the schedules in the Atrium Learning Center to find out when these specialized tutors are available. The Learning Center hours are Monday - Thursday: 9 a.m. - 7 p.m. and Friday: 9 a.m. - 5 p.m.

LIBRARY

Ursula C. Schwerin Library
Atrium Building, Fourth Floor | (718) 260-5470
http://library.citytech.cuny.edu
See the website for library hours

A college library becomes a familiar place to all students, regardless of their course of study. The library offers accommodation place for focused study, which many students do not have at home, and group study rooms that may be reserved for work with fellow students. Make productive use of your time between classes!

Your City Tech student ID is your library card and must be activated each semester at the Borrow & Return desk. This ID enables you access to print books, e-books, and the up-to-date journals and articles in the CUNY system. In addition, the library offers resources for writing, citation, and research; technology stations for computing, scanning,

and printing; short term calculator and textbook loans; and a variety of workshops including research skills and using CUNY's online resources. Librarians are on hand to assist you with research questions during library hours, offer appointments for directed research projects, and also have email research services. See also page 76.

SEEK
Midway Building, M-500 | (718) 260-5680
seek@citytech.cuny.edu

Search for Education and Elevation through Knowledge (SEEK) is a higher education opportunity program designed to assist eligible students with personal, academic, and financial services. SEEK provides counseling, tutoring, financial aid, a study hall, and computer labs to help students achieve academic success.

Personal Support Services

COUNSELING SERVICES CENTER
Namm Building, N-108 | (718) 260-5030

The purpose of the Counseling Services Center is to support and promote your educational, psychological, and career development. The focus is on offering services that will help you succeed in college. Please explore the counseling website and learn about workshops as well as individual and support group services. Described here are some of the options offered.

Individual Counseling

In addition to group counseling service, the center offers individual counseling. These sessions provide academic, career, and personal counseling. Students are encouraged to talk about problems or situations that interfere with success in college. These may include family or relationship problems, financial problems, or confusion over major requirements or college regulations. Counselors review a student's concerns and explore possible resolutions. The center does not offer on-campus psychiatric services or long-term psychotherapy. However, the center assists students in finding services in the community if necessary.

Walk-In Hours

Counselors are available on a walk-in basis during their office hours. If these times are not convenient, students can email one of the counselors or call the center to make an appointment. Even if a specific counselor is not available, another counselor will be available.

Crisis Counseling

Sometimes students become so overwhelmed by life problems, they see no possible resolution. Fear of failure, problems with relationships, finances, medical, legal, or academic problems can lead to excessive stress and anxiety. Under such conditions, a student may feel so depressed, he or she may become self-destructive, or class performance may suffer, or a student may consider dropping out of college. Crisis counselors are trained to deal with students under stress and can offer insight into personal problems that might seem overwhelming. The Counseling Center offers short-term counseling services. When necessary, counselors may refer students who are in need of long-term psychological mental health services to competent community mental health services.

PROFESSIONAL DEVELOPMENT CENTER

Atrium Building, Welcome Center, A-114 | (718) 260-5050

http://www.citytech.cuny.ed/pdc/

The mission of the Professional Development Center (PDC) is to help students and alumni cultivate essential competencies necessary to make informed decisions and take the necessary steps to achieve their career goals. The Counseling Center also offers some career services, such as tests that assess your personality and learning style with specific academic majors and career paths.

CHILDCARE

Namm Hall, NG-14 & General Building, G-309 | (718) 260-5191

http://www.citytech.cuny.edu/occ/

For a reasonable fee, the Children's Center provides daycare and educational programs for the children of students while they are attending classes, internships or participating in a federal work-study program. See the website for hours of service and age range.

THE CENTER FOR STUDENT ACCESSIBILITY

Atrium Building, A-237 | (718) 260-5143

http://www.citytech.cuny.edu/accessibility/

The Center for Student Accessibility provides access for self-identified disabled students, supports their abilities, and assists them achieve academically at their highest potential. The Center serves students with a history of documented disabilities as well as students who present temporary disabilities due to accidents or short term health conditions.

When students with disabilities self-identify to the Center, they present current medical or educational documentation that supports reasonable academic adjustments and accommodations including but not limited to alternate testing locations, time extensions for exams, assistive devices and technologies, American Sign Language interpretation, and computer assisted readers. Additionally, the Center provides academic tutoring, self-advocacy and assistive technology workshops. Compliance is legally mandated in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008.

STUDENT WELLNESS CENTER

General Building, G-414 | (718) 260-5910

The Student Wellness Center offers a variety of free services to all students such as glucose, cholesterol and blood pressure screening. The center also provides registered nurse and weekly physician consultations.

VETERANS SUPPORT SERVICES

Atrium Building, A-236 | (718) 260-4980

http://www.citytech.cuny.edu/veterans/

The Center for Veteran's Support Services provides assistance to veterans, military services members, and their dependents while enrolled as students at City Tech. Our Veterans Support Staff assist our student veterans with academic advisement, navigating veteran-specific benefits to include the G.I Bill, and provide peer counseling and mentorship. Veteran Support Services also makes referrals, including tutoring support, career services, veteran health care, and more.

WISE WOMEN'S CENTER

General Building, G-511 (Wellness Center) | (718) 260-5391
http://www.citytech.cuny.edu/wise/

The WISE Women's Center is open to female and male students, faculty, and staff, and serves as an access point focused on raising awareness and addressing the specific needs of all NYCCT women. Through a variety of services, the Center aspires to empower and enable women to thrive emotionally, mentally, and physically in a safe campus space and to cultivate community for all ages, races, genders, sexual orientations, cultures, and religions. The WISE Center celebrates gender equity and non-discrimination for all.

Information Services

CITY TECH TECHNOLOGY SERVICES

Namm Building, N-901 | (718) 260-5610
http://it.citytech.cuny.edu/

City Tech offers an array of technology services including computing labs with computing stations, printing and scanning services; assistance with student email and wireless services; and workshops on important programs and software including CUNYfirst and DegreeWorks, Blackboard, Microsoft Word and Excel programs, and building and maintaining an ePortfolio.

For information on student technology services, such as CUNYFirst, DegreeWorks, and campus email:
http://www.citytech.cuny.edu/current-student/

For information on Blackboard, eportfolio, and Microsoft workshops offered through the Department of Instructional Technology & the Technology Enhancement Centers (iTEC):
http://websupport1.citytech.cuny.edu/workshops.html

ITEC COMPUTING LABS

General Building, G-600 & Voorhees Building, V-217 | (718) 260-8565
http://websupport1.citytech.cuny.edu/

These two large computer labs offer many computer workstations and services. The lab in Voorhees 217 has hybrid computer/drafting tables and high-end Macs. In addition, departmental computer labs offer specialized software and technology targeted to specific majors.

STUDENT INFORMATION

Atrium Building, A-114 | (718) 260-5520

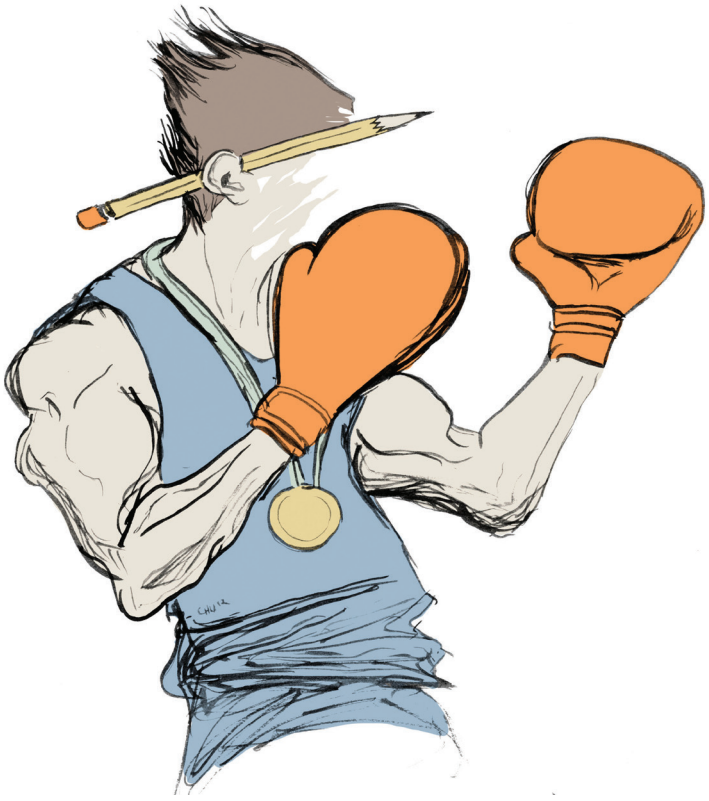
The Information Services Center serves as a central clearinghouse for information about City Tech's events, activities, services, location, policies, and procedures.

THE CHALLENGE OF COLLEGE - A STUDENT'S STORY

BOXING WITH SUCCESS

BY VICTOR HE

MAJOR: UNDECLARED HEALTH PROFESSION



Over the last year, I feel that my world has been turned upside down. Although that phrase is often used in a negative way, I mean it positively. My struggle with academics and self-discipline had previously dragged me through the mud. I could not see a bright future ahead of me, the way I was going. I had completed a Bachelor's Degree from a private tier-one university, but I felt unsatisfied. There, student clubs I had participated in felt hampered by the red tape involved. The administration was not geared towards supporting the students. Many of my fellow students felt they were lost in the bureaucracy and unable to make any real change. After graduating I felt lost. I convinced myself I had to turn my life around, and I decided to pursue a career in health. By chance I chose to take a class at New York City College of Technology. It turned out to be the best decision I ever made in my life.

When I came to City Tech, it was a brand new start. I was determined to do my absolute best and have no regrets. Here, I quickly learned of the many opportunities that were provided. I was working as well as enrolled in classes so it was very helpful to get help and encouragement from COPE. They were able to provide me with the assistance I needed so that I could easily commute between my home, workplace, and classes. Many of the students here at City Tech are working part time or even full time jobs so it's important to have resources such as COPE to help us out. Although it was tough, I was eventually able to establish a work/school balance that let me experience the best of both worlds.

It hasn't all been just about work and school at City Tech for me. I found the time to enjoy the company of many other students from all walks of life. We all came from varying backgrounds but we all had that same desire and drive to succeed no matter what. I also enjoyed the recreational boxing class offered at the gym. The instructor was great and I was pleasantly surprised that City Tech offers a whole range of free exercise and wellness classes for its students. This is something I never got at my previous school. With all the activities and events going on at the school, I feel like City Tech gives its students so much more freedom and opportunity. You have the freedom to do what you want to do, while having a supportive institution behind you.

Academically, there are many opportunities to enrich and challenge myself. I've joined the Honors Scholar Program, and have taken on Emerging Scholars/Honors Project research. Working with some of my professors on their research has been such an amazing experience. The depth of the material is extremely challenging, but the things I

have learned along the way as well as that final poster presentation have made it all worth it. Seeing how passionate the professors at City Tech are about their academic pursuits inspired me to be as committed as they are to never being complacent with what I know. I have made sure to always push myself to continually learn, not just in college, but also as a professional in the health field.

Starting all over again at City Tech gave me the confidence and determination I needed to face all my challenges head on. Gone was my negative attitude and defeated demeanor. I became stronger and more courageous as time went by. City Tech truly gave me the opportunity to put my life on track and I made the most of it. The progress I made academically, emotionally, and mentally in a short amount of time has been astounding. Not too bad for a kid who felt down on his luck and bleak about his future only a few months ago. In closing, I would like to thank City Tech and its amazing faculty and staff for providing me with the opportunity to finally take control of my own life.

