



DIVISION OF STUDENT SUCCESS & ENROLLMENT MANAGEMENT



STUDENT SUCCESS & ENROLLMENT MANAGEMENT

The Medgar Evers College (MEC) Division of Student Success and Enrollment Management includes the Dean of Students, Academic Advising Center, Admissions and Recruitment, Career Management Services, Conduct and Community Standards, Athletics and Intramurals, Freshman Year Programs, Counseling and Psychological Services, Health Services, Interfaith Services, Men's and Women's Centers, Office of Accessibility and Accommodation Services, Transition Academy, Financial Aid, Registrar, and Student Life and Development.

We also have specialized programs such as ASAP (Accelerