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THE
COMPANION

FOR THE FIRST YEAR AT CITY TECH

6TH EDITION

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

The Companion for the First Year at City Tech, 6th Edition

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Com·pan·ion, n.

Pronunciation: /kɒmpænjən/

The history of words teaches us that food is the fuel of relationships. The word “companion,” from the Latin *com* “with” and *panis* “bread,” reminds us that food--and the brief respite allotted to people throughout history for sharing meals--feeds more than the physical body; it also nourishes generosity and friendship. To eat with someone implies a level of comfort with that person--a sense of security that mitigates the primordial fear that our provisions will be stolen from under our noses. The English “companion,” the Spanish “*compañero*,” the Italian “*compagno*,” and the French “*copain*” all come from the Latin meaning “with whom one eats bread.”

<https://www.altalang.com/beyond-words/etymology-of-companion/>

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CITY TECH WELCOMES YOU!

We want you to succeed! As a college student, success means graduation and making the most of City Tech's opportunities. The Companion for the First Year at City Tech is designed to help you navigate your new path, understand the rules of the formal college system, and find your own place in City Tech's vibrant college community.

This book is divided into three major parts:

SECTION 1

Your New Direction

This section includes guidelines and activities to help you navigate your new intellectual path.

SECTION 2

Your College Studies: The Formal System

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

SECTION 3

Your College Life: The Informal System

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

Each section of this Companion contains information and activities, quotes, and stories from City Tech students, faculty, and staff to inspire and guide you. These are the people you will come to rely on during your time as a student. The Companion for the First Year at City Tech is yours. Like a “travelers’ companion,” we hope this book helps you map out the college experience you are embarking on with your new colleagues.

SECTION 1

YOUR NEW DIRECTION

Checklist for the First Week at City Tech

After you have visited the First Semester Advisement and enrolled for classes:

Get Your City Tech ID Card



Visit the ID station in LG-24 with a digital or physical copy of your class schedule along with a valid photo ID. Check the times the ID station is open and prepare to stand in line, especially at the beginning of the semester.

Activate Your City Tech Email



Visit the Welcome Center/Help Desk in L-114 to get instructions on how to create your email. You can also have your City Tech email synced to your phone.

Update Your CUNYfirst Account



Visit the Welcome Center/Help desk in L-114 to get instructions on how to access your account. Log in to CUNYfirst through the CUNY website (cuny.edu). Once you have opened your profile in CUNYfirst, check that your personal information is accurate and up to date.

Open Blackboard



Some professors may require you to join their class on Blackboard. Log in to Blackboard through the CUNY website. If you have online or hybrid courses, this step is crucial.

Create Your OpenLab Account



Some professors may require you to join their class on OpenLab. Go to the OpenLab website: <https://openlab.citytech.cuny.edu/> to create your account.

Organize Your Books and Materials for Classes



Find out which books and materials you need for classes and where your professors want you to obtain them. Follow their guidance to purchase or rent them through the City Tech Bookstore on the ground floor of the General Building or to obtain them online.

Find Your Way Around Campus



Before the semester begins, find out where your classes are located. Learn the layout of the campus and its different buildings. Find out about the different offices and opportunities for students. Find the Public Safety office which houses the College's Lost and Found. Visit the City Tech website for maps or see the maps in this Companion.

Checklist for Mid-semester

- Organize Your Midterm Exam Schedule**
Check your syllabi to find out which classes will have midterm exams and when they are scheduled. Plan for extra study time to be prepared.

- Use Your Professors' Office Hours**
Check in with your professors. Make an appointment to meet with them after class or during their office hours. This way they get to know who you are. You can also inquire about your performance in class and how to prepare for upcoming assignments and exams.

- Determine Your Current Grades**
Find out how you are doing academically in every class. Use this information to talk to your advisor about your current performance.

- Plan Extra Study Time to Accommodate Midterm Coursework and Exams**
Change your work and personal schedule where necessary. Stay alert for your professors' announcements in class and check your email frequently.

- Meet with Study Groups**
Form study groups for every class and schedule meeting times. Rooms are available in the library for study groups of three or more.

- Be On the Alert for College Announcements**
Get into the habit of checking your City Tech email every day for college announcements. If you haven't done so, sync your email to your phone, so you don't have to sign in every time.

- Become Active on Campus**
Make connections and network. Make it a priority to have fun while learning! Join a club. Find out if your major has clubs or activities. Attend an on-campus event. The Student Government Association and the Office of Student Life and Development host many events throughout the year.

- Consider Attending Workshops Offered by the Counseling Center**
Take advantage of workshops throughout the semester on coping with stress, time management, and other topics. Check the Counseling Center website for details.

- Gather Registration Information**
After the midterm period, you will receive an email indicating when your registration date opens. Find out where you need to go for advisement before you register.

Checklist for the End of the Semester

If you have not registered for classes in the upcoming semester:

- Check your major on DegreeWorks. See what classes you will need to take to complete your degree. Investigate options for majors and specializations.
- Locate your academic department and advisor. Email your advisor to schedule an appointment or inquire about walk-in advisement hours.
- Check your CUNYfirst account for holds. Make sure you do not have an unpaid balance or other holds on your account that might restrict you from registering for classes for the upcoming semester.
- Register for classes on CUNYfirst. If you register late, some course sections may already be filled. Have an alternate section on hand when you register.

Estimate Your End of Semester Grades

- Find out where you currently stand in every class. Use this information to talk to your advisor about your current performance.

Plan Extra Study Time to Accommodate Finals Coursework and Exams

- Get into the habit of checking your City Tech email every day for college announcements. If you haven't done so, sync your email to your phone, so you don't have to sign in every time.

Continue to Meet with Study Groups

- Schedule meeting times to meet with your study groups. Review materials from the beginning of the semester for final exams, which may cover materials all of the way back to the beginning of the semester.

Check the Academic Calendar

- Make sure you know when semester grades will be posted and when your next semester classes begin. Mark your upcoming classes on your planner or calendar on your phone.

Plan For A Productive Break

- Don't forget to celebrate! In between semesters, socialize and stay in contact with new classmates. Consider them your new network. Ask professors for reading suggestions. Reflect on progress made in the previous semester.

FIRST YEAR STUDENTS HAVE SAID:

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

"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 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."

"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!"

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



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.

WHERE SHOULD YOU BEGIN?

DEFINE YOUR NEW PATH

Activity 1

Identify Your Goals

Why do you want a college degree? Identify two goals that a college degree might provide you:

1.

2.

By getting accepted and enrolling in college, you have already achieved a goal. Recognizing small advancements reminds us that success is an ongoing process; all achievements are gained through increments over time.

With the above two goals in mind, commit today to finishing one long-term goal:

I would feel successful if I:

Today's Date:

(mm/dd/yyyy)

Approach College as Your New Full-Time Career

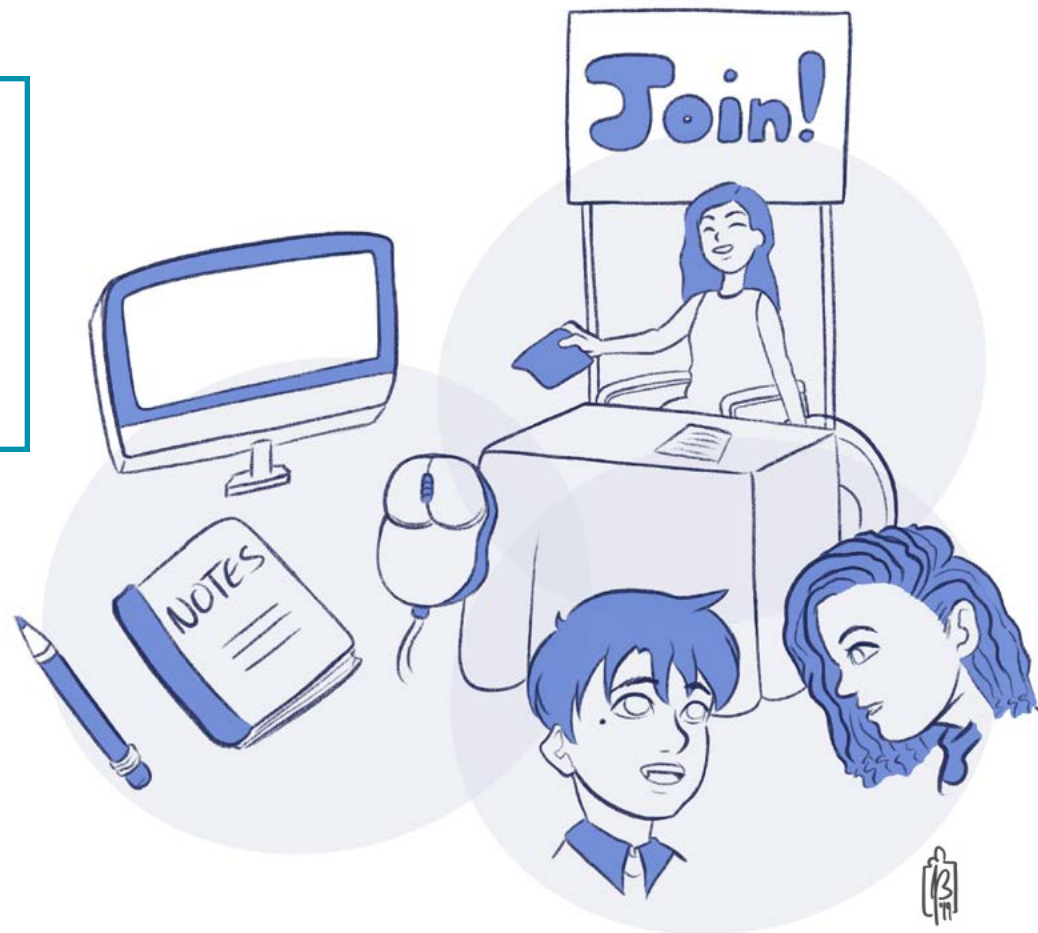
Many students must work at least part-time to pay for living and college expenses. Some students additionally support their families. This situation can potentially create conflict because the lure of a paycheck may seem more immediate and urgent than a longer-term commitment to learning. Don't be fooled!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

Students with a high Grade Point Average or GPA (a B average and higher) can more effectively:

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

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

Each syllabus is a contract between your professors and you. The syllabus outlines what will be taught, what you are expected to learn, and how your learning will be assessed. Learning is cumulative. Instructors design courses so that each session builds on knowledge and skills presented in previous sessions, adding up to a semester's worth of knowledge about a particular subject. Courses you take your first semester will offer a starting point for courses you will take in future semesters.

In each of your classes, you will be provided with a syllabus in paper form, online, or both. A syllabus 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 and the location of their office
- Office hours: a time designated for meeting with students outside of class time
- Textbook requirements and/or required supplemental course 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 expectations
- Class participation requirements
- Homework
- Tests
- Projects and papers

Most instructors provide a grading policy based on percentages that add up to 100%.
(See the City Tech grading scale in Section 2.)

Here is an example of a course grading policy in an English class:

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, a B, and a C. Participate in class and go for the A!

Statement on Academic Integrity

Plagiarism is a serious offense in all aspects of life and in particular in an 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.

City Tech's Statement on Academic Integrity:

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

For each class in which you are enrolled, use the syllabus as your guide to know what and when to study. Notice when long-term assignments are due and plan for them. If any part of the syllabus is not clear, ask the professor for clarification. 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 attention. Time management can also be called "attention management."

Activity 2

Organize Your Semester Schedule

In the first week of the semester:

- Get a calendar (use a phone app or paper) that covers the months of the semester.
- Go to the college website and find the Academic Calendar for the current 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 these expectations.

Activity 3

Make Your Own Schedule

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

1. Fill in all of the class sessions you are taking this semester.
2. How many hours a week do you spend working at a job? Write down work that is on or off campus.
3. Fill in your commuting time to and from school and commuting time for work.
4. What other required obligations do you have?
5. After recording these obligations, continue on pages 22 and 23.

"I SOMETIMES WORRY ABOUT NOT BEING ABLE TO FULFILL ALL THE RESPONSIBILITIES LAID UPON MY LIFE, AS A STUDENT AND A FAMILY MEMBER."



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							
7:00 P.M							
8:00 P.M							
9:00 P.M							
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: your brain needs time to consolidate what you learned during the day
- Eating breakfast, lunch, dinner, or snacks: your brain and body require fuel
- Playing sports, working out, or brisk walking
- Spending time on religious practice
- Shopping: consider food, clothing, or other shopping
- Attending to medical conditions that require regular monitoring
- Tending to family responsibilities, such as preparing meals, chores, taking care of children or elders, or other tasks
- Socializing and hanging out with friends
- Surfing the Internet, playing computer games, or texting
- 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 your class schedule, travel to and from school, job hours, and travel to and from work. 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 these hours 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 or “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, copy, and organize reading and lecture notes and complete assignments
- Study for quizzes and exams
- Draft, organize, and work on writing papers
- Strategize and break down tasks in advance for upcoming academic projects
- Participate and join on-campus activities, such as clubs or organizations related to your major or something you would like to explore.

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 Section 2 and 3 to find out about opportunities for research.
- Not sure about your career plans? Talk to a career counselor. See Section 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 Section 3 to learn about club activities.
- Attend a presentation or performance! Look on the bulletin boards near the elevators, and search City Tech's website for events, talks, and workshops to attend. These are quick ways to get an expert's view of subjects that may inspire you.

See: <http://calendar.citytech.cuny.edu>

Remember your college ID, once activated, also gives you access to events and programs throughout the entire City University of New York (CUNY) system! Consult the university's events calendar and take advantage of opportunities now available to you.

See: <https://events.cuny.edu/>



STUDENT TIPS

- Don't be afraid to explore the campus.
- Build relationships with professors.
- Network to get internships and get involved.

NAJMA ADAM
FYP PEER MENTOR

Connect Long-Term Goals with 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. Consider how much each credit hour and course costs. You don’t want to waste your money and pay for the same course twice because you have to repeat it. Remind yourself how each course and each semester is leading you toward your goals. Keep the “big picture” in mind.

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 Section 2). Being realistic also means that you may have to give up or postpone certain leisure or social activities.

PLAN FOR “CRUNCH” PERIODS IN YOUR SCHEDULE

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 during these unavoidable events, 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 even 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 for them as you were before. They may not understand the pressures you are experiencing for school. Saying “no” to friends is probably one of the hardest things to do. You must be dedicated enough to your goals to make sacrifices in your social life.

Strategies for Time Management

KEEP A PLANNER

It is essential to keep and maintain a daily “to-do” list, planner, or calendar on your phone or on paper.

FIND A CONSISTENT STUDY SPACE TO STUDY MORE PRODUCTIVELY

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, television, ongoing conversations, or other noise.

TACKLE CHALLENGING ASSIGNMENTS PURPOSEFULLY

Notice times of the day when you are most alert. Use these times to your advantage. Tackle challenging assignments first during those times when you are most productive.

AVOID PROCRASTINATION

Putting off starting to work on assignments eats up your time because you are thinking about them without really doing anything. Instead, concentrate on one small task or tasks to get started. Often, students put off tackling assignments perceived as most challenging. These may be papers, lab reports, or other projects. Schedule time to work on these assignments with a tutor, fellow students, or with your professor during office hours.

DEVOTE TIME TO COLLEGE WORK EVERY DAY

While you will identify some days as more intensive study days, do small tasks 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 subconscious is a wonderful tool (especially if you get enough sleep)!

TAKE BREAKS

We retain information better if we study material in shorter timed segments. Stuffing a lot of material into our short-term memory and hoping we remember it doesn't work. Information acquired that way is lost very quickly because it is not connected to what you learned previously. Skilled athletes use the interval training method because they can't change their bodies all at once. Your brain is like a muscle. Study for an hour. Take a short break. Study for another hour. Take a longer break. Repeat.

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

In your classes, observe and identify which of your classmates asks good questions. Invite them to study with you. Your colleagues can help you understand concepts that you have not mastered yet. You can share notes, questions, and ideas. Classmates can help you stay motivated to do your work and offer ways to solve problems that you had not considered. When you are finished studying, whether alone or with a group, set up your next study session. This will enable you to focus quickly when you sit down to study again.

USE "DOWN TIME" FOR COURSE-FOCUSED TASKS

- Talk about 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.
- Review electronic notes, flash cards, or note cards while riding the subway or waiting in 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. Spend the next ten minutes doing that task.

WRITE A "TO DO" LIST

- Each day, make a list of what you need to do (electronic or paper).
- Identify the three most important items and do these first.
- Toward the end of the day, review your "To Do" list to assess which items you have accomplished.
- Work to complete remaining items.
- Then, put unfinished items on tomorrow's "To Do" list and prioritize again.
- Before going to bed, mentally review your list as you prepare for the next day.

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 minimum wage without a college degree. For those of you thinking, "I can survive on minimum wage," 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 new 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.

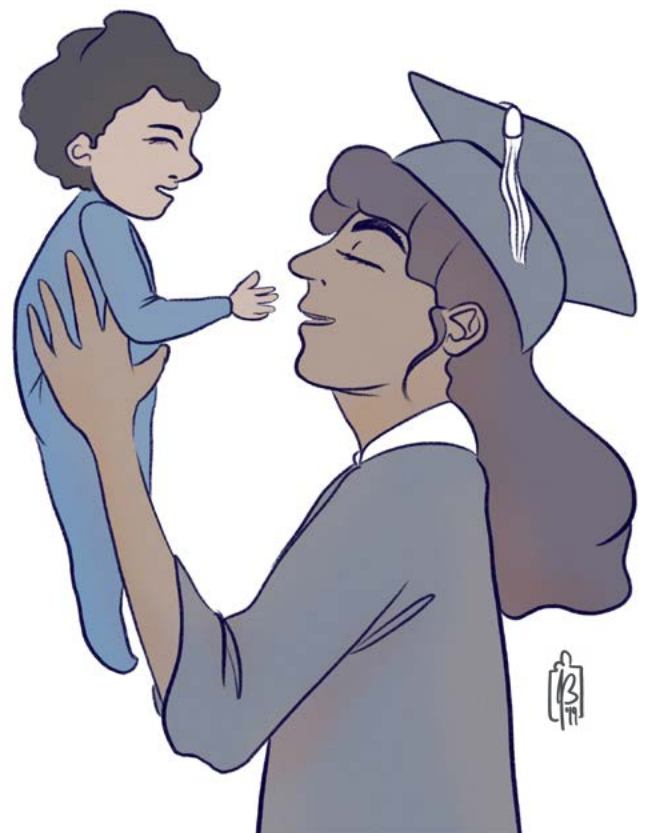
I struggle still. I am a single parent; I have two jobs and two kids. The difference from two years ago and now is this: I don't struggle unnecessarily thanks to my professors' knowledge and advice, and student services like CUNY Edge. I switched majors and was advised by the chairperson of the Hospitality 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.