HELPFUL CITY TECH WEBSITES

Topic/Location	Active Link
Academics	http://www.citytech.cuny.edu/academics/
Academic Calendar	http://www.citytech.cuny.edu/registrar/academic-calendar.aspx
ASAP	http://www.citytech.cuny.edu/asap
Athletics	http://www.citytech.cuny.edu/athletics/
Clubs	http://www.citytech.cuny.edu/clubs/
College Catalog	http://www.citytech.cuny.edu/academics/academic-catalog.aspx
Counseling: General	http://www.citytech.cuny.edu/counseling/
Counseling Workshop Schedule	http://www.citytech.cuny.edu/counseling/docs/workshop.pdf
Counseling: Stress Reduction	http://www.citytech.cuny.edu/counseling/docs/workshop.pdf
CUNYfirst	https://home.cunyfirst.cuny.edu/
CUNY Portal	https://cunyportal.cuny.edu/cpr/authenticate/portal_login.jsp
CUNY Policy on Academic Integrity	http://www.citytech.cuny.edu/about-us/docs/CUNY_ACADEMIC_INTEGRITY_6-2011.pdf
Financial Aid: General	http://www.citytech.cuny.edu/financial-aid/
First Year Programs	http://fyp.citytech.cuny.edu/
Information Technologies Service	http://cis.citytech.cuny.edu/students.htm
Learning Center: General	http://websupport2.citytech.cuny.edu/learningcenters
Library	https://library.citytech.cuny.edu/
NYPIRG	http://www.citytech.cuny.edu/student-services/
OpenLab	https://openlab.citytech.cuny.edu
Professional Development Center	http://www.citytech.cuny.edu/pdc/
New Student Recruit Office	https://cisapps.citytech.cuny.edu/prospectivestudents
SEEK	http://websupport2.citytech.cuny.edu/seek
Student Government	http://www.citytech.cuny.edu/sga/
Student Handbook	http://www.citytech.cuny.edu/current-student/docs/StudentHandbook.pdf
Testing Offices	http://www.citytech.cuny.edu/testing/
Transfer Info & Program Planning	http://www.citytech.cuny.edu/transfer-students/
Withdrawal and Refund Policy	http://www.citytech.cuny.edu/admissions/tuition-refund.aspx

GLOSSARY

College Terms You Should Know

ACADEMIC ALERT
Students will be placed on academic alert at the end of a semester if they fall below the College's minimum CUM GPA of 2.0 after their first 18 attempted credits.

ACADEMIC CALENDAR
The official calendar provided for each semester indicating course start and finish dates, final examination periods, deadlines for course registration, withdrawal, and financial aid, in addition to other important dates.

ACADEMIC DISMISSAL
Students will be academically dismissed from the college if their CUM GPA or semester GPA does not meet the required college minimum while on probation. This is below a 2.0 GPA. In addition, students will be academically dismissed if they have repeated remedial and ESOL courses beyond college limitations.

ACADEMIC INTEGRITY
The responsibility for students to respect the work of an academic institution by avoiding plagiarism (intended and unintended), cheating, and other types of academic fraud. For a detailed definition and an explanation of the consequences of violations of this standard, see the City Tech Policy on Academic Integrity.

ACADEMIC PROBATION
A student is placed on academic probation as a consequence of allowing her or his cumulative GPA to fall below academic standards.

ACADEMIC STANDARDS
The College's minimum CUM GPA standard depends on the number of credits completed, as follows: 0-12 credits, 1.5; 12.5-24 credits, 1.75; 24.5 or above, 2.0.

ADMISSIONS CRITERIA
The academic standards or experience required to enter an academic institution or a specific department.

ADVISEMENT AND REGISTRATION
The period where continuing students are advised and may participate in web-based registration on CUNYfirst. Web-based registration begins around November for the spring semester and around April for the fall semester.

ADVISOR
Academic advisors assist students in degree program and career planning and are found in each department.

ALUMNUS
A person who has attended or received a degree from an academic institution; alumni (plural); alumna (feminine), or alumnae (plural of feminine).

APPEAL
A procedure that allows students to apply for a re-evaluation of their academic or other circumstances. See the College Catalog.

ASSOCIATE DEGREE
Three Associate Degrees are offered at City Tech, the Associate in Arts, the Associate in Science, and the Associate in Applied Science. Consult the College Catalog for the requirements for each degree.

ATTEMPTED HOURS OR CREDITS
The number of credit hours for which a student enrolls for one semester. All courses or credits for courses in which a student is officially registered after the "drop-and-add" period shall be considered attempted credits.

BACHELOR'S DEGREE
The College offers three baccalaureate degrees: the Bachelor of Science, the Bachelor of Science in Education, and the Bachelor of Technology. Consult the College Catalog for the requirements of each degree.

BLOCK
A notation on a student's record (transcript) that does not allow the student to register. A block may be imposed due to non-payment of tuition, fines, or fees; lack of immunization; low GPA; or other situations.

BURSAR
The Bursar's office collects tuition and fee payments in cash and by check.

CUNY ASSESSMENT TESTS
These university-wide exams evaluate incoming students' skills in mathematics, reading, and essay writing.