- Find registration deadlines and complete applications and forms on time:

<http://www.citytech.cuny.edu/registrar/>

- Take advantage of programs at City Tech that help students financially.

<http://www.citytech.cuny.edu/financial-aid/>



HOW ARE YOU GOING TO USE THE
15 WEEKS OF THIS SEMESTER?
PLAN NOW TO TAKE CHARGE OF
YOUR LEARNING!



TAKE CHARGE OF YOUR LEARNING

You are now responsible for your learning. Go to class, be on time, keep up with assignments, do the required reading, and strive to go beyond the required expectations. Go after what you want to learn with vigor. Learn about topics and issues that are important to your future beyond the college classroom.

Strategies for Developing College Classroom Habits

USE YOUR VOICE IN CLASS

Speaking in class discussions or asking a question may seem like the scariest thing to do. Your heart may race. Your voice may sound weird. But, forcing yourself to speak out loud and participate in the classroom is the only way to overcome this common fear. Conquer it! Public speaking is a first step to acquiring leadership skills.

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 Section 2), you may find yourself in such a situation. Instead of saying “I can’t relate to this,” here’s what to do:

- Sit in the front row where you can’t hide and drift off.
- Read what is assigned before class. The professor’s lecture will have significantly more meaning to you. Don’t believe us? Try it. What your “boring” teacher is saying may suddenly become more interesting if you bring your own knowledge to it.
- Form a study group with classmates to share ideas and notes to make the learning experience more social. Find out what they find interesting about the subject and share strategies to learn more about the topic.
- Look more deeply into the subject. Most ideas are engaging if you make the effort to look beneath the surface. Get interested! Think of questions for yourself and to pose in the class. Don’t wait passively for the instructor or subject to interest you.

P.S.: These are good strategies to implement in all of your classes!

USE FEEDBACK AS CONSTRUCTIVE CRITICISM

Positive feedback is reassuring. Negative feedback is painful. However, negative feedback should be accepted as constructive criticism. When instructors or peers provide criticism, they are seriously considering your ideas and how well you have expressed them. Be open-minded, consider the feedback, and how you can use this to improve and clarify your work. Grades on tests and assignments received during the semester are also a form of feedback. Use them as a motivating tool to do better.

EXPLORE NEW TOPICS AND SUBJECTS

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! Since you are in this new college environment, stretch your understanding by exploring new classes, topics, and subjects. Connect what you know already to new material.

MAKE YOUR CLASSROOM EXPERIENCE ONE OF FINDING CONNECTIONS

Ideas connect. Finding those connections is what a good student does and is an essential skill in today’s rapidly changing workplace that is ever more interdisciplinary. Use classroom and study time to actively seek connections among subjects, topics, and ideas that may on the surface seem to have no connection at all. For example, an idea discussed in mechanical engineering may suddenly make more sense after listening to a lecture in history class. Take note of these connections which are unique and specific to your personal path of study.

Finding connections among subjects is 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. Then, go on:

- Be your own teacher – find one point that interests you and do further research.
- Go online and use reliable resources to further explore the topic.
- Use the textbook and other materials to expand your awareness of the topic to supplement the class lessons.
- Consider how ideas are similar and how they are dissimilar from each other. 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 Progress

Be honest with yourself and 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 attended every session for each course.															
I came prepared by reading the assigned material and/or doing assigned homework.															
I took notes.															
I noted what I did not understand and asked questions.															
I participated in class discussions and activities.															
After class, I scheduled time with classmates to discuss course material.															
While Studying															
I studied for two hours for every hour of class time.															
I rewrote and reviewed lecture notes.															
For reading assignments, I “previewed” materials before reading through them.															
While completing assignments, I wrote down questions or comments for discussion.															
I planned what I needed to do the next day.															

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.

STAGE 1. TAKING NOTES

While listening to a lecture, participating in class discussions, or reading course materials, you are already starting to synthesize information. How do you identify what is important and record it in a way that makes sense to you? 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. Remember, you are keeping notes for yourself so that you can reconstruct them and recall the key points. Here are some tips to help you select what is important while taking notes in the classroom or while taking notes during study time:

- How did the professor introduce the subject? What were the professor's verbal cues? This could mean noting what your instructor writes on the board or screen and adding to that what you think are key points.
- Don't write only what is on the board or screen because this may only be the instructor's outline. And, really, don't take a snapshot of the board on your way out of the classroom and consider that "taking notes"!
- Do trust and hone your ability to listen and absorb what is being presented to you.
- Does something sound like it's going to be on an upcoming test? This is trigger information! Note vocabulary, dates, and names that connect to the topic at hand.
- Ask your friends what apps are most useful for taking and organizing class information.
- While reading, note which headings or sub-headings are emphasized in the textbook or other materials. Use these to organize your notes.

STAGE 2. REVIEWING NOTES

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

- Review and rework your notes right after the class session. This allows you to clarify what you have recorded and identify questions you might have while the material is still fresh.
- Review notes frequently! This will reinforce your comprehension and long-term memory.
- Remember, when you understand the basic ideas and concepts in a subject, you will grasp new material more quickly. This is true in all courses and a universal aspect of learning, even beyond the college environment.

STAGE 3. APPLYING NOTES

The third stage of the note-taking process is applying your notes when you prepare for exams, compose papers, work on projects, and participate in class discussions. To apply your notes more effectively:

- 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.
- When studying for exams, review these study sheets at least five days before taking the exam to avoid last minute cramming.

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 anything, yet there are many myths related to math learning. Our past experiences, however, may create 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 the problem asking you to do?

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

Understanding the process and the underlying concepts is the key. Although getting the right answer is important, understanding and working sequentially through a problem are even more important.

There are different ways of approaching problems. If you like step by step puzzles you may enjoy solving math problems because there is a sequence of steps. However, if you remember concepts better than sequences, problem solving may initially be more difficult for you. Challenging yourself by doing math is a good way to engage both parts your brain. This is part of the reason why working in groups is so important to your overall intellectual growth.

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

Everyone is capable of learning and excelling in mathematical concepts and problem solving. In addition, math learning is cumulative. To succeed in today’s workplace, whether in marketing, chemistry, computer systems, business, or even when starting your own company, everyone must learn, understand, and implement mathematical skills and concepts.

Learning to Like Math

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. To do this:

- Acknowledge your feelings. Turn negative self-talk into positive self-talk.
- Practice good study habits. The more you practice, the more confident you will feel in recognizing the patterns of math problems.
- 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.

Activity 5

Rethinking Your Current Attitude about Math

If you dislike math, when did this start? Describe the memory or event that may have generated this reaction:

Describe a new way you might deal with this memory or event if it comes up again:

If you have liked math in the past, what made you like it or feel confident about your abilities?

Do you procrastinate doing math homework or studying for math tests? If so, do you procrastinate because you are overly confident about your math skills or because you dislike math?

What strategies can you apply to overcome this procrastination?

More Tips on Mastering Mathematics

KEEP 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 for your next class by solving homework problems, reviewing the notes, and even looking ahead at course materials or the textbook.

FIND 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.

DO MORE PROBLEM SETS

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

SEEK HELP EARLY IN THE SEMESTER

If you find yourself struggling with a problem or concept, find help right away. The Learning Center has math tutors. Make an appointment and keep it! You can also talk to your professor during office hours.

PREPARE FOR YOUR UPCOMING MATHEMATICS CLASS

Participate in a Math Prep Workshop offered prior to the Fall and Spring semesters. Every January and August, the 12-hour workshop, over the course of a week, will help you prepare for your upcoming math class. Math workshops in MAT 1190, MAT 1275, MAT 1375, MAT 1475, and MAT 1575 are offered. Students can register online. Look for WKSHPs.

<http://fyp.citytech.cuny.edu/>



STUDENT TIPS

- Ask for help when you need it instead of giving up.
- Understand your passions and career goals early on. This way, you won't waste as much time getting to those goals.
- Learn to sacrifice some things to make time for college. It will be worth it in the end.

HASHIR QURESHI
FYP PEER MENTOR

Reading To Learn

The time you spend learning in class is important, but much of your college education happens outside of the class time as you work on assignments, which include readings. Therefore, reading and understanding what you have read is essential for success in college. College textbooks and academic reading assignments tend to be dense and more complicated than high school-level reading. How you approach readings assigned in different classes will vary, but one thing is certain: you will be expected to do a lot of reading outside of class.

It is possible to finish reading an entire chapter and then realize you have no clue what you have just read. Be aware of the dangers! Many students get sleepy or bored while reading textbooks and never finish the reading. Still more students avoid reading altogether. Others try to read everything all at once and plow through a forty-page chapter from beginning to end. Unfortunately, students who try to read without strategies or reflection often struggle to grasp and absorb the material, and thus may have difficulty participating in class discussions or doing well on exams.

But don't worry! There are many strategies that will make reading manageable and optimize the information you retain from your readings.

Break Up Readings into Manageable Chunks

Professors will expect you to read. A lot. Be strategic. As with most things in college, your ability to schedule is imperative. To get an estimate of how long a reading will take you, multiply the number of pages by five minutes. So, if your instructor has assigned 30 pages, you should be prepared to spend two and a half hours reading. Divide this into three to ten-page chunks. Allot 15 minutes for a three-page chunk. Allot fifty minutes for a ten-page chunk. You'll most likely have readings to do for different classes. Set times in your busy schedule for when you'll be doing this work.

Get to Know Your Reading Materials: Hard Copy or Online

If your course has a textbook, whether it's hard copy or online, you and your textbook will be spending a great deal of time together over the semester. Therefore, before you do anything, take a few minutes and orient yourself to each book. Not all textbooks are the same, and writing styles will vary depending on the subject. Some textbook writing styles will be accessible and easy to read. Others will be more complicated. Still others will require you to make inferences and read critically.

As you read, ask yourself, "What can I expect from this book?" When the authors wrote your textbook, they wanted to organize it in the way that would best help you learn. Think about how and why they organized it the way they did.

Title, Authors, Preface, Introduction

Examine the title page. What is the title? Who are the authors? What qualifies them to write a book about this subject? Are there photos of the authors? What do they look like? Skim the preface and/or introduction to get an idea of how they structured this book and what's to come.

Table of Contents, Index, Glossary

How is the textbook organized? Look at the table of contents at the beginning of the book to get an idea of how information is divided. Note the topics that will be covered. Take a look at the index at the back of the book. Consider how you might use this differently than the table of contents. Notice if there is a glossary, which is a list of common terms and definitions that are specific to the subject of the book. Notice if there is an answer key or an appendix. Though these sections may not be included in your reading assignment, they are there to help you understand the materials that are assigned.

Chapter Organization

Take a look at the first chapter. Are there chapter headings? Section headings? What other information is provided? Are there summaries, pictures, charts, tables or other visual aids? What are the different typefaces you notice? Why did the author choose to put some words in boldface and others in italics? Do the authors provide chapter summaries? Are there any review questions or other study aids included in each chapter? Use them.

Overcoming Reading Distractions

What are some common distractions that divert your attention from reading? Where are you able to focus the best? Find a quiet, distraction-free place where you can do your reading without interruption. If the temptation to check social media is too great, tell yourself that you won't respond to messages or check statuses until you have read a certain number of pages. Or, you can download a blocking app like Cold Turkey.

Then, reward yourself! After meeting a goal, such as reading those pages, give yourself a break or a snack, or allow yourself to check social media.

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.

Reading Strategies

Now that you've gotten to know your textbook, it's time to do your reading assignments. Again, set a goal, such as an amount of time or number of pages, and approach your reading strategically. You should have at hand a pen, maybe a highlighter, sticky notes, and paper. Take it chapter by chapter, and for each chapter, follow these four steps.

Step One: Preview

Give yourself a couple of minutes to look over the chapter, familiarizing yourself with the content and making connections to what you've already covered in class. During this step, you're not writing anything. Instead, you're quickly doing the following:

1. Read the chapter title
2. Read the introduction or chapter summary
3. Skim the entire chapter noting subtitles and headings, boldfaced words, questions, charts, graphs, and other visual aids

Step Two: Preview Again with Your Pen

It may seem like now's a good time to start reading, but there's one more step: come up with questions and write them directly in your book or on sticky notes.

1. Turn chapter subtitles into questions
2. Write down questions about boldfaced words
3. Ask questions that may have come up in class discussions or lectures

Research shows that this type of preparation, which will only take five to ten minutes, makes a huge difference in how much information you retain, and these questions will motivate you to continue reading. Furthermore, this step builds inquiry skills that will make you a better reader in the future.

Step Three: Actively Read

Active reading means that you're interacting and engaging with the text as you read. However, there is a common misconception about how to approach "active reading." While students know they should annotate and highlight as they read, they can't know what to annotate before they have read all of the paragraph, so they highlight or annotate too much without understanding what is actually important. Read the paragraph or reading selection first and then go back and annotate.

Alone, the highlighter isn't the best tool for actively engaging with the text, so make sure you're working with a pen and highlighter (or just a pen). You want to highlight things so that you can reread them when you're preparing for a test. Therefore, only highlight things you'd like to come back to. As a general rule, don't highlight single words and don't highlight whole sentences.

As for the notes you take while you read, write down main ideas, brief summaries and/or paraphrases. Putting the information in your own words will help you better understand the content. If the paragraph includes steps, number

them in the margin. You may also take notes on sticky notes or on a separate piece of paper. Don't forget to analyze visual aids and jot down notes next to them.

When you come across a word that you don't know, especially if it seems important to understanding the text, look it up and write down the definition. If you're struggling to understand something, write down questions to ask your professor during class or office hours.

Step Four: Review

Once you've finished reading an entire chapter (or half of a long or dense chapter), go back and think about what you've read. Try answering the questions you asked when you previewed the text. Could you explain the key points of this reading to someone else? Give it a try! Your ability to recall and say the information in your own words will give you a sense of how well you understand the information. Summarize the chapter to a friend. Ask yourself questions that might be on the test and answer them.

Practice these strategies and you will get better and better at reading!

Final Notes on Reading to Learn

There are many strategies and resources that will help you take notes and become a better reader. To learn more about them, click the "Resources for Students" tab on the READ (Reading Effectively Across Disciplines) OpenLab website.

<https://openlab.citytech.cuny.edu/readinitiative/reading-strategies/>

Also, check out the City Tech Writer Sampler, a curated collection of exemplary student writing from all of the disciplines and see what students have written about in their classes at City Tech throughout the years.

<https://openlab.citytech.cuny.edu/city-tech-writer-sampler/>

According to the National Center for Learning Disabilities, one in five children has learning and attention issues. Common and commonly undiagnosed learning difficulties include language-based learning differences. Language-based learning differences refer to a wide-range of challenges with the written or spoken word. These challenges can hinder a student's academic proficiency, but with the right diagnosis, accommodations and strategies can help a person achieve his or her full potential. If you think you might be suffering from any kind of learning difficulty, or if you had an IEP in high school, please visit The Center for Student Accessibility in L237.



STUDENT TIP

- Exchange phone numbers or emails with classmates in case you are absent and need to make up the work.

SEHAM ALTAM
FYP PEER MENTOR

Writing to Learn

In college, all of your classes will contain writing components. This is because writing demonstrates your understanding of that subject and improves your ability to clearly articulate those ideas, integrate them with your own, and communicate them to others. In addition, regardless of your major, improved and practiced writing skills are among the primary skills gained with a college degree.

However, because there are different styles of academic writing, these assignments often challenge students in all majors and at all levels of ability.

KNOW THE EXPECTATIONS OF THE TASK

Read the assignment carefully. For example, a writing assignment might require you to follow an essay structure. Your instructor might also require particular formatting. Academic formatting is based on traditions in different disciplines. For example, 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 specific materials, read and annotate them before you start writing. If research is involved, do some preliminary research. This will give you some information to start writing and to find out what you need to research next. Schedule enough time to conduct research and remember that you are gathering support for your original ideas. Don't fill up your paper with quotes! Make your ideas the focus of the assignment and use citation methods as directed by your instructor.

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 brainstorming techniques that are most effective for each assignment.

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. Some students find it helpful to begin with an outline; other students write a first draft and then make an outline before editing and rearranging their ideas in a second draft.

BEGIN WRITING

Often, simply starting a writing assignment is a big challenge. Write a first draft without stopping. Revising and cultivating your ideas comes easier after you have material on the page. 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

After completing 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 and tone 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 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

When composing your paper, use your software's grammar and spell checking tools. Re-read your work and check 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 are well supported and make sense.

GET HELP WITH YOUR WRITING

Find out if there are tutors available to read your work and offer advice. If so, make an appointment. Seek advice from your instructor during office hours (see your syllabus for the course).

TURN YOUR PAPER IN ON TIME

Turning in a writing assignment promptly is essential to doing well in the course. Though instructors might 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 this demonstration of maturity. These kinds of behaviors are remembered when students ask professors for recommendations for internships or jobs.

KEEP A JOURNAL

Writing down your thoughts and responses to your course materials or how you are feeling about your life and your studies is a habit that has long-lasting benefits. Write on a daily basis and reflect on what comes up. Among the many benefits this habit brings are self-discipline, more self-awareness, and better skills at persuasion because you realize why you think the way you do and can better articulate your thinking. To do this, set a regular time for journal writing. Start with 15 minutes! Consider using a journaling app, which often includes a setting for reminders to be sent to your phone. Or you may consider writing on paper or in a notebook.

READ TO IMPROVE WRITING TECHNIQUE

Finally, to improve your writing, read! Search for the writer's technique as you read. Carry something to read all the time. Read when waiting in line, riding the subway, or before falling asleep at night. 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)
- Your City Tech ID allows you a free subscription to the *New York Times*. Activate it!
- Magazines that have long articles that go in-depth on current topics
- Fiction, non-fiction, or 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 their reading recommendations. 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 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, review your work and find ways to make it better. Proofread for errors and clarity. Answer questions left undone.



STUDENT TIPS

You set aside time to study for the exam. You sit down ready to study and realize you have to gather all the materials you need. This means having to dig through your bag and folders for the handouts the professor gave in class, having to find and organize your notes, having to go through your cellphone to find those pictures you took of the professor's notes on the board, and so on. However, if all this information was somehow combined beforehand, you could spend more time studying and less time getting ready. This is where productivity applications, such as note-taking applications and scanners, come in to help.

Evernote allows you to take digital notes (whether on your phone, computer, or tablet), and store them in notebooks. This allows you to keep your notes organized, divided, and easily accessible.

ALEXANDER LOPEZ

MAJOR: COMPUTER SYSTEMS TECHNOLOGY

FYP PEER MENTOR

A powerful feature of Evernote is its ability to accept imports. Downloading a scanning application on your phone, such as HP Smart, allows you to take scans of your professor's handouts and export them into the Evernote application to the notebook of your choice. Those pictures of the board can now easily be exported into your notebook. Quizlet allows you to create digital flashcards of your notes, giving you the freedom to study anywhere, anytime. It even creates games to help you memorize the information. Evernote, HP Smart, and Quizlet are just three examples of the many productivity applications that are available to help.

Ask your peers what productivity applications they use. Take advantage of all your resources to make college more manageable. You can do this!

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 performance anxiety is similar to the feelings a singer or athlete might have when performing in public. Testing opens us to judgment and potential criticism by others.

A student preparing for a "performance" on an exam often feels a similar nervousness called testing 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 testing 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

Don't:

- Pretend the failure didn't happen and proceed without examining why you failed.
- Blame the instructor because “they kept moving ahead and wouldn't answer questions.”
- Blame yourself, saying you're not smart enough and don't deserve to be in college 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. Retrain your brain 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 will give you important information about adjustments you need to make in your approach to your studies.



Activity 6

Test-taking Experiences: What Have You Learned?

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

2. What might you have done differently?

3. The next time you have to take a test, how will you do things differently? Think of your own way of triggering this new response and write this trigger down. Writing it down will help you remember it.



STUDENT TIPS

- Involve yourself in research activities and opportunities.
- If you are having trouble figuring something out, speak up and ask for help! Don't be shy!
- Don't overload yourself with work, you have plenty of time.
- Best-kept secret: The view from the 10th or 11th floor classrooms at 8:00 am.

HARPREET GAUR
FYP PEER MENTOR

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. Little by little I procrastinated less and now have a better habit of completing tasks in a timely manner with much less stress.



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 couple of years of struggling, I changed colleges and started all over again. However,

I wasted a couple of 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: Perseverance, Attendance, Self-Discipline, and Self-Assessment

1. Why is procrastinating so powerfully tempting?

2. Why is class attendance a demonstration of your seriousness as a college student?

3. Describe a personal setback that required you to reflect on what happened. This might be a personal setback, a professional setback, or something that happened in school.

4. How did you use this experience to try again? What happened the next time?

Activity 8

Balancing College and Personal Responsibilities

1. In terms of scheduling your time, how is your City Tech experience different from your previous educational experience? How have you made your college education your new “full-time job”?

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 progress in college.
 - a.
 - b.
 - c.

4. What strategies can you use to deal with each of the obstacles listed above? What changes have you made?

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? Are you afraid of failing? What strategy will you use to master this course material?
6. Which tasks have 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 scheduled study time in the past week?
2. In assignments and tests, what types of mistakes are you consistently making? What can you do to change this pattern?
3. How far in advance have you started assignments or prepared for tests? Does your pattern vary by course?

Activity 11

The Good and the Bad: Using Instructor Feedback

Being a successful student is not only about “passing.” It is about challenging yourself. If you get lower than a “B” on any assignment, test, or project, you have failed yourself. Schedule a date with yourself each month to record and review assignment and test grades.

1. What does the feedback you have been getting from instructors about homework, assignments, and tests tell you about your performance and progress in your classes?

2. Schedule a meeting with your professors. What can you ask them about your performance? If you have done this, what was their response? If you have not done this, what is stopping you?

3. Who else can help you improve your performance in your classes?

4. Who did you study with this week? What topics were discussed and what types of questions came up?

Activity 12

Time to Assess Your Strengths

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

2. How will you reinforce and make use of these strengths?

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

4. If you have stumbled in your academic performance, what will you do to make changes?

FINDING THE EXCITEMENT IN LEARNING

The content of learning is a combination of the knowledge your professor and the course materials provide in a subject or course. By mastering and making that content yours, you are the essential component in your larger process of learning. This section, “Your New Direction” has introduced skills including goal-setting, time management, study methods, and habits intended to help you develop strategies for succeeding as a student. Like anything new, these skills need practice and will become more habitual over time. These skills are also related to the larger process of learning that continues long after your first year of college.

This section has been about the “doing” of the learning process. Be open to how the knowledge you gain gives you pleasure, excitement, and even a greater level of self-confidence and personal agency. Success means growing intellectually and experiencing the thrill that can be derived from making intellectual connections among the many topics and subjects unique to your own path of study and intellectual development during your time as a student at City Tech.

As you continue to master this learning process, you will gain confidence as you recognize your strengths as a college student. Identifying and learning how to use these strengths while also honestly evaluating what you need to improve will help you excel in college and will also help you develop skills that will transfer to life after college.

The next section will familiarize you with the formal structure of this academic environment.



STUDENT TIPS

- If you do your work right away, you don't have to worry about it later. Don't procrastinate!!
- Ask for help and utilize office hours and tutoring. It will help you improve your grade before you submit work.
- If you make a mistake, consider how to do better on the next assignment. One bad grade does not mean failure.

EVELYN NG
FYP PEER MENTOR

THE CHALLENGE OF COLLEGE - A STUDENT'S STORY

HOW TO JUMPSTART YOUR COLLEGE STRUT: A GUIDE TO MAKE THE MOST OF CITY TECH

BY G. JAMES MITCHELL

MAJOR: PROFESSIONAL AND TECHNICAL WRITING



As the saying goes, hindsight is 20/20. There is no shortcut to getting through the college years. Earning your undergraduate degree requires careful navigation and diligent work but can be gratifying with the right state of mind. For more thrill and less hell, I offer these tips from my experience achieving my degree.

Your Advisor is Your Best Friend

Your advisor is the first resource in your college experience because they can help you navigate through the complex web of administration, academic requirements, and career preparation. I found my adviser early on by emailing the director of my program. By keeping in close contact with my advisor, I forged a channel of opportunities like event awareness and made getting reference letters and recommendations

easier. This relationship with my advisor allowed me to choose impactful coursework, thus maximizing opportunities and reaping benefits of carefully planned courses.

Know Your Library and Labs

Becoming familiar with my library and labs was extremely effective for time management. More than just a computer and printing hub, the library houses movies, vinyl records, and VHS tapes. Librarians are available to direct you to resources and research on any topic. The most overlooked asset of the library is the peace and quiet. After a late night of work, many of us have needed a refreshing snooze or just a moment alone to listen to that new Drake album

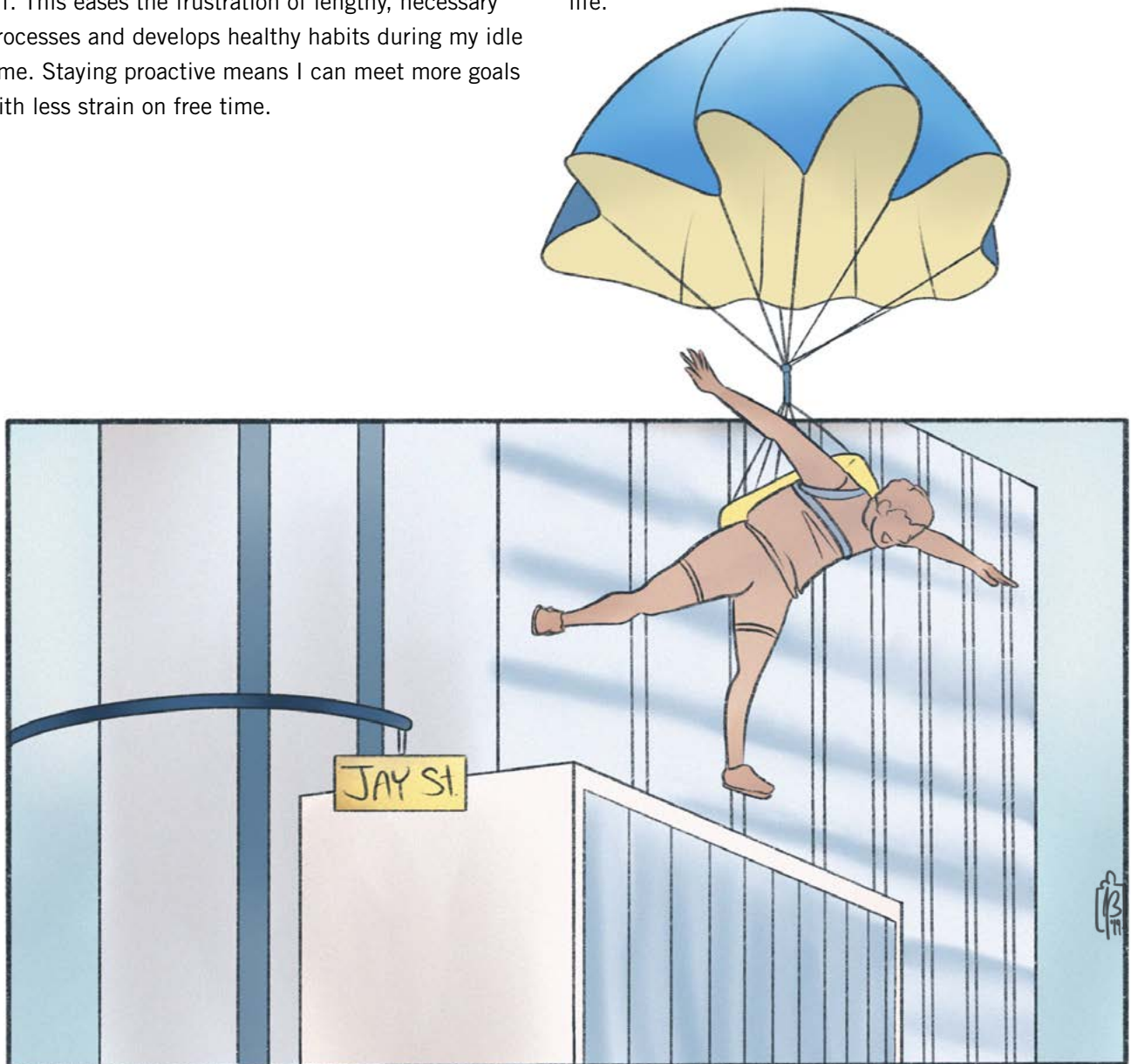
during the one hour between classes. I found my solace in the cozy study space of the many nooks and crannies. Additionally computer labs offer different software, accessibility, and subject matter experts. Find workspaces best for you and equip yourself to finish assignments quickly.

Accept the Process

Balancing the challenges of college years is difficult for everyone. I have learned to embrace the process and ride the wave to avoid being run over. Many times, I've become discouraged when running from office to office, making several attempts to enroll or complete administrative tasks. When planning for that long wait in line to speak with the clerk for two minutes, I bring that reading assignment I have put off. This eases the frustration of lengthy, necessary processes and develops healthy habits during my idle time. Staying proactive means I can meet more goals with less strain on free time.

Build a Social Network

The most valuable and overlooked advantage of my college experience is the social network that emerged from my experience. One of my favorite authors, Paolo Coehlo, wrote, "When you want something, all the universe conspires in helping you to achieve it." So many people have enhanced my college experience at City Tech. The training and expertise offered extends beyond the walls of this university. Building quality relationships along the way to a degree has enriched my transition into the workforce. Faculty and friends are my scaffolding to the lifestyle that becomes my identity. Spending quality time with the network of intellectuals and embracing a rounded perspective of City Tech programs directly enriches the outcome of graduating from college and beginning a professional life.



SECTION 2

**YOUR COLLEGE
STUDIES**

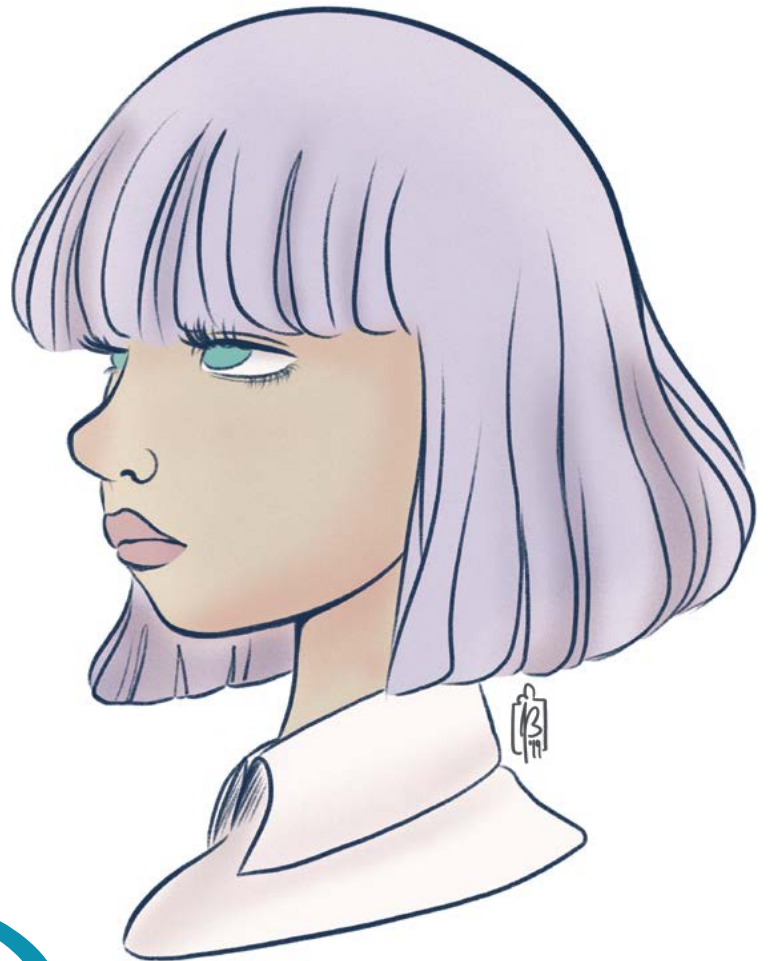
FIRST YEAR STUDENTS HAVE SAID:

I THOUGHT I
WOULD GET MORE
HELP REGISTERING
FOR CLASSES.

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

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 section will introduce you to elements of the formal system of how City Tech works. City Tech is one of 25 colleges of the City University of New York, otherwise known as CUNY. CUNY has an impressive reputation and rich history. Originally founded in 1847 with 143 students as a public academy of higher learning to “educate the whole people,” CUNY’s 2018 enrollment was 275,000 undergraduate and graduate students. CUNY campuses are in all five boroughs and uniformly promote academic excellence, scholarship, and opportunity for all through a high-quality, competitive, and remarkably affordable college education. CUNY is world-famous for its award-winning faculty, students, and alumni who have established successful and acclaimed careers. By enrolling at City Tech, you also become a member of this larger CUNY community and have access to the many university-wide opportunities and benefits, including library resources at all campuses, events, cross-campus collaborations, and research opportunities. To learn more, visit: <https://www2.cuny.edu/about/history/>

Many of the policies that affect you are determined by governing bodies at the University level in addition to those determined by City Tech. These rules and regulations directly affect you and the process of how you will obtain your degree. It is your responsibility to familiarize yourself with these rules in order to understand the formal relationship between City Tech, CUNY, and you.

This section explores this “formal system” you will encounter as a student at City Tech.

UNDERSTANDING YOUR MAJOR

The College Catalog for the academic 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 are not enrolled for one or more semesters. Saving the requirements for the academic year you started prevents potential disputes if a question arises regarding the credits or courses you need to graduate.

Activity 13

Degree Game Plan: College Requirements for Graduation

MY FIRST SEMESTER AT CITY TECH IS:

1. Go to 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 first academic year you enrolled governs all official decisions regarding the degree.