CATALOG
The College Catalog is available on line and contains detailed information about courses and departmental requirements for every major.

CO-CURRICULAR
Non-academic activities that are offered at the College for students' development and enjoyment.

CO-REQUISITE
A credit-bearing course which must be taken at the same time as another course in a major.

CREDITS/HOURS
Units earned for successfully completing a course. Most courses earn between 2-4 hours. It takes a minimum of 60 credits or hours to earn an Associate degree, and a minimum of 120 credits or hours to earn a Bachelor's degree; some majors require more. It is a student's responsibility to learn how many hours are required for graduation in her or his major.

CUMULATIVE GRADE POINT AVERAGE (CUM GPA)
Average GPA of all courses taken at City Tech in a student's academic history.

CURRICULUM
A program of study composed of courses required for a degree.

DEAN'S LIST
Or "Dean's Honor List." An academic honor awarded to matriculating students who have a grade point average of 3.6 or higher with no failures, incompletes, R's, WU's, WF's, WN's, and are CUNY-certified in Reading, Writing, and Mathematics.

DEPARTMENT
An organizational unit within each School in the College, which may or may not have a major field of academic study; for example, Nursing, Mathematics, English.

ELECTIVE
Courses chosen as part of a student's degree requirements that are not necessarily related to a student's major.

EQUATED CREDITS
Credits or hours for developmental courses which do not count toward a student's GPA but do count toward financial aid status.

FEEDBACK
Verbal or written advice or critique provided to improve a student's progress.

FINANCIAL AID
Loans, grants, and scholarships available for students based on need and/or merit.

FULL TIME STUDENTS
Student status for those taking 12 to 17 credits, including equated credits.

GENERAL EDUCATION COMMON CORE AT CITY TECH (GEN ED)
City Tech's General Education Common Core (Gen Ed) enables students to meet CUNY's Pathways requirements while also meeting the degree requirements of their programs. At the same time it offers a distinctive interdisciplinary, hands-on experience attuned to our unique college of technology. Gen Ed includes the

following Required Common Core courses: English Composition, Mathematical and Quantitative Reasoning, Life and Physical Science, and Flexible Common Core electives chosen from World Cultures and Global Issues, U.S. Experience in its Diversity, Creative Expression, Individual and Society and/or Scientific World.

GOOD ACADEMIC STANDING
A Grade Point Average of 2.0 or higher and no "Blocks" on the student's record.

GPA
Grade Point Average of all courses taken at City Tech in one semester and cumulatively accrued.

HOURS
See Credits

HONORS
May refer to participation in the Honors Scholars Program, and/or recognized achievement; see Dean's List.

MAJOR
A concentration of study within a department.

MATRICULATED
A matriculated student is one who has registered for courses and other activities that are recognized as contributing toward fulfilling requirements for a degree.

PART-TIME STUDENTS
Students taking fewer than 12 credits, including equated credits.

PATHWAYS
A CUNY initiative that establishes a system of general education requirements and transfer guidelines for students in CUNY undergraduate colleges.

PELL GRANT
A federal grant offered to qualified full-time students who show adequate progress in their studies.

PRE-REQUISITE
A course that must be passed before taking a more advanced course.

RECORD
See Transcript.

REGISTRATION
The official process of enrolling in courses at the College; registration is available on-line and in-person registration is available; check the Academic Calendar for deadlines.

STUDENT HANDBOOK
An online booklet maintained by the Division of Enrollment and Student Affairs that details services, academic requirements, resources, and students' rights.

SYLLABUS
A document provided by an instructor for every course, stating the learning objectives as well as class and homework assignments, grading procedures, and other information.

TAP
New York State Tuition Assistance Program. TAP allows assistance for up to 8 semesters of full-time study (six semesters for students pursuing Associate Degrees). GPA and course load requirements must be met. See the Financial Aid office for specifications and application information.

TEST ANXIETY
Physical or emotional symptoms related to the testing process that may hamper a student's ability to succeed. See Counseling Services for testing anxiety workshops.

TEST PREPARATION
A plan of study directed toward passing a specific test; may be an individual plan or a class or workshop designed to prepare a student for required tests.