Using the College Catalog, complete the following statements:

MY MAJOR IS:

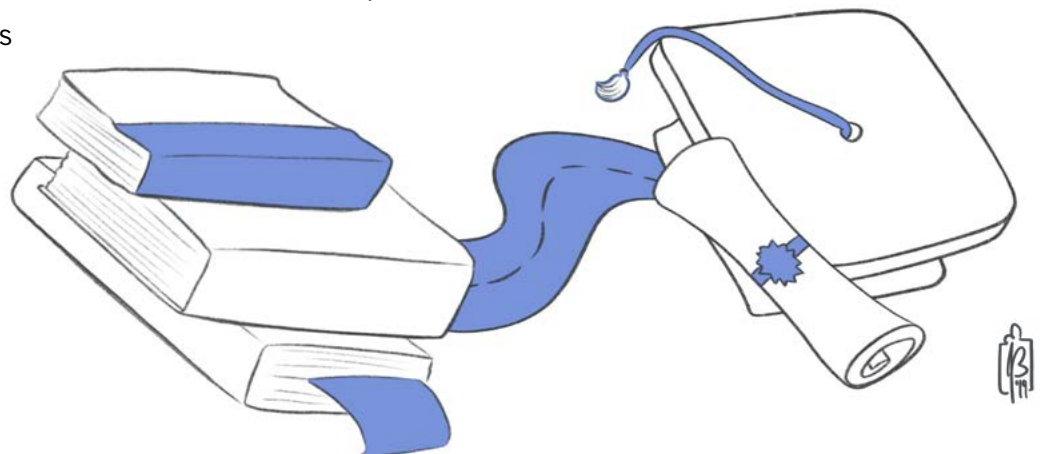
THE DEPARTMENT OFFICE OF MY MAJOR IS LOCATED:

FOR MY ASSOCIATE DEGREE, I WILL NEED:

total credits to graduate in [Semester/Year]
credits in my major
credits in General Education Common Core requirements
credits in electives

FOR MY BACHELOR'S DEGREE, I WILL NEED:

total credits to graduate in [Semester/Year]
credits in my major
credits in General Education Common Core requirements
credits in electives



CUNY GENERAL EDUCATION REQUIREMENTS

GENERAL EDUCATION REQUIREMENTS: COMMON CORE AND THE COLLEGE OPTION

All City Tech students, regardless of major, are required to enroll in General Education courses. These CUNY-mandated General Education requirements must be completed to earn a Bachelor's or Associate degree. Students pursuing a Bachelor's degree must complete 30 credits of General Education requirements; students pursuing an Associate degree may need fewer general education credits. There are required and flexible components of the General Education requirements, which are listed as the Common Core.

For students pursuing a Bachelor's degree through a CUNY college, each campus requires an additional 6 to 12 credits of Common Core General Education courses. These additional required courses are called the College Option.

COMMON CORE

Required Common Core (12 credits / 4 courses) for students in Associates and Bachelor's degree programs:

- English Composition (2 courses)
- Mathematical and Quantitative Reasoning (1 course)
- Life and Physical Sciences (1 course)

Flexible Common Core (18 credits / 6 courses) for students in Associates and Bachelor's degree programs:

- World Cultures and Global Issues (1 course)
- U.S. Experience in Its Diversity (1 course)
- Creative Expression (1 course)
- Individual and Society (1 course)
- Scientific World (1 course)
- The sixth course must be taken from one of the Flexible Common Core areas. In many cases, individual colleges specify what the sixth course will be. It is essential to consult City Tech's Catalog and guidelines.

Notably, once a student successfully completes a Common Core requirement at one CUNY college, that requirement will be honored at any CUNY college. The same applies to College Option credits. Because College Option requirements vary by college, it is necessary to consult advisors, departmental guidelines, and the College Catalog to choose approved Common Core courses.



STUDENT TIPS

- Get involved as much as you can: the more you participate in campus activities, the more you'll be noticed.
- Balance your personal life and school life. You definitely want to have a life outside of campus and work.
- Make sure that every day you are learning something new. Make the best out of your college experience.

BANNESA ESPINAL CRUZ

FYP PEER MENTOR

PATHWAYS

Pathways provides a set of General Education requirements that every student must complete to earn an Associate in Arts (AA), Associate in Science (AS) or any Bachelor's degree from CUNY. Pathways, a CUNY-wide initiative, was established to provide uniform general education requirements throughout its campuses, enabling students to accrue and transfer credits between colleges. Once fulfilled at one CUNY college, these Pathways general education credits will carry over if a student transfers to another CUNY college. Pathways has also aligned Gateway Courses for a number of popular majors.

Pathways Tip: Students who are considering to enter high-credit majors or degree programs (those with many specified courses such as nursing degrees), should consult an advisor about choosing appropriate Common Core courses. Students will finish their degrees more efficiently if they take Common Core courses that also count toward their major or degree program.

<http://www2.cuny.edu/about/administration/offices/undergraduate-studies/pathways/>

GATEWAY COURSES

Although major requirements vary from one CUNY college to another, for CUNY's most popular majors, a minimum of three Gateway Courses are required. Students who anticipate pursuing one of these majors can take the designated courses at one CUNY college and transfer to another CUNY college that offers the same major. Students should be aware that course titles may vary across the colleges. Students who are considering transferring should consult departmental advisors for clarification.

For City Tech students, specialized majors include:

- Biology (Biomedical Informatics)
- Business (Business and Technology of Fashion)
- English (Professional and Technical Writing)
- Nursing
- Teacher Education (Mathematics Education; Career and Technology Teacher Education)

For more information, you can also go to <http://cuny.edu> and search using the following terms:

- General Education Requirements
- Common Core
- College Option
- Pathways
- Gateway Courses (includes Popular Majors)

LAA and LAS Degree Requirements

LAA DEGREE

The Liberal Arts Associate degree (LAA) is designed for students interested in taking classes that will provide a solid academic foundation that prepares them to pursue further study in law, public relations, journalism, broadcasting, education, political science, government, history, psychology, communications, and languages. Using the fundamentals of General Education as the bridge for developing an academic curriculum, LAA students are in the perfect degree program for sharpening knowledge and maturing into well-rounded scholars. Elective credits to reach the 60 credits required for the degree in Liberal Arts (LAA) may be chosen from courses offered by the Schools of Technology and Design or Professional Studies, with permission from the Dean of Arts and Science.

LAS DEGREE

The Associate degree in Liberal Arts and Sciences (LAS) is a comprehensive liberal arts and sciences curriculum emphasizing the application of scientific knowledge and mathematics for problem-solving. The LAS degree, alongside General Education requirements, is centralized around a common core of sequential calculus and a sequence of science: biology, chemistry, or physics. Students who choose this major are beginning their matriculation in LAS before applying to a specific field of STEM-centered study or know that they want to pursue a subsequent degree in a field that requires that they have an academic footing in either specific advanced math or science courses.

Elective credits to reach 60 credits total for the degree in Liberal Arts and Sciences (LAS) may be chosen from courses offered by the Schools of Technology and Design or Professional Studies, with permission from the Dean of Arts and Sciences.

Director of Liberal Arts

Namm Building, Room N426

718-260-5082

<http://www.citytech.cuny.edu/liberalarts/liberal-arts-aa.aspx>

CUNY BACCALAUREATE (CUNY BA)

CUNY Baccalaureate for Unique and Interdisciplinary Studies (CUNY BA) is a University-wide, individualized degree. This degree is a versatile route for motivated, self-directed students whose academic goals transcend traditional majors. Students create their own degree plans by working directly with faculty mentors and academic advisors.

To be eligible for this degree, students must have completed 12 college credits with a minimum GPA of 2.8 and have an idea for one or two viable individualized areas of concentration. Interested students should be aware that the average GPA of students opting for this degree has risen each year. Entering students currently transfer into the degree program with a GPA of 3.31 and have completed 66 credits (approximately their junior year of college study). For more information: <http://cunyba.cuny.edu>

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?
- I 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 their plans.

- 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 chosen major. Two Academic Career Planners follow to help you chart the courses and credits necessary to complete your degree at City Tech. Take this Academic Career Planner to your major department or to an advisor and ask for guidance. To help you complete this activity, the following terms are defined in the Glossary of this Companion: catalog, advisement, credit hours, co-requisite, major, and pre-requisite.

The Academic Career Planner for an Associate Degree follows on page 67.

The Academic Career Planner for a Bachelor's Degree follows on page 68.

Both planners are available on the College's Advisement pages: <http://citytech.cuny.edu/advisement/planner.aspx>

TO COMPLETE THESE ACADEMIC CAREER PLANNERS:

- Consult the College Catalog specific to the semester and year you 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. Remember that in some majors, your flexible core courses may be governed by your major. See the CUNY General Education Requirements.
- Notice the number of credit hours (CR) assigned to each course and consider how many courses you need to take each semester.
- To graduate with an Associate degree in two years or a Bachelor's degree in four years, you will need to take and pass 15 credits per semester or 30 credits per academic year. While full-time student status is 12 credits during the fall and spring semesters, you can take up to 18 credits. You also have the option of taking summer classes and January classes. However, course options for summer and January classes are more limited. Check the Catalog to see if the course you need is being offered. In addition, check with Financial Aid regarding these options as your tuition may not be covered for January and summer courses.

More information on course requirements can be found on the Advisement pages on the college's website. This site also offers year by year strategies for planning courses and meeting other requirements: <http://citytech.cuny.edu/advisement/graduate-timeline.aspx>

My Academic Career Planner

Name: _____

Empl ID: _____

Major: _____

Catalog Year: _____

STUDENT WORKSHEET

Use this tool to help you think through step-by-step how you will achieve your degree. 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	CREDITS
SEMESTER CREDITS	

SEMESTER 2

Fall Winter Spring Summer YEAR _____

COURSE NUMBER / COURSE NAME	CREDITS
SEMESTER CREDITS	

SEMESTER 3

Fall Winter Spring Summer YEAR _____

COURSE NUMBER / COURSE NAME	CREDITS
SEMESTER CREDITS	

SEMESTER 4

Fall Winter Spring Summer YEAR _____

COURSE NUMBER / COURSE NAME	CREDITS
SEMESTER CREDITS	

SEMESTER 5

Fall Winter Spring Summer YEAR _____

COURSE NUMBER / COURSE NAME	CREDITS
SEMESTER CREDITS	

SEMESTER 6

Fall Winter Spring Summer YEAR _____

COURSE NUMBER / COURSE NAME	CREDITS
SEMESTER CREDITS	

SEMESTER 7

Fall Winter Spring Summer YEAR _____

COURSE NUMBER / COURSE NAME	CREDITS
SEMESTER CREDITS	

SEMESTER 8

Fall Winter Spring Summer YEAR _____

COURSE NUMBER / COURSE NAME	CREDITS
SEMESTER CREDITS	

SEMESTER 9

Fall Winter Spring Summer YEAR _____

COURSE NUMBER / COURSE NAME	CREDITS
SEMESTER CREDITS	

SEMESTER 10

Fall Winter Spring Summer YEAR _____

COURSE NUMBER / COURSE NAME	CREDITS
SEMESTER CREDITS	

SEMESTER 11

Fall Winter Spring Summer YEAR _____

COURSE NUMBER / COURSE NAME	CREDITS
SEMESTER CREDITS	

SEMESTER 12

Fall Winter Spring Summer YEAR _____

COURSE NUMBER / COURSE NAME	CREDITS
SEMESTER CREDITS	

REQUIREMENTS

- WI in Major
- WI in Major
- WI in General Education
- WI in General Education
- Advanced Liberal Arts or Foreign Language Sequence

QUESTIONS

1. What are my post graduation plans?

2. What interests me?

3. What classes must be taken in sequence? (a specific order)

RESOURCES

- [DegreeWorks Audit](#)
- [College Catalog](#)
- [General Education Common Core](#)
- [Writing Intensive \(WI\)](#)
- [Academic Calendar](#)
- [CUNYfirst](#)
- [PDC](#)

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.

IMPORTANT

WI - A semester-specific list of writing intensive courses is available online at the City Tech General Education website:

<http://www.citytech.cuny.edu/gen-ed/writing-intensive.aspx>

See **Academic Calendar** for important dates:

<http://www.citytech.cuny.edu/registrar/academic-calendar.aspx>



The Advisement System

Aside from understanding the advisement procedure, it is important for you to be actively involved in the selection of your 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. For many first-year students, advisement is different from high school where they may have been assigned courses or not have been involved in the course selection process.

Students enrolling for their first semester of college report to First Semester Advisement. Advisors in the First Semester Advisement center help students register for their first semester courses. Students enrolling for their second semester and beyond must consult advisors in their major department to choose appropriate courses, and then must register for classes online on CUNYfirst.

Students who are enrolled in programs such as ASAP and SEEK have advisors assigned through those programs and should take advantage of this benefit. Consult with those advisors regarding advisement and registration.

To graduate with an Associate degree in two years or a Bachelor's degree in four years, you will need to take and pass 15 credits per semester or 30 credits per academic year. While full-time student status is 12 credits during the fall and spring semesters, you can take up to 18 credits if you maintain an adequate GPA. You also have the option of taking summer classes and January classes. However, course options for summer and January classes are more limited. Check the Catalog to see if the course you need is being offered. In addition, check with Financial Aid regarding these options as your tuition may not be covered for these courses.

You can access the college's advisement information at: <https://www.citytech.cuny.edu/advisement/> Here, you will find information and tips on how to think about planning your schedule and about resources available at the College to assist you. These resources include checklists and recommendations for each year of attendance, information about course requirements, as well as fillable Career Planners that can be downloaded and used for advisement meetings. You should also look up the degree checklist pertinent to your major in the College Catalog.

You can find a list of academic departments at: <https://www.citytech.cuny.edu/academics/academic-departments.aspx>

ADVISEMENT FOR SECOND SEMESTER AND BEYOND

Students who have chosen 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," you will be sent an email from the College for a scheduled advisement time. Upon receiving notification for when registration is open to you, see an advisor regarding the LAS and LAA degrees before registering for courses.

Namm Building, Room N426
718-260-5082

<http://www.citytech.cuny.edu/liberalarts/liberal-arts-aa.aspx>

REGISTRATION

This is an overview of registration procedures. For your specific questions regarding registration, consult an advisor in your major department or in the First Semester Advisement for a complete discussion of your status.

Office of the Registrar

Namm Hall, NG15 | (718) 260-5800

The website of the Office the Registrar offers a list of Important Forms. These forms are pertinent to materials discussed throughout this section of the Companion.

<http://www.citytech.cuny.edu/registrar/important-forms.aspx>

DegreeWorks

Familiarize yourself with DegreeWorks, an online advisement page that helps you see what courses are still required for your major, core courses, and your degree. You can access Degreeworks on your own and also use it as a planning tool when you meet with your academic advisor.

To find more information on DegreeWorks:

<http://www.citytech.cuny.edu/registrar/degreeworks.aspx>

Academic Departments

To find a list of the College's academic departments and major programs:

<http://www.citytech.cuny.edu/academics/academic-departments.aspx>

Registration for First-Semester Students

First-semester students report to the First Semester Advisement center for advisement and registration.

First Semester Advisement

Namm Hall, N104 | (718) 260-5013

First Semester Advisement (FSA) is a comprehensive advisement office that welcomes and offers enrollment support to new entering students and incoming transfer students. Academic advising is student-centered and supports students with advisement tools such as DegreeWorks and CUNYfirst to successfully progress in their desired City Tech major.

College Proficiency for Incoming Students

New college students are often fully prepared for rigorous learning experiences, but some benefit from additional preparation. Students need to demonstrate that they meet the University's college readiness requirements by a proficiency index that combines overall high school grade point average and subject-specific SAT and Regents scores to determine whether they are college-ready. Students who meet this criterion will be considered proficient. Those who do not meet this criterion will be required to participate in developmental supports before enrolling in, or while enrolled in credit-bearing courses by taking co-requisite courses.

If you are not proficient, you will be placed in classes for mathematics and English that have supplemental requirements and added class time to help you gain proficiency. Co-requisite courses include ENG1101CO, MAT1275CO, and MAT1190CO. Other program options to gain proficiency include MathStart, CUNYStart, CLIP, and FYSP.

Registration for Students in Their Second Semester and Beyond

Warning! Second semester students must be aware of their responsibility to register for classes! Failure to register can result in a non-student status. Be aware of deadlines for registration during your first semester and follow them. Consult the college's Academic Calender for registration dates.

Continuing students have two registration options: web-based registration or in-person late registration. Register for classes as early as possible! Always take time to consider which classes meet your major requirements and suit your needs. Register when the registration period opens to avoid the possibility of a course required for your major filling up before you have a seat.

WEB-BASED REGISTRATION

From your second semester onward, you will register through CUNYfirst. Web-based registration begins in November for the spring semester and April for summer and fall semesters. Students may register for up to 18 credits/hours during this period.

1. **To begin the registration process online, access:** <https://ssologin.cuny.edu/cuny.html>
2. **Enter your CUNYfirst login.**
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 "Checkout"
 - Print your receipt and schedule
4. **Check your financial aid package and deadline dates.**
 - For more information, see the Financial Aid section in this Companion.

IN-PERSON LATE REGISTRATION

If you do not register for classes on CUNYfirst by the registration deadline, you must make an appointment for in-person late registration. Avoid late registration if at all possible! As most students have already registered, many classes will have filled up by this time.

In-person late 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

Program Changes

If you choose to change your class schedule after a semester begins, this is called a “program change.” There are several reasons why students choose to make these changes, such as inconvenient course times, a change of academic interest, or instructor availability.

1. Without penalty, you can drop a course, change a course section, or add a course if the course section is not filled during the Program Change period noted in the Academic Calendar.
2. Consult with an advisor in the First Semester Advisement if you are a new student. If you are a continuing student, consult with a faculty advisor in your department.
3. To make a program change, you must complete a Program Change Form from the advisor and have the change approved by the department that offers the added course.
4. Log onto CUNYfirst to complete the add or drop procedure.
5. The Program Change Form is then filed with the Office of the Registrar. The Program Change Form can be found on the website of the Office of the Registrar at:

<http://www.citytech.cuny.edu/registrar/docs/programChangeForm.pdf>

If you drop a course during the official Program Change period, the dropped 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 registering.

Dropping Courses after the Program Change Period

If you must withdraw from a course after the Program Change period but before the Withdrawal deadline (about half-way through the semester), you must complete an official Program Change form and submit this form to the Registrar’s Office before the deadline. Consult both financial and academic advisors before withdrawing from a course and ask them to help you weigh the consequences carefully.

Note that the dropped class will appear on your transcript with a **W** notation. If you fail to complete the Program Change form, you will receive a **WU** on your transcript. A **WU** is the equivalent to a failing grade (**F**) and will dramatically affect your GPA.

Remember that in addition to considering your GPA, withdrawing from a course for any reason can affect your financial aid as the number of credit hours may change. Withdrawing from a course will also affect the credit hours you are required to accumulate for graduation and may result in requiring you to remain in college longer than you had originally planned to complete your degree.

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. Full-time students should aim to take 15 credits per semester and 30 credits per year.
- 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. In other words, this is an earned benefit of maintaining good academic standing.
- Students who are taking developmental or co-requisite courses need at least 12 credits per semester to maintain full time status but are limited in the possibilities of courses they can take.

Changing Majors

It is not uncommon for students to realize a different major is more interesting or relevant to their personal goals and decide to change college majors. 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 requesting a change in major must consult the department of their intended new major to learn and understand the requirements specific to that major.

For some majors, pre-requisites (see Glossary) may require taking preliminary courses before the intended department will consider the change. Some majors may also require specific academic targets, such as a minimum GPA of 3.0. Remember, the extra time, work, and tuition required to finish this new degree path will be worth it in the long run if you have discovered something you love doing.



STUDENT TIPS

- Don't buy textbooks before attending your first class. Wait to attend the first class and learn what the professor requires.
- Always talk to your professors when you encounter problems, don't guess or panic.
- Always check your City Tech email and Blackboard!

TINGTING JIANG
FYP PEER MENTOR

THE CHALLENGE OF COLLEGE - A STUDENT'S STORY

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.



THE GRADING SYSTEM AND ACADEMIC STANDARDS

Grading Procedures

You will receive final grades for each course in which you are enrolled and these will appear on your transcript. This document is also referred to as your student record. Each course in which you have been officially registered shows up on your transcript. During the first two weeks of classes, the Program Change period, you can drop a course, change a course section, or add a course if the course section is not filled, without penalty on your transcript. All courses or credits for which you are officially registered after the Program Change period are considered attempted credits. These attempted credits show up on your transcript to demonstrate progress during that current semester.

Please consult the current College Catalog for the most up to date information on registration, grade requirements, 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. Mid-semester grades do not appear on the transcript.

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.

If you receive an “I”, the coursework must be completed and the grade change submitted 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. In some cases, you may be able 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.

Repeating Courses and the CUNY Policy on “F” or “D” Grade

According to 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 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. In addition, 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.

Note: some departments such as Nursing use their own grading scale which will have different thresholds, most notably in the “C” range. Consult your major department for their grade expectations.

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 - 86.9	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
WN	Unofficial Withdrawal (Never attended)	0.0

THE FOLLOWING GRADES ARE NOT COMPUTED IN YOUR GPA:



OFFICIAL WITHDRAWAL

No Penalty



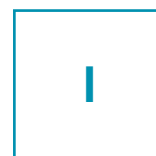
ADMINISTRATIVE WITHDRAWAL

No Penalty



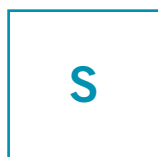
WITHDRAWAL DROP

No Penalty



INCOMPLETE

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



SATISFACTORY/ PASSING

Used in developmental courses and specialized workshops



REPEAT



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



No grade submitted by instructor.

Decoding Those “W” Grades

What do those “W” grades 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 but stopped 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, or withdraw officially.
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 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 immunization. To avoid this: Be sure to have all your required immunizations.
WD	Withdraw Drop	This is a non-punitive grade assigned to a student when a class is dropped after the financial aid certification date but before the withdrawal period. This grade will not appear 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” and “WN” 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. In your classes, attendance will be recorded each day. Excessive absences and lateness can contribute to your overall class assessment by your professor. How serious are you? Go to all of your classes on time!

Warnings: Academic Alert and Academic Probation

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

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. For full-time students, this could be during your second semester of your first year.

Remember, your GPA minimum standard rises each semester you are in school. Using the chart above, you can see that at the end of your freshman year (at least 24 credits if you're going full-time), you will need to have a GPA of 2.0 or higher to avoid academic probation and dismissal.

Grade Calculator

There are many online interactive "grade calculators" to help you keep track of your GPA. To generate information on one of these calculators, 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.). Grade calculators can also help you forecast grades you need to receive to maintain a required GPA. Remember, our suggested GPA is 3.5 and above.



STUDENT TIPS

- You are not alone. Everyone has felt or feels what you feel.
- Don't second guess why you're here.
- Never give up. You're bigger than your fear.

SABRINA SANTOS
FYP PEER MENTOR

Activity 15

Calculating Your Grade Point Average (GPA)

You just finished your first semester 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.

<p>Use the chart and the official scale and the final grades listed below to find out your first semester GPA.</p> <hr/> <p>FALL 2019</p> <p>ENG 1101 B</p> <p>MAT 1275 A-</p> <p>COM 1330 B</p> <p>PHYS 1111 C</p> <p>ECON 1101 WU</p>	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 - 86.9	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
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:

$$\frac{\text{SUM of Quality Points x Credits}}{\text{TOTAL Number of Credits}}$$

YOUR GPA
FOR THE SEMESTER:

Calculating Grade Point Average Scenarios

SCENARIO #1:

Had you completed ECON 1101 with a C instead of a WU, what would your GPA have been?

SCENARIO #2:

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

SCENARIO #3:

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

SCENARIO #4:

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

Reflecting on These GPA Scenarios

Consider how a grade in one class can dramatically shift your cumulative GPA. Course grades show not only how you worked in class but also how you negotiated college regulations, such as withdrawal policies.

List two lessons learned from this exercise:

1.

2.

Academic Dismissal

At the end of either the fall or spring semester, students will be academically dismissed (not allowed to register for classes) if their minimum cumulative or semester GPA falls below the standard. If this is not clear, see the previous section on Academic Alert and Academic Probation.

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 City Tech may affect your chances of getting into any other college.

Withdrawal from a Course

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

1. **Consult the Academic Calendar and observe official deadlines for course withdrawal that semester.**
If the date has passed, withdrawal will dramatically affect your overall GPA.
2. Discuss your intention with the course instructor.
3. Discuss your intention with your academic advisor.
4. Consult with an advisor in the Financial Aid Office.
5. Obtain a Program Change form from the Office of the Registrar. Have the Program Change form approved by the chair of the department where the course you are withdrawing from is listed.
6. Return the approved Program Change form to the Office of the Registrar.

Does withdrawal from a course 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

Walking away from your semester's courses and deciding to “unofficially” withdraw, disappear, or drop out results in serious and difficult consequences should you decide to become a student again at any college. Remember, your college transcript follows you! An unofficial withdrawal will show that you did not have the discipline to check and follow college regulations when you made this decision.

Going through the official process of withdrawal from the College during an academic semester protects your rights and privileges as a student.

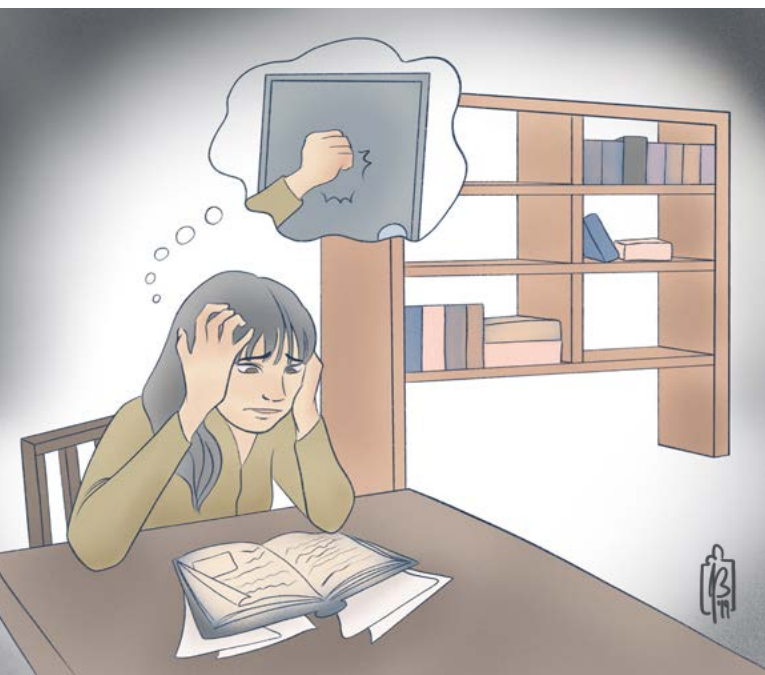
To withdraw officially you must:

1. Complete a withdrawal form from your major department.
2. Notify all of your instructors of your withdrawal.
3. Obtain a withdrawal clearance/leave of absence form at the Counseling Center and follow the procedure outlined on the form. The withdrawal clearance procedure must be completed in person.
4. File both the completed withdrawal clearance/leave of absence form and the completed withdrawal form at the Registrar's Office. The date the completed forms are accepted at the Registrar's Office will be considered your date of final attendance at the College. If the withdrawal has significant impact on your financial obligation to the College, additional administrative clearance may be required.
5. For readmission to the College after withdrawal, contact the Registrar's Office about deadlines for readmission.

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!



STUDENT TIPS

- Don't be scared to speak up in class.
- Don't beat yourself up too much on a bad exam/project/assignment. Pick up and put more time into studying and preparing for the next.
- College gets better. Give it some time. Be positive!

DAMAR SAUL
FYP PEER MENTOR

THE FINANCIAL AID SYSTEM

Financial Aid

Financial Aid Office

Namm Hall, NG13

718-260-5700

<http://www.citytech.cuny.edu/financial-aid/>

The Financial Aid Office has information and assistance available for students unsure of their eligibility for loans and awards. There are also financial aid counselors who can assist you with questions related to your financial aid package and how it may be impacted by your academic choices.

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

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- 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
- Search for Education and Elevation through Knowledge (SEEK)
- Accelerated Study in Associate Programs (ASAP)

All students should begin the financial aid process for Direct Subsidized Loans such as those listed above 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 at NG06. You can also visit: <http://www.tuitionpay.com> or call 800-635-0120.

Scholarships

The Office of Scholarships & Residency Services

Namm Hall, N401

<http://www.citytech.cuny.edu/scholarships/>

The Office of Scholarships & Residency Services (OSS&RS) offers information about scholarship opportunities. Your eligibility for scholarships is determined by need and merit when you enter the College.

Scholarships provide funds based on need as well as recognition for “merit,” which is demonstrated by your performance in college. A high GPA is a threshold requirement for many scholarships. To be competitive for scholarships and other college opportunities, work toward a GPA that is 3.5 or higher. Many scholarship applications require essay writing and other materials by a strict deadline.

Students in programs such as CUNY Edge, SEEK, and Student Support Services may also contact their program advisor for assistance.

Understanding the Basics of Credits Cards and How Money Works

In addition to financial aid packages and scholarships, many students have to pay for some portion of college out of their own resources. There are several ways to do this.

PERSONAL LOANS

There are two kinds of loans:

Direct Subsidized Loans. These are based on financial need. For these, the government will pay the loan interest while you are officially registered as a student. Your financial need is determined by the FAFSA and other documentation.

Direct Unsubsidized Loans. These loans are offered by banks or credit unions. For this you will need a good and established credit history or a co-signer, someone who has a credit record and who becomes responsible for your debt if you do not pay back what you owe. Sometimes, you need both a strong credit history and co-signer.

Many of these loans offer low introductory interest rates; however, these rates are subject to change and unpaid interest (the interest accruing while you are still in school) will be added to the principal, which is the full amount that you owe. Loan funds you receive for student needs should be set aside and used only for these purposes. These are an investment! Many of your professors are still paying their own student loans. If you use these funds responsibly, the value of an education is worth the long-term debt.

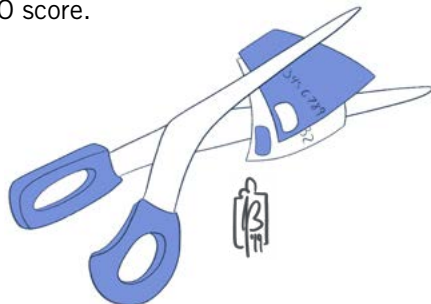
CREDIT CARDS AND THE BASICS OF DEVELOPING A GOOD CREDIT HISTORY

In our discussion of credit cards, we want to start by emphasizing that you will need to make financial decisions that allow you to graduate with as little debt as possible and establish a good credit record.

There are rumors that some students believe that putting all college debts on a credit card is a better option than taking out personal loans because they believe they can ultimately file for bankruptcy on a credit card total and have the amount owed erased. Don't believe this! Filing for bankruptcy has disastrous effects on your financial situation that lasts a long time. Having filed for bankruptcy shows to potential lenders (such as landlords or future bosses, not just financial institutions) that not only are you irresponsible, you are a poor credit risk.

Why is a good credit record important? If you want to apply for a job, rent an apartment, pay utilities, buy a car, buy a cell phone or make other major purchases, your credit record will be checked. Housing and financial institutions will look at your credit history to make decisions about your eligibility.

The better you have shown your ability to pay back money you borrow, the higher your credit score will be. This credit score, known as a FICO score, is determined by factors including paying your bills before the due date, never missing a payment, paying off outstanding debt quickly, and having only one or two credit cards. Your credit history is created by any financial transaction you make. These transactions include daily events, such as swiping debit or credit cards, downloading apps or music, buying a Metrocard, in addition to formal financial events, such as opening a bank account. Each payment you make is reported to one of three credit bureaus (Experian, TransUnion, and Equifax) and determine your FICO score.



To start to establish good credit, open a checking account at a bank or a credit union. Both institutions offer services and products, like ATMs and credit or debit cards. Do your homework! A checking account may be free or may charge a monthly maintenance fee. Check other fees as well, such as overdraft fees or fees accrued when you travel internationally. Debit cards will deduct funds directly from your checking account; if the funds are not there, you will be charged a sizeable overdraft fee.

Importantly, good credit is created not by how you spend the money, but by how you pay it back! You may be able to acquire a credit card, which allows you to “borrow” funds up to an established credit limit. Credit cards charge an interest rate each month on the amount you have used or “borrowed.” If you do not pay off the full amount you owe when you receive a monthly statement, the interest charged will be added to what you owe. Your monthly payment will increase because of the additional interest even if you have not used the card since the first bill. Until you have experience, interest rates sound lower than they are! Credit card companies also offer low introductory interest rates to entice new customers. The long-term interest rates may be high, so make sure you investigate these details. (See Activity 16 following this section.) Good rule of thumb: pay off what you borrow each month.

PAY ATTENTION TO YOUR SPENDING HABITS

While you might have to use credit cards when purchasing books or other school supplies, credit card misuse can jeopardize your financial future. There are many ways to keep your expenses as low as possible.

- Minimize your cell phone expenses. If you don't use a streaming service, discontinue it.
- Use your City Tech ID card to take advantage of “student discounts” at movie theatres, retailers, museums, and other sites.
- Alcohol, cigarettes, and vaping all cost money in addition to having negative effects on your health. Save money by reducing or avoiding these expensive habits.
- Keep track of how much small expenses add up, such as frequent coffee, snacks, or water. You'd be surprised how much you give to your favorite café or vending machine!
- Maintain a budget: how much money do you have to spend? What are you spending it on?

INDICATORS OF FINANCIAL TROUBLE WITH CREDIT CARDS

- 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 reached 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 credit card debt!

STUDENT TIPS

- Don't be afraid to ask questions.
- Use tutoring hours; they are helpful especially in math.
- As difficult and challenging as a day is, remember there is always a solution for something.

JOHN GOLDENBRIDGE
FYP PEER MENTOR

Activity 16

Calculating Interest Charges: Student Loans Versus Credit Cards

College students are targets for credit card companies. The credit card company will assess monthly interest charges on expenditures made with the card. To avoid these charges, simply pay the full amount owed before 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 ($\$200 \times 19\% = \$200 \times .19$), 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.

Note: This assumes that you will make no other purchases until the amount is fully paid off. If you do make a purchase, the interest you pay will keep growing.

EXERCISES:

1. What is the monthly interest charge if you were to charge a tuition payment of \$3,500 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 for a tuition payment of \$3,500?

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 help and wise enough to take action in doing so.

Your tuition helps pay 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 Learning Center offers individualized tutoring assistance, instruction on Microsoft Office applications, and computer services with Internet access.

Atrium Learning Center

Library Building, LG18 | (718) 260-5874

In addition, programs such as SEEK, ASAP, and the Center for Student Accessibility offer individual tutoring opportunities. If you are enrolled in any of these programs, inquire about tutoring opportunities and take advantage of them.

Library Services

The City Tech Library programs, services, and resources are for students! We have a large collection of books, including textbooks, available for you to borrow. You will also find digital research materials and ebooks on our website.

Your City Tech ID is your library card! Activate your card each semester at the Borrow & Return desk to print, borrow books, and access digital resources from home. The library has spaces for quiet study and group work, free printing, and technology loans. Visit our multimedia lab to borrow laptops, headphones, tablets and phone chargers.

Need help with a research assignment? Visit the Ask a Librarian desk to get one-on-one help with your project or attend a library workshop. The library also offers assistance through an online chat available 24X7 through the library website.

Ursula C. Schwerin Library

Library Building, Fourth Floor | (718) 260-5470

<http://library.citytech.cuny.edu>

See the website for library hours.

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, and sociology, among others.

There are research programs offered on campus during the academic year and during the summer. Among these are the CUNY Research Scholars Program and the Emerging Scholars Program. Apply for these opportunities early in the semester. Some offer large stipends. Off-campus undergraduate research opportunities are also available.

For a list of faculty mentors and their research interests, check <http://citytech.cuny.edu/research/>

Undergraduate Research

Professor Hamidreza Norouzi, Director
Namm Hall, N325E | (718) 260-5433
undergraduateresearch@citytech.cuny.edu

College English as a Second Language

The program for 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 OpenLab site.

College English as a Second Language (ESOL)

Namm Building, N503 | (718) 260-5208
ESOL@citytech.cuny.edu
<https://openlab.citytech.cuny.edu/esol-language-writing-lab/resources/>

OpenLab 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. Anyone with a City Tech email account can join to connect with friends, find courses, join clubs, create projects, or start an ePortfolio for academic and professional work. Getting started is easy: just sign up and create a profile--or read the help instructions as you get started.