TIME MANAGEMENT
A plan for balancing college and study responsibilities with necessary daily activities and/or a personal schedule for completing a single task. See Counseling Services for time management workshops.

TRANSCRIPT

A student's official educational record of every course attempted and the grade received while attending college.

WITHDRAWAL DEADLINE

Final date specified on the college's official academic calendar as the deadline to withdraw or drop classes.

WA GRADE (WITHDRAWAL ADMINISTRATIVE)

Notation given when a student has failed to meet state immunization requirements. Students will not receive course credits for any class if their status is WA.

WF GRADE (WITHDREW FAILING)

Grade given when a student withdraws from a class after the deadline established for an official withdrawal; WF counts as an "F" when calculating the final GPA.

WN GRADE (WITHDREW, NEVER ATTENDED)

Grade given when a student never attended a class for which he/she is officially registered; WN counts as an F when calculating the final GPA.

WU GRADE (UNOFFICIAL WITHDRAWAL)

Grade given when a student stops attending class and fails to file the appropriate withdrawal form or if a student is absent for more than 10% of the hours the course meets. WU is calculated as an F when calculating the final GPA.

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We are grateful to all students who have contributed personal stories, comments, and quotes. Your voices speak directly to our new students. Finally, we wish to thank our incoming First Year Students at City Tech from whom we learn and who inspire us constantly.

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J.S., L.A., A.E.D., and J.L.M.
June 2017

PROFILES

Lauri Aguirre has been facilitating First Year Programs at the New York City College of Technology since 2004 and has worked in education with students of all ages for numerous years. Through her leadership and under the auspices of Coordinated Undergraduate Education (CUNY), the summer remedial immersion program (USIP) has been transformed from a test prep program into the First Year Summer Program where new students' needs are met through a variety of comprehensive freshman experiences. As Director of First Year Programs, she also manages the First Year Learning Communities for which she initiated a student peer mentoring program for freshmen. She holds a Bachelor's in Music from Mannes College the New School for Music and a Master's in Arts from Hunter College

Arianna Bollers is a graduate of CUNY New York City College of Technology, who majored in Communication Design with her focus on Graphic Design. During her time at the college, she was involved with CUNY Service Corps, the Art and Design Club and worked in the department of Faculty Commons as a graphic designer.

A.E. Dreyfuss is an educational consultant, who was a learning specialist at the New York City College of Technology. She has managed various grant-funded projects, including two that provided support to incoming freshmen, and another that examined issues of equity for women faculty in Science, Technology, Engineering and Mathematics (STEM) departments. She taught a course that trains first-time Peer Leaders for the Peer-Led Team Learning Program, and wrote The Work Matters: A Guide for New Faculty Teaching at City Tech, available online at *facultycommons.citytech.cuny.edu/teachingguide*. She has a doctorate in Adult Learning and Leadership from Teachers College, Columbia University.

Janet Liou-Mark is a Professor of Mathematics at the New York City College of Technology. Her passion has always been to empower undergraduates majoring in Science, Technology, Engineering, and Mathematics though leadership development and life-long learning as early as their first-year in college. One of her efforts is the organization and training of students in the Peer-Led Team Learning mathematics workshops. She was given the 2011 CUNY Chancellor's Award for Excellence in Undergraduate Mathematics Instruction and the 2014 Mathematical Association of America Metropolitan New York Section Award for Distinguished Teaching of Mathematics. In addition to her teaching responsibilities, Dr. Liou-Mark is the Director of the Honors Scholars Program and a project director or co-project investigator for several national and local grants. Her interests also include organizing women conferences and building libraries in Malawi, Africa.

Ramon Rodriguez is a graduate of the School of Visual Arts, specializing in cartooning and illustration. He currently works as a web developer for CUNY CIS and freelances as a designer/illustrator.

Jennifer Sears is Assistant Professor of English at New York City College of Technology and a Faculty Coordinator for the First Year Learning Communities Program. As a long time faculty member of City Tech's First Year Summer Program, she co-wrote and organized the Common Reading Project and leads faculty trainings. In 2012, she participated in "Bridging the Space," a CUNY sponsored program that brought together CUNY English faculty and local public high school English faculty to strategize ways to help new students transition into college.

NOTES

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NEW YORK CITY COLLEGE OF TECHNOLOGY

FIRST YEAR PROGRAMS