As you start your career at City Tech, we encourage you to explore the OpenLab. You might want to look at:

- Courses on the OpenLab. These are course sites that City Tech instructors create and where they often post syllabi, course assignments, and course readings. Some include student space for students to share their work. Exploring these sites is a good way to explore classes in which you might be interested.
- Projects on the OpenLab. Some of these were created specifically to support incoming students, including The City Tech Guide. Others share information about opportunities for students, such as the Undergraduate Research site. Browse to find opportunities and project-based work happening at and around City Tech.
- Clubs on the OpenLab. Many were created by and for students and are a place for students to come together around shared interests, such as running, anime, coding, and much more. You may be interested in joining one of these clubs, so feel free to explore and see what is there.

As you get started on the OpenLab, the OpenLab team is here to help you! Participate in student workshops, attend office hours, and seek online help documentation and email support. The OpenLab supports teaching and learning, enables connection and collaboration, and strengthens the intellectual and social life of the college community.

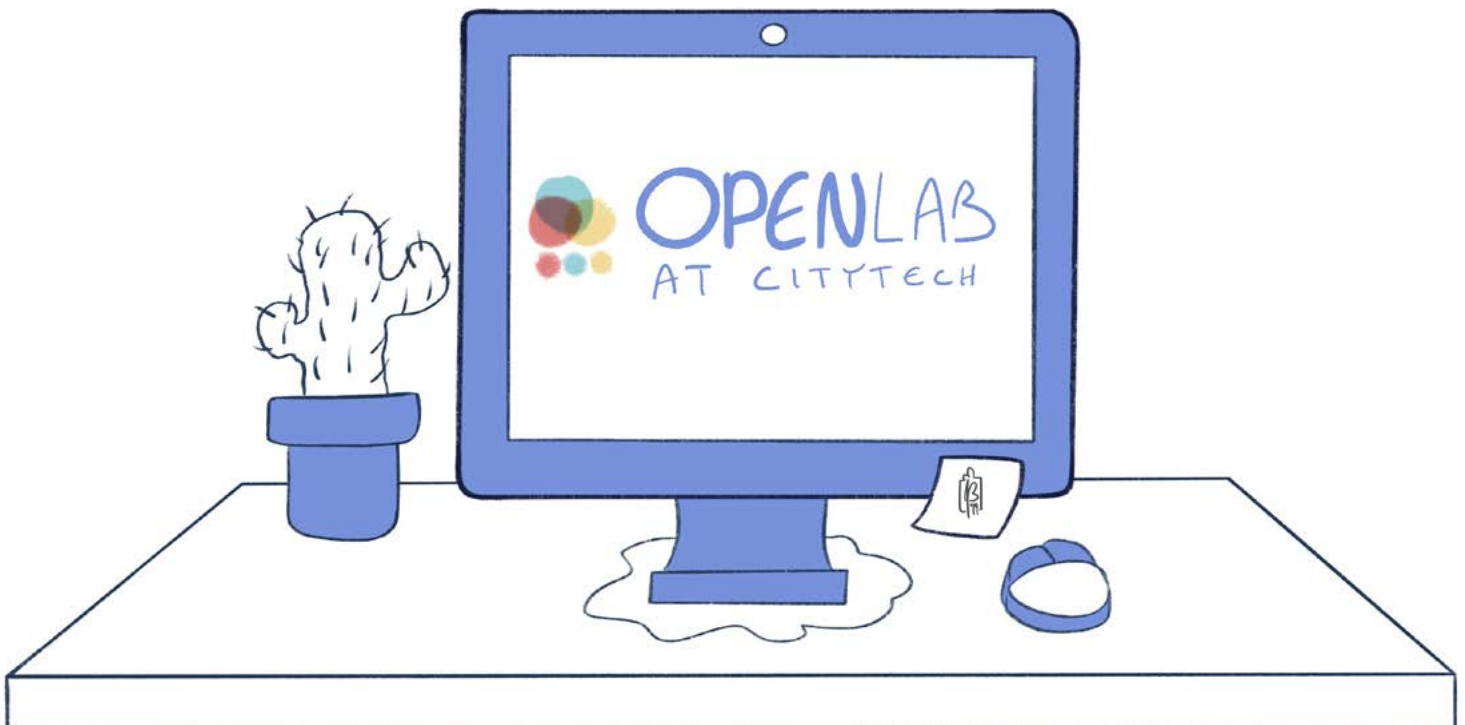
OpenLab at City Tech

openlab@citytech.cuny.edu

<https://openlab.citytech.cuny.edu/>

To sign up: <https://openlab.citytech.cuny.edu/register/>

For OpenLab help: <https://openlab.citytech.cuny.edu/blog/help/openlab-help/>



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 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 me 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 here. This was a sudden move, and I did not know where I was going to go from here, but I believe this 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. 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.

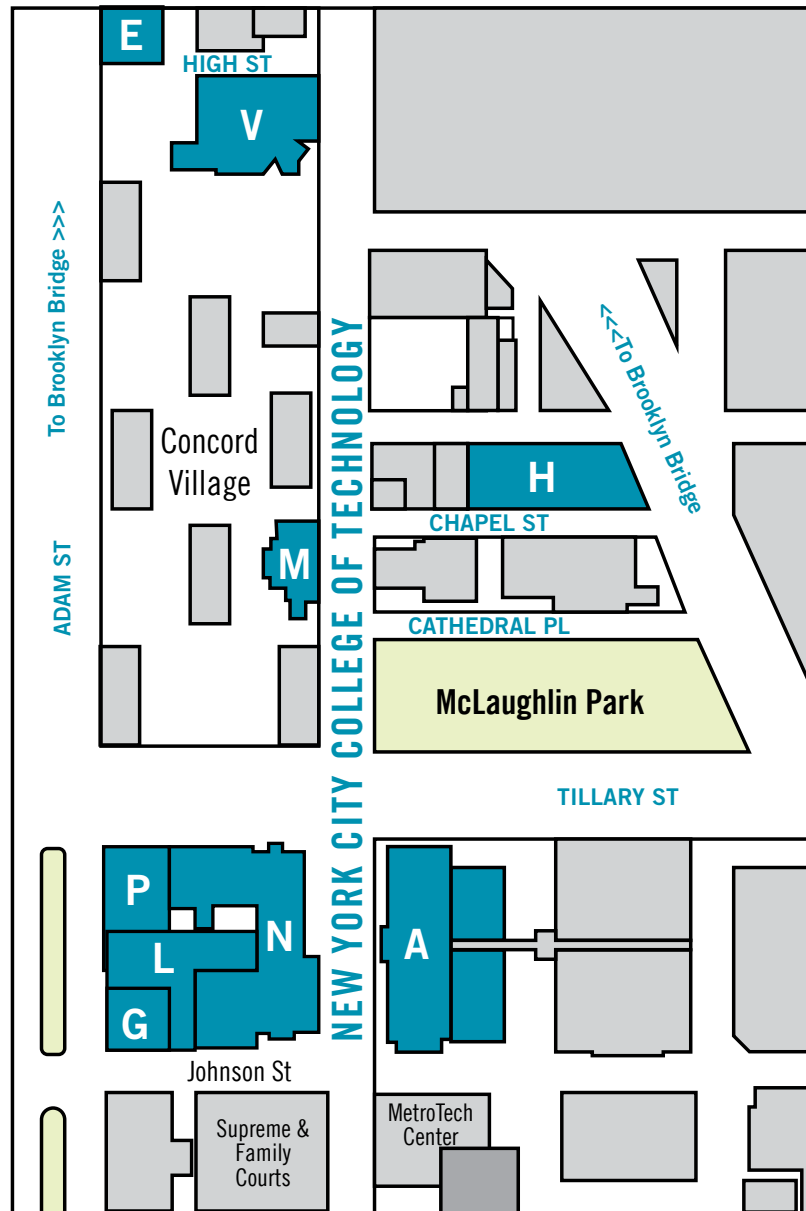
One day, a couple of students in my class spoke about a program called CUNY Service Corps. I was a sophomore when I applied to find a job I was interested in. This program helped me learn about more opportunities and provided me with more experience than I could have ever imagined. After joining CUNY Service Corps, I began to become more involved in the college. I joined the Art and Design Club, 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 staff. Transferring to City Tech was the best academic decision I've made.

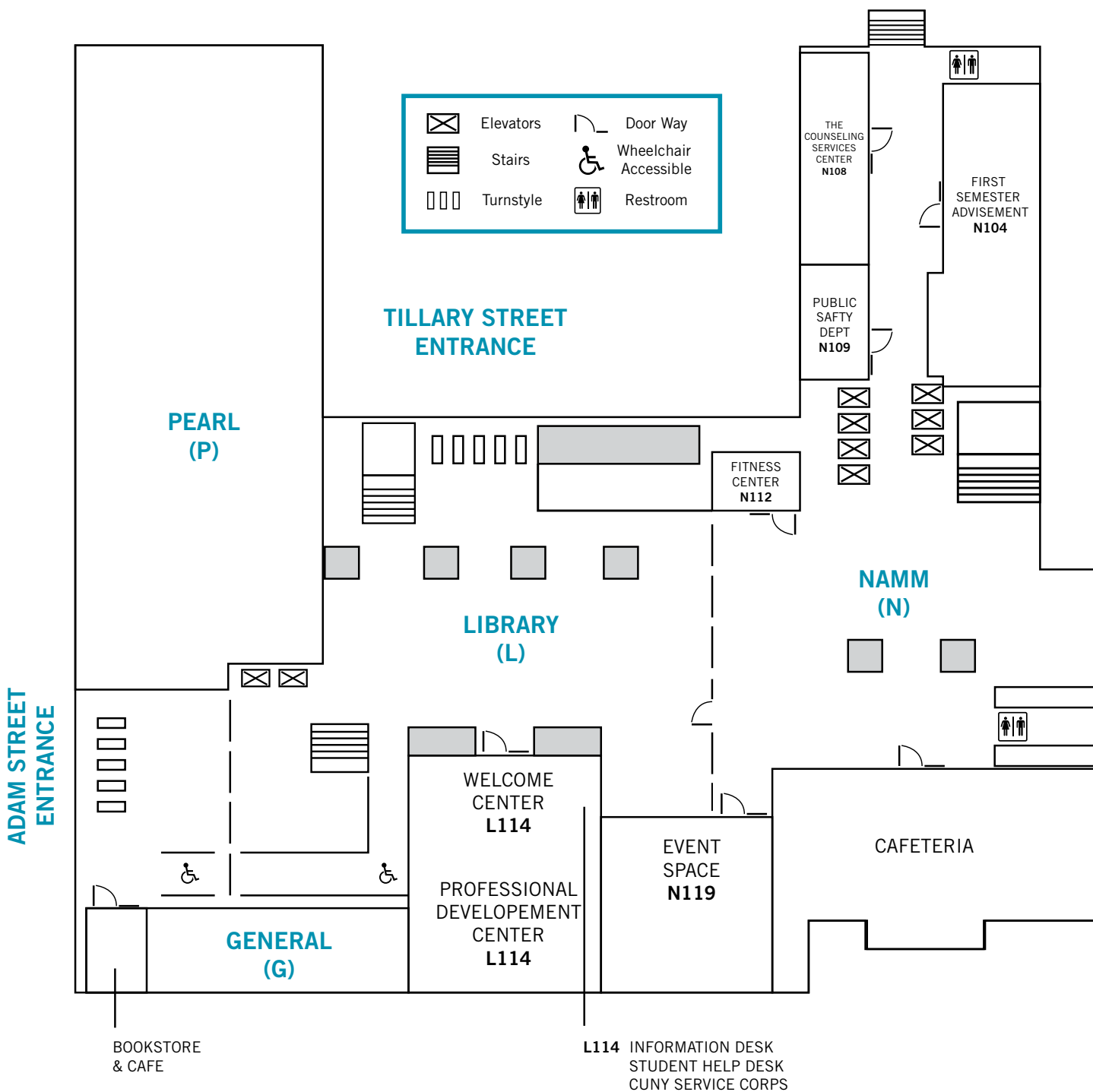


MAPS OF CITY TECH - COLLEGE CAMPUS MAP



A	Academic Complex	285 Jay St.	M	Midway Building	250 Jay St.
E	Environmental Center	172 Pearl St.	N	Namm Hall	300 Jay St.
G	General Building	55 Johnson St.	P	Pearl Building	295 Adam St.
H	Howard Building	25 Chapel St.	V	Voorhees Building	186 Jay St.
L	Library Building	300 Jay St.			

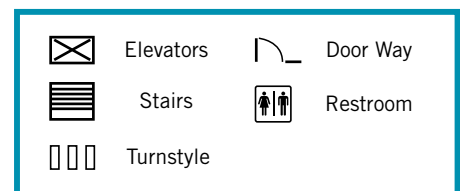
NAMM AND LIBRARY BUILDINGS, FIRST FLOOR



NAMM AND LIBRARY BUILDINGS, GROUND FLOOR



* Library Building (formerly Atrium Building A)

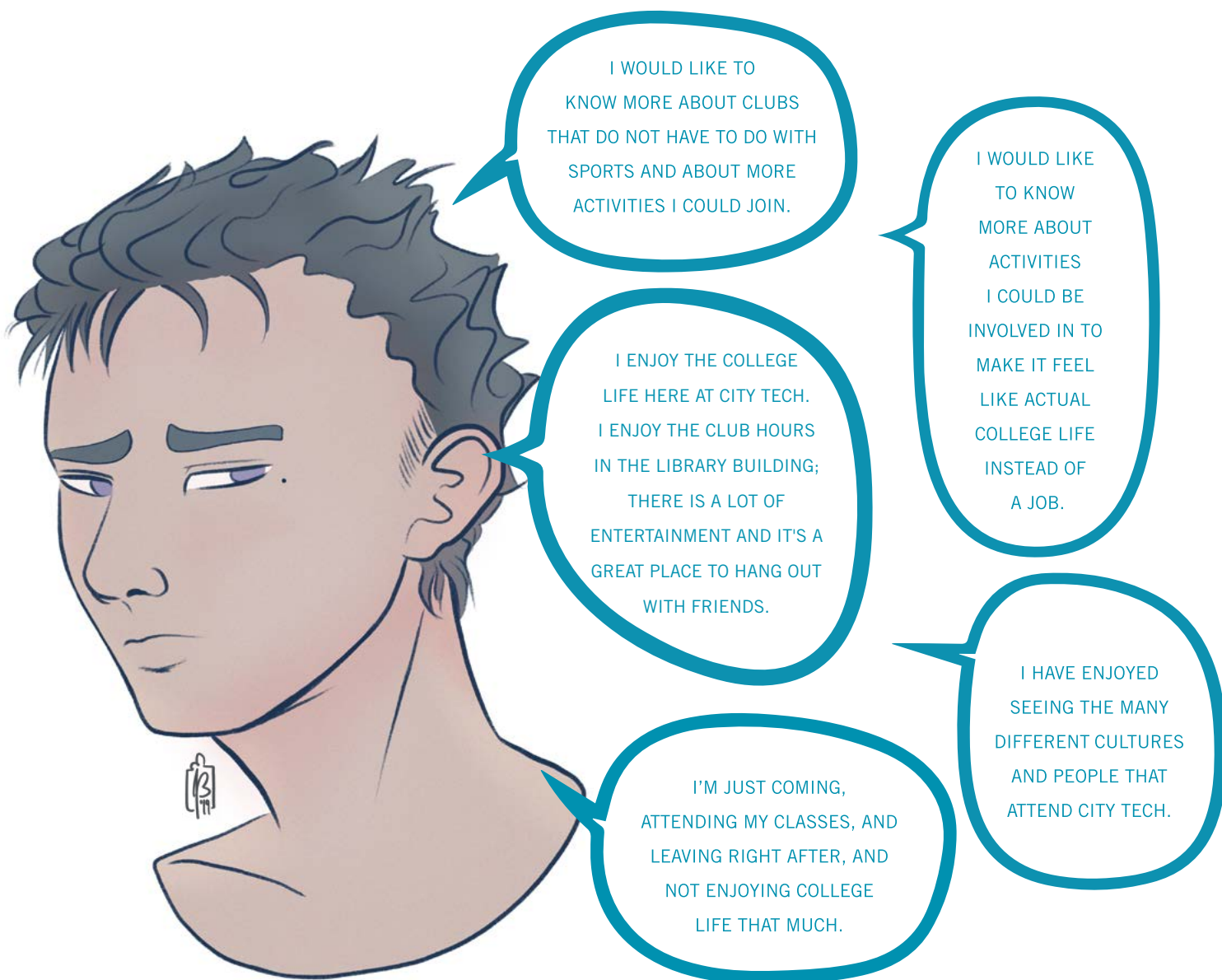


SECTION 3

YOUR COLLEGE

LIFE

FIRST YEAR STUDENTS HAVE SAID:



In addition to your studies, the friendships and new experiences you gain during your college years will be among your best memories. City Tech offers many activities and opportunities that will open doors for you. City Tech is a commuter campus. This can mean that as a new student, you may have to make more effort in the beginning at finding new friends among your colleagues, but the effort is well worth it! This section is to help you find your community here.

How Do I Find Out About...

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

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 of 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.

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

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, 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 here, 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! There was an event introducing the different clubs at the beginning of the semester. 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 here. I continue to benefit from knowing new people, being open to making new discoveries, and most of all, am still gaining life and professional experiences.

College Etiquette: Communication, Manners, and Appearances

TIPS ON COMMUNICATING WITH PROFESSORS, STAFF, AND PEERS ON CAMPUS

Establishing a professional manner with professors and college 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 you to communicate with them. New students may find interactions with professors initially intimidating. While you will not be graded on your appearance or manners, presenting yourself in a positive and mature manner shows you are invested in college learning and have achieved a level of self-confidence that will also serve you in the workplace.

COMMUNICATING WITH PROFESSORS IN THE CLASSROOM

In the classroom, professors often want their students to participate in discussion and in group activities. Many professors evaluate class participation as part of the final grade in the course because participation is a vital part of your learning process. Your professors can't just pour learning into your brain. For shy students, speaking in class can be intimidating. If this is you, remember the sooner you speak up, the easier it will be to do so a second time. Other students may be in the habit of talking too much. If this is you, be aware that other students have valuable points to contribute. Here are some tips:

- Speak loudly! If your professor keeps asking you to repeat sentences, speak louder and consider sitting closer to the front.
- If you are quiet, set a goal to speak once a week the first month. The second month, try to speak twice a week. Soon this will feel natural.
- If you are a talker, be respectful of others and allow them to have a chance to speak.
- Take part in group activities which are often designed to get you and your classmates talking to each other about the discussion topic. Get to know your fellow students! You can help each other.
- When addressing your professor in the classroom individually or in discussions, the default address is "Professor X." If you do not know or remember the professor's last name, the default is "Professor." Do not use "mister" or "miss." Never address your instructor by first name.

CLASSROOM USE OF SMARTPHONES AND ELECTRONICS

Many students believe they can "multi-task," in other words, text or send emails on smartphones while being equally productive in class. They also think their instructors won't notice. Unfortunately, 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 to the subject material being presented.

If you use an iPad or similar notebook during class lectures to take notes, make sure you are keeping eye contact with your instructor, and do not go online for other activity or share some funny thing you are viewing with another student. Your professor has every right to ask you to close your electronic device and/or not bring it to future class sessions if you appear not to be using these devices for classroom work or notetaking. In short, whatever device you bring to the classroom, consider the message you send to your peers and professors if you are doing something that is not classroom related. Your instructor usually will notice, even if they choose not to haggle over the matter in the moment.

In short, be engaged! Do your part to make the classroom experience a productive and thoughtful experience for everyone.

COMMUNICATING WITH PROFESSORS DURING OFFICE HOURS

Office hours are designated times when students can show up without an appointment at their professor's office with questions about classwork, assignments, or other relevant issues. Some instructors require at least one visit during office hours for all students at some point in the semester. Take advantage of this time! Your instructor will be able to focus on your work in a way that is often not possible in the classroom. Some tips:

- Plan to arrive with questions and assignments ready for discussion.
- Speak professionally and respectfully. Call your professor by name: Professor X.
- If you do not have an appointment, come at the beginning of the designated office hours. If you arrive five minutes before the time ends, your professor may have to leave.
- If you have an appointment, show up on time! Your professor may have other students with appointments before or after yours. If you are not on time, your instructor may not have time to meet with you.
- If coming in person to the designated office hours is not possible, ask if you can call them during that same time. Many professors are open to this.
- Though your professor may be in the office at a time that is not a designated office hour, she or he may be dealing with other professional responsibilities. Do not get frustrated or angry. Schedule a better time to meet.

COMMUNICATING WITH PROFESSORS AND COLLEGE STAFF THROUGH EMAIL

Email has made contacting professors much easier than it used to be. This also means you must learn and practice some basic skills about professional communication in this medium. When you communicate with professors and other staff through email, you must remember to maintain a professional tone and to use the best grammar skills you have. Remember that your professors may not be checking email on their phones and may not respond immediately.

Here are some tips:

- Use your college email address. Those with racy overtones or that are unfamiliar may be mistaken for spam and not opened.
- Fill in the subject line of the email. A good rule of thumb is to indicate the class you are attending or the assignment. For example: ENG 1101, T/TH 10 am; or, Question about Research Essay in ENG 1101 (Do not use subject lines such as "Hey" or "HEEEELLLLPPPP!").
- Write in complete sentences and write clearly, so that your question will be understood.
- Proofread the message before sending it to your instructor. Read it aloud if possible and make sure that you have been clear.
- Do not try to hide self-consciousness about writing skills by adopting an overly casual tone or trying to make it appear that you dashed off the message on the subway. Write as clearly as you can!
- Use a salutation: Dear Professor X,
- Show that you have thought about the assignment and have consulted the syllabus. Don't send a panic email about an assignment you haven't started yet. Your professor can't start it for you. Avoid sending emails to ask what assignments are due if this information is given on the syllabus.
- Sign your email with your full name.

INTERACTING WITH COLLEGE STAFF ON CAMPUS

When you speak with college personnel, speak calmly and professionally. If you need help finding a professor or need help finding a building or room number, be friendly and considerate. Remember also that campus security guards have the complicated job of keeping our college safe. Have your college ID card ready when you enter school buildings. If you do not have your college ID, be prepared to spend extra time entering the school grounds and sign in if requested. Do not expect the safety guards to recognize you. Even if they do recognize you, they are obligated to verify your proper identification. In addition, the lines at elevators can be long! Abide by the guidance and suggestions of the guards when stepping on and off elevators to enable campus traffic to flow as efficiently as possible.

WHAT TO WEAR! WHAT TO WEAR!

City Tech has no formal dress code. If you are a first-year student who attended a high school with a dress code, this may be your first opportunity to dress how you wish in school. This issue is a challenging one to address as your choice of dress is your right and reflects personal and social choices. We urge you to keep in mind that your overall appearance and the manner in which you wear your clothing reflects your level of self-respect and the person you wish to become to your peers, professors, advisors, and all with whom you interact on campus.

Benefits of Your City Tech ID Card On and Off Campus

When you register for classes as a new student, visit the ID Station (LG24) to receive your City Tech ID card. You will need a digital or physical copy of your current class schedule along with a valid photo I.D. You will need to present this ID card whenever you enter any City Tech building and when you enter computer labs and other campus facilities.

Your City Tech ID card is also your library card for our library and all CUNY libraries. Your library card must be validated in City Tech's library each semester in order to use your card on and off campus. Additionally, your ID card gives you access to events happening on the campuses of all CUNY colleges, such as music concerts and theater events, movie screenings, and academic programs and events. Check regularly and widen your experience of the CUNY Community: <http://www.events.cuny.edu>

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.



STUDENT TIPS

- Study what you know ten minutes a day. Learn what you know, so you understand what you don't.
- Make friends everywhere, don't close yourself and go home. It will improve your experience.
- Download Outlook on your phone. Job opportunities, scholarships, and school activities you might be interested in are all in the school email.
- Best kept secret: Department tutors – normally a one-on-one experience.

ANGELA HALSTEAD
FYP PEER MENTOR

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, G516 | (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, and 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 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, skills and attitudes.

City Tech students participate in more than 75 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. To learn more about clubs, consult the Office of Student Life and Development or the Student Government Association.

ACADEMIC CLUBS	Ambassadors Club	International Facility Management Club (IFMA)
	American Culinary Federation (ACF)	Jaws Club
	American Society of Civil Engineers (ASCE)	Law and Paralegal Studies Club
	Anna Nurse Club	Math Club
	Architecture Club	Mechanical Engineering Club
	ASHRAE Club	Mechatronics Club
	Aspiring Hotel Leaders Club	National Society of Collegiate Scholars
	Biomedical Informatics (BIB)	National Society of Professional Engineers (NSPE)
	Chemistry Club	Nutrix Nursing Club
	City Tech Cybernetics Club	Optical Alliance Society
	Construction Management Association of America (CMAA)	Physics Club
	CStep Club	Rem Rad Club
	Designers and Innovators in Computer Engineering Club (DICE)	SADHA Club
	Digital Fabrication Club	Spoons Across America Club
	Entertainment Video Club	Stagecraft Club
	ETA International	Student Steel Bridge Competition Club
	Hospitality Garden Club	Sustainable Technology Association
	Human Services Club	
	IEEE Club	
	Industrial Design Club	
SOCIAL INTEREST CLUBS	Bengali Student Association	Lounge for Anime & Gaming
	Black Male Initiative Club	Makers Club
	Caribbean Student Association	Mind in Question (M.I.Q.)
	Chinese Christian Fellowship (CCF)	Multicultural Awareness Group (M.A.G.)
	City Tech Creations Club	Music Club
	City Tech E-Sports Club	Muslim Student Association (MSA)
	City Tech Makers	Newman Club
	City Tech Step Team	NYCCT Pride
	City Tech Women Engineers Club	Parents Dynamic Club
	Cooks in the Market	Seekers Christian Fellowship
	Drones Club	South Asian Culture Club
	Guinean Student Association	Virtual Reality and Artificial Intelligence Club (VR&AI)
	Ink Club	Women in Islam
	Inter-Varsity Christian Fellowship	

Student Government Association

General Building, G400 | (718) 260-5019

SGApresident@citytech.cuny.edu

<http://www.citytech.cuny.edu/sga/>

What is SGA?

The Student Government Association (SGA) is the representative body for students on all college policies and issues. SGA strives to advocate on behalf of students to administration, faculty, student organizations, and the college community. The body is composed of seven executive members which make up our executive board, and thirteen senators who represent the students at large. 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 that all students pay every semester, and assisting all clubs and organizations on campus. As representatives for students, we provide an opportunity for their views to be expressed and heard and enable their views to have direct impact on virtually every aspect of college life.

Tips from your SGA to Succeed

Our job as SGA is to advocate for the students here at City Tech. However, what better way to assist you in your first year here than to provide some tips to help you get through your first semester on campus! So here we go!

TIP ONE: Be Your Own Self-Advocate

For those who are coming directly out of high school, don't assume that college will be "High School, Part II." Standing up for yourself is the most important part of becoming a successful college student. This doesn't mean that you should wait until you receive an unjust grade to try and appeal. Instead, it means asking questions when you are confused or inquiring about programs or opportunities that you may be interested in. If you don't ask questions, the answer will always be no.

TIP TWO: Budget Your Time

Time management is a major key to success in college. Time is the most precious thing and you can never get it back. You and some of your peers may work full-time, have multiple jobs, family obligations, or are taking an insane number of classes. It is imperative that you find time, not only to study and get involved in campus activities, but also for yourself. College is not easy! We'd be lying if we said it was. It is important for you to make sure you are mentally prepared to embark on this journey and follow it through all the way to the end. It is important to make sure your work schedule does not conflict with your school schedule. Make a Google calendar. Buy a dry erase calendar. Use an old-fashioned paper calendar. Use whatever helps you budget and organize your time. If you realize something or someone is wasting your precious time, find a way to deal with that obstacle.

TIP THREE: Get Out of Your Comfort Zone

Even though going home after a day of classes may seem tempting, as a new student you may find it much more rewarding to become involved with a club or an extra-curricular activity, apply to be in programs, or run for a leadership position. First-year students are usually scared to get involved early on because they are new on campus. However, student involvement has a direct impact on academic success at the collegiate level. Success can only happen when you are willing to move outside of your comfort zone. One way is to GET INVOLVED! Take the risk and get out of your comfort zone.

As you will see throughout this book, there are a plethora of ways that you can get involved on this campus. If you don't, no change or progress can ever be made on behalf of all students. Getting involved with Student Life and Development, Student Government Association, College Council, and other representative bodies of the students-

at-large are great ways to develop leadership skills that you may not gain anywhere else. In addition to representing the students, the Student Government Association offers an opportunity to develop and cultivate student leaders of tomorrow. The importance of getting involved in these opportunities can be seen in the many student leaders who have graduated from City Tech and gone on to do so many things for our communities. There are opportunities to volunteer with us, join our cause, and also become a better leader in your own right.

We look forward to meeting every one of you, and we appreciate you choosing City Tech to be your home. We hope you continue with your education and that in four years, we will see you at graduation, speaking on behalf of City Tech's Student Government!

Feel free to reach me at my email below:

Timothy Hunter
Student Government Association President
SGApresident@citytech.cuny.edu

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." --Malcolm X

STUDENT OPPORTUNITIES COORDINATED BY SGA

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 many types of 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 provide photographers and videographers the opportunity to enhance their skills. Volunteer Writers create material for the school newspaper and a handbook or yearbook.



STUDENT TIPS

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!

HERCULES E. REID
SGA PRESIDENT, 2015-2017

Students' Voices: Clubs and Programs

NYCCT PRIDE CLUB

Club Advisor: Professor Laura Westengard

The Pride Club is a safe space for all members of the LGBTQ++, DGS (Diverse Genders and Sexualities), GSD (Gender and Sexual Diversity), MOGAI (Marginalized Orientations, Gender and Intersex), GSM (Gender and Sexual Minorities), QUILTBAG (Queer/Questioning, Undecided, Intersex, Lesbian, Trans (Transgender/Transexual), Bisexual, Asexual, Gay/Genderqueer), fluid, or non-cis/non-straight person who would normally fall under the rainbow flag. We meet Thursdays between 1pm-4pm (pending schedule changes) on the 4th floor in the Ursula C. Schwerin Library projection room right across from the Library Media Room. We also have a presence on OpenLab.

Abigail Thomas, President NYCCT Pride Club

LAW AND PARALEGAL STUDIES

Club Advisor: Professor Jeannette Espinoza

With the Law and Paralegal Studies Club, I visited the New York State Court of Appeals in Albany. 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 Paralegal Studies class. I would like to thank Professors Jeannette Espinoza, Connie Minnella and the President of City Tech, Russell Hotzler for the opportunity that changed my life.

DialloRafik A. Madison

CREAR FUTUROS

Program Advisor: Professor Mery Diaz

I had no idea where I was going the day I walked into City Tech. CREAR Futuros suggested a path for me to take. They assisted me with keeping my grades up and flourishing during my first year. Then after the program, they provided me with an opportunity to be one of the mentors who pave the way for students' futures. My experience with the program has been not only beneficial but, overall, amazing.

Anthony Cedelo, CREAR Futuros Mentor

Being a freshman not knowing the institution was overwhelming until I came across CREAR Futuros. I had a mentor who invited me to workshops and events, and I got to make friends which made being a freshman in college easier. I knew I had an outlet on campus whenever I felt overwhelmed and that was my mentor. Now, being a mentor has been very fulfilling for me. I get to help students who struggled just like me as a freshman. I've been lucky to have met people from the Hispanic Federation and network with them.

Dina Cantor, CREAR Futuros Mentor

THE BLACK MALE INITIATIVE PROGRAM

Club Advisor: Professor Reginald Blake

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

Co-Curricular Activities

ALUMNI RELATIONS

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

The City Tech Alumni Association was established in 1947 to help promote the interests and well-being of the College, its students, and alumni. Association programs and related activities serve to cultivate interest and encourage involvement in the larger life of the College on the part of graduates and all former students. The office provides assistance through access to City Tech's Professional Development Center and other college-wide services. Our activities provide alumni with a variety of valuable networking and other opportunities to promote good fellowship. Reduced and low-cost services are available to all alumni through the College's Dental Hygiene and the Eyeglasses Clinics. Reduced rates for hundreds of Continuing Education courses and programs provide learning opportunities to upgrade existing skills and acquire new ones. Many of these programs lead to certification and licensure.

The Alumni Relations' social media platform enables alumni to easily communicate with the College and one another through Facebook, Twitter, Pinterest, and the City Tech Alumni LinkedIn Group.

ATHLETICS, RECREATION, INTRAMURAL SPORTS AND FITNESS

<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. Visit the Academic Complex for information about hours and amenities, which include a dance studio, an exercise room, and a gym.

GRACE GALLERY

Namm Building, N1123

The Grace Gallery is the showcase for the Communication Design Department's artistic activities as well as exhibits from the metropolitan area. The gallery mounts many exhibits every year, including exhibits of student work.

NYPIRG

General Building, G411
citytech@nypirg.org

<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, V826

<http://www.citytech.cuny.edu/study-abroad/>

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

THEATERWORKS

Voorhees Building, V203 or V411 | (718) 260-5595

<https://www.citytechtheatreworks.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 finding support is an important skill to cultivate. An important first step is consulting your instructor and major department for guidance. You may also 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, E203 | (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% of students within three years or less.

BLACK MALE INITIATIVE (BMI)

Midway Building, M210

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

Academic Complex, A805

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 transfer students. CREAR Futuros mentees are eligible to receive peer mentoring, academic and career readiness workshops, exclusive alerts on internships, job and volunteer opportunities, and invitations to attend Hispanic Federation events.

CUNY EDGE

General Building, G503 | (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. The program strives to assist students to achieve academic excellence, graduate on time and obtain sustainable employment opportunities that lead to self-sufficiency. Advisement, goal-setting, career development, and self-advocacy workshops are available.

COMPUTER LABS

General Building, G600 & Voorhees Building, V217

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). Additional services are available in the Learning Center and the Library. Check each location for hours and services.

EXCELSIOR SCHOLARSHIP PROGRAM

<https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/the-excelsior-scholarship.html>

The Excelsior Scholarship, in combination with other student financial aid programs, allows students to attend a SUNY or CUNY college tuition-free. Check the website for eligibility requirements and more information.

FIRST YEAR PROGRAMS

Namm Building, N506 | (718) 260-5697

firstyear@citytech.cuny.edu

<http://fyp.citytech.cuny.edu/>

First Year Programs provide new City Tech students with guided academic pathways to ease their transition into college while supporting their academic success.

First Year Summer Program

First Year Summer Program (FYSP) offers incoming freshmen and continuing students tuition-free immersion opportunities to advance college readiness skills in mathematics, reading, writing, and ESOL during the summer sessions and in January. We also include orientation activities to help students successfully transition to college life and develop strategies to address personal and academic challenges.

First Year Learning Communities

Learning Communities are two courses with the same students that are linked together with an interdisciplinary theme. This provides an innovative way for students to learn and form bonds with the college. First year 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. Benefits for students include:

- A demonstrated increase in grades and retention
- A peer mentor to provide support, guidance, and coaching for academic for personal issues
- FYLC events offering social and networking opportunities
- Peer support and accountability

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 a preview of 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 about specific math workshops and how to register.

HONORS SCHOLARS PROGRAM

Midway Building, M308 | (718) 254-8668

Program Coordinator: Christopher Navarrete

CNavarrete@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. The program also offers early registration, challenging research projects, and enriched Honors courses that include honors distinction noted on your transcript. Admission to the Honors Scholars Program requires students to complete at least 12 credits with a GPA of 3.4 or better.

ATRIUM LEARNING CENTER

Library Building, LG18 | (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.

In the Atrium Learning Center, tutors are available in various disciplines, such as math and sciences. 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 for biology and math. See the schedules in the Atrium Learning Center to find out when 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

Library Building, Fourth Floor I (718) 260-5470

<http://library.citytech.cuny.edu>

See the website for library hours

The City Tech Library programs, services, and resources are for students! We have a large collection of books, including textbooks, available for borrowing. You will also find digital research materials and ebooks on our website.

Your City Tech ID is your library card! Activate your card each semester at the Borrow & Return desk to print, borrow books, and access digital resources from home. The library has spaces for quiet study and group work, free printing, and technology loans. Visit our multimedia lab to borrow laptops, headphones, tablets and phone chargers.

Need help with a research assignment? Visit the Ask a Librarian desk to get one-on-one help with your project or attend a library workshop. The library also offers assistance through an online chat available 24X7 through the library website.

OFFICE OF INTERNATIONAL STUDENT AND SCHOLAR SERVICES

Namm Building, NG17 I (718) 260-5509

<http://www.citytech.cuny.edu/international/about-us.aspx>

City Tech's students represent 150 countries. OISSS provides foreign nationals in F1 or J1 visa classifications support by way of counseling and advisement, and serves as a resource regarding immigration policy updates, compliance with rules and regulations, and options for employment and life in New York City. Visit the office for tips to maintain your F1/J1 status and for other important information.

SEEK

Midway Building, M500 I (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 (both scheduled and walk-in), academic coaching, financial aid, a wide range of special workshops and a computer lab to help students achieve academic success.

Personal Support Services

COUNSELING SERVICES CENTER

Namm Building, N108 | (718) 260-5030

<http://www.citytech.cuny.edu/counseling/counseling-services.aspx>

The Counseling Services Center supports the educational, emotional, and career development of City Tech students. We provide student development workshops, counseling, and referrals to community services. This includes individual counseling and crisis intervention. Although we do not provide ongoing psychotherapy, we can help students address personal problems that are interfering with college. We can also refer students to food pantries, homeless shelters, and emergency funding through Petri Grants. Please explore the counseling website to learn about the many workshops and groups available.

Individual Counseling

Individual counseling includes 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 student 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 these services in the community if necessary.

Walk-In Hours

Counselors are available on a walk-in basis during office hours. If these times are not convenient, students can email one of the counselors or call the center to make an appointment.

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, she or he 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 insights into personal problems that might seem overwhelming. When necessary, counselors may refer students in need of long-term psychological mental health services to competent community mental health services in the local area.

Workshops and Groups

Workshops and groups are available during the fall and spring semesters. A full calendar is posted on the Counseling Center's web site. Among these are:

- *Gay, Lesbian, Bisexual, Transgender or Questioning*: This is an open discussion group on various topics related to coming out, gender identity, dating, dealing with prejudice and other matters that affect life and college. This group is open to those students identifying as LGBTQ+.
- *Meditation*: Learn simple techniques to manage the stress of college and everyday life through meditation.
- *Study Skills*: Learn specific study skills to enhance memory, comprehension, and test performance. Learn how to create a study space to improve learning. Find out how to retrieve important class and lecture material by developing great note-taking skills.
- *New Student Help*: First year students sometimes feel lost and unsure about college. This workshop will identify the skills and information you need to do well at City Tech.
- *Time Management*: Learn time management techniques needed to balance an active college life and personal responsibilities. Discover new ways to make the best and most productive use of your time.

- *Relax Before and After Exams*: Reducing stress before an exam can enhance performance. Learn to identify the signs of test anxiety and its causes. You will also be shown how to use techniques to reduce everyday stress and anxiety.
- *Knowing City Tech*: Understand college regulations, policies, procedures, resources, and academic support programs for student success. Review common college problems and experiences.
- *Career Decision Making*: What do you like? What is important to you? Money? Personal Freedom? Giving back to your community? Learn the right way to make the choice that will affect the rest of your life.
- *Dealing with Diversity at City Tech*: Race, class, gender, sexual orientation, disability, religion... There are so many ways we are defined. Can we all live together in such a small place? Learn more about how to manage differences and get along with others.
- *Math Anxiety*: Math produces anxiety for more students than any other subject because of incorrect myths and counterproductive attitudes. This thinking causes poor exam performance and a reluctance to enter math-related careers. This workshop will help you reduce your anxiety and misconceptions about math.
- *Helping Yourself and Others Deal with Sadness, Loss, and Depression*: Life can get stressful and overwhelming for everyone at times. This makes dealing with college, work, friendships and family even more difficult. Learn to identify when you or a loved one is feeling depressed or have thoughts of harm, and what you might do to help yourself or others.
- *Getting Motivated to Study*: This workshop teaches skills to counter the expectations of failure. You'll learn about the relationship between thoughts, feelings, and behaviors; uncover the underlying beliefs that fuel negative thoughts; and practice constructive alternatives to increase hopefulness and motivation.
- *Drugs and Alcohol Abuse*: Whether you're using or someone close to you is, everyone is affected by substance abuse. Come to this workshop to get needed help.
- *Managing Anger*: Holding on to too much anger can interfere with almost everything in life. Attend this workshop to understand more about the important skill of managing your anger.
- *Financial Literacy*: College students must learn to manage their spending so that they have funds for housing, tuition, books, Metrocards, meals, and emergencies. How is this possible when work hours may be limited and salaries low? In this workshop participants will learn strategies for spending and saving.
- *Relationships 101*: Intimate relationships can be wonderful and disastrous at the same time. Attend this session and learn simple communications skills to enhance any relationship.

PROFESSIONAL DEVELOPMENT CENTER

Library Building, Welcome Center, L114 | (718) 260-5050

<http://www.citytech.cuny.edu/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 career services, such as tests that assess your personality and learning style with specific academic majors and career paths.

OFFICE OF PUBLIC SAFETY

Namm Building, N109 | 718-260-5550

Located by the elevators on the Namm Building's first floor, the Office of Public Safety is available for security and personal safety issues. According to an informal poll, the top three questions security officers are asked are:

- 1) Where is what? You can use the campus map in Section 2 of this Companion to find buildings, offices, and classrooms.
- 2) Where can I get my I.D.? Go to the ID Center in LG24
- 3) Is the Lost and Found here? Yes.

CHILDCARE-OUR CHILDREN'S CENTER

Namm Building, NG14 & General Building, G309 | (718) 260-5192

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

Our Children's Center (OCC), an accredited childcare program, provides daycare and educational programs for a reasonable fee 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 ranges. OCC is contracted with the Department of Education to provide childcare services.

THE CENTER FOR STUDENT ACCESSIBILITY

Library Building, L237 | (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, G414 | (718) 260-5910

The Student Wellness Center offers free services and programs designed to help City Tech students reach their academic goals, maintain and/or improve their well-being, and make healthier life choices. The center is staffed with a registered nurse who provides immunizations, assessment and referrals for treatment, health screenings, pregnancy and Strep A testing, and first aid. We offer a lactation room for nursing mothers and the use of a nebulizer with albuterol for asthmatics. Condoms, over-the-counter medicine, feminine products, and Band-Aids are also available to students free of charge.

VETERAN SUPPORT SERVICES

Library Building, L236 | (718) 260-4980

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

The Office of Veteran Support Services provides assistance to veterans, military services members, and their dependents while enrolled as students at City Tech. Our staff assist our student veterans with academic advisement, navigating veteran-specific benefits including the GI Bill, and provide peer counseling and mentorship. Veteran Support Services also makes referrals, including tutoring support, career services, and veteran health care.

Information Services

CITY TECH TECHNOLOGY SERVICES

Namm Building, N901 | (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, G600 & Voorhees Building, V217 | (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

Welcome Center

Library Building, L114 | (718) 260-5520

StudentHelpDesk@citytech.cuny.edu

The Computing HelpDesk is available for technical questions. In addition, the Welcome 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

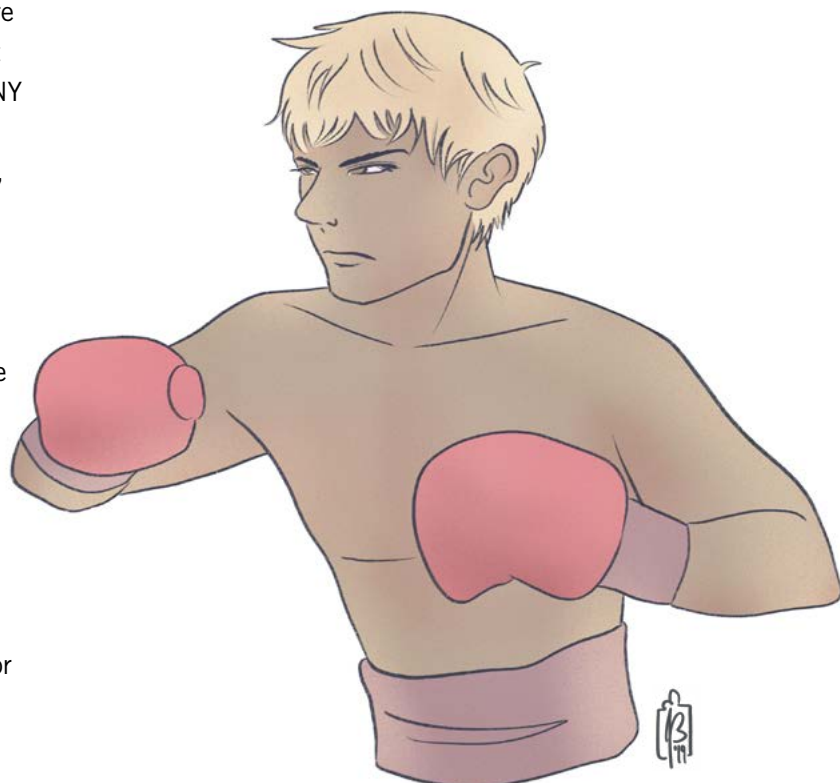
Over the last year, I feel that my world has been turned upside down. Although that phrase is often used in a negative way, I mean it positively. My struggle with academics and self-discipline had previously dragged me through the mud. I could not see a bright future ahead of me, the way I was going. 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 CUNY Edge. 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 CUNY Edge 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 and to never be 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.



STUDENT TIPS

- This school offers a great variety of internships and opportunities year round. You just have to check the wall postings, emails, and speak with your professors.
- Do not be afraid to reach out for help, whether to a teacher, tutor, or mentor. You are your greatest advocate.
- Get involved! Take advantage of the clubs, internships, and activities going on around campus.
- Use RateMyProfessor to pick your next semester classes, but not for the ratings. Read the reviews. Previous students describe the professor's teaching style. Depending on your learning style (visual, auditory, kinesthetic) use the comments to pick the best professor for you.

ALEXANDER LOPEZ
FYP PEER MENTOR

HELPFUL CITY TECH WEBSITES

Topic/Location

Active Link

Academics	http://www.citytech.cuny.edu/academics/
Academic Advising	http://www.citytech.cuny.edu/advisement/
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 Policy on Academic Integrity	http://citytech.cuny.edu/academics/docs/academic_integrity_policy.pdf
Financial Aid: General	http://www.citytech.cuny.edu/financial-aid/
First Year Programs	http://fyp.citytech.cuny.edu/
Information Technologies Services	http://it.citytech.cuny.edu/
Learning Center	https://www.citytech.cuny.edu/alc/
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/students.aspx
SEEK	http://www.citytech.cuny.edu/seek/
Student Government Association	http://www.citytech.cuny.edu/sga/
Testing Offices	http://www.citytech.cuny.edu/testing/
Transfer Information	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 cumulative GPA of 2.0 after their first 18 attempted credits.

ACADEMIC CALENDAR

The official calendar provided 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 cumulative GPA or semester GPA does not meet the required college minimum while on probation. This is below a 2.0 GPA.

ACADEMIC INTEGRITY

The responsibility for students to respect the work of an academic institution by avoiding intended and unintended plagiarism, 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 their cumulative GPA to fall below academic standards.

ACADEMIC STANDARDS

The College's minimum cumulative 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 by their department on matters concerning their upcoming web-based registration for courses on CUNYfirst.

ADVISOR

Academic advisors assist students with degree programs and planning and are found in each department as well as in the First Semester Advisement and through individual programs such as SEEK and ASAP.

ALUMNUS/ALUMNA

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

APPEAL

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

ASSOCIATE DEGREE

Generally, the associate degree requires a minimum of 60 credits, although some majors require more. 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 each semester. All hours or credits for courses in which a student is officially registered after the Program Change Period shall be considered attempted credits.

BACHELOR'S DEGREE

Generally, the baccalaureate degree, also called a Bachelor's degree, requires a minimum of 120 credits, although some baccalaureate majors require more. Four baccalaureate degrees are offered at City Tech: the Bachelor of Science, the Bachelor of Science in Education, the Bachelor of Technology, and the Bachelor of Fine Arts. City Tech students are also eligible to participate in the CUNY BA program, a multidisciplinary program that allows the student to take advantage of offerings at several CUNY campuses. Consult the College Catalog for the requirements for each degree.

BLOCK

A notation on a student's record or 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 Office of the Bursar collects all tuition and fee payments. The Bursar accepts in-person payments made by cash, check, or money order. Students can also make payments online by debit and credit card or electronic check through CUNYfirst.

CATALOG

The College Catalog is available online and contains detailed information about courses, degree programs, and departmental requirements for every major, and all policies that affect students throughout their academic years.

CO-CURRICULAR

Non-academic activities that are offered at the College for students' development and enjoyment. These include clubs, research programs, leadership activities, and events.

CO-REQUISITE

A course which must be taken at the same time as another course in the same department.

CREDITS/HOURS

Units earned for successfully completing a course. Most courses earn between 2-4 credits. The number of credits that appear on a transcript may be different from the number of hours assigned for the same course.

CUMULATIVE GRADE POINT AVERAGE (CUM GPA)

The grade point average (CUM GPA) from the time of the student's admission into the College to the present.

DEAN'S 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, or WN's. Also called the Dean's Honor List.

DEPARTMENT

An organizational unit within each School in the College. Each department has its own designated office on campus.

ELECTIVE

Courses chosen as part of a student's degree requirements that are not necessarily related to a student's major. Some degree programs include requirements for how electives should be chosen.

FEEDBACK

Verbal or written advice or critique provided by instructors to improve student performance.

FINANCIAL AID

Loans, grants, and scholarships available for students based on need and/or merit. TAP, Pell, and Excelsior are among programs offering assistance.

FULL TIME STUDENTS

Student status for those taking 12 to 18 credits during a single semester.

GENERAL EDUCATION COMMON CORE (GEN ED)

City Tech's General Education Common Core (Gen Ed) enables students to meet CUNY Pathways requirements while also meeting the degree requirements of their programs. 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.

GRADE POINT AVERAGE (GPA)

Grade Point Average of all courses taken at City Tech. Students will receive a GPA for each semester. In addition, see the Cumulative GPA (CUM GPA).

HOURS

See Credits.

HONORS

May refer to participation in the Honors Scholars Program, 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 designated activities that are recognized as contributing toward fulfilling requirements for a degree.

PART-TIME STUDENTS

Students taking fewer than 12 credits.

PATHWAYS

A CUNY system of general education requirements and transfer guidelines for students in CUNY undergraduate colleges. Every student must complete these requirements to earn an Associate in Arts (AA), Associate in Science (AS), or any Bachelor's degree from CUNY.

PRE-REQUISITE

A course that is required and must be passed before taking a more advanced course.

PROGRAM CHANGE

During the Program Change period (see the Academic Calendar), students can drop a course, change a course section, or add a course if the course section is not filled without penalty on their transcript. All courses or credits for which students are officially registered after the Program Change period are considered attempted credits.

RECORD

See Transcript.

REGISTRATION

The official process of enrolling in courses at the College; after consulting Degreeworks, registration is available online on CUNYfirst. Web-based registration begins around November for the spring semester and around April for the fall semester.

SYLLABUS

A document provided by the instructor of every course stating the learning objectives, homework assignments, grading procedures, and other information.

TIME MANAGEMENT

A plan for balancing college responsibilities with necessary daily activities. See Counseling Services for time management workshops.

TRANSCRIPT

An official inventory of all courses and credit hours a student attempted and the grades earned while attending college.

WITHDRAWAL DEADLINE

Final date specified on the college's official academic calendar as the deadline to withdraw from classes. Students must consult advisors to fill out and submit appropriate forms.

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.

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. A WU grade is calculated as an F when calculating the final GPA.

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J.S., A.E.D., L.A., and J.L.M.
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PROFILES

Lauri Aguirre has worked as City Tech's First Year Programs Director for more than fifteen years. She has reshaped and developed academic supports for first year students as well as the faculty and peer mentors who guide them. She administers a free summer immersion program of courses and workshops to provide students a bridge to early college readiness in English, mathematics, and college success strategies. Under her leadership, City Tech's First Year Learning Communities have transformed into a multi-dimensional educational initiative that provides its faculty with a supportive professional development series and opportunities for research, scholarship and interdisciplinary collaboration, while FYLC students benefit from the creative learning experiences and college community relationships guided by student peer mentors. A true product of New York City higher education, she holds a Bachelor's degree from The New School and a Master's in Arts from Hunter College. When not directing First Year Programs, Ms. Aguirre lends her operatically trained soprano voice to performance venues throughout the city and City Tech's graduation ceremony.

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Julie Bradford is a Communication Design student at New York City College of Technology with a strong interest in illustration, which she has put to use as a graphic design intern for City Tech's Faculty Commons. When she is not focused on her schoolwork, she draws comic adventures with her Pokemon Go buddies.

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Jennifer Sears is Assistant Professor of English at New York City College of Technology where she teaches first year composition and creative writing. As a long-time faculty member of City Tech's First Year Summer Program, she co-wrote and organized the Common Reading Project, has led faculty trainings on the first year transition, and 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. Also a fiction writer, she earned her MFA in Creative Writing from Columbia University and has received fellowships from the National Endowment for the Arts and New York Foundation for the Arts.

Philip Zeng is an alumnus of New York City College of Technology with a Bachelor's degree in Communication Design. He currently is an art director and designer for the college. He redesigned the Degree Checklists in the College Catalog, created marketing and display materials for the Open Educational Resources program, as well as the CUNY CUE Conference, and Welcome Week and Plan Week. His art work focuses on images of botanical interest.

NOTES

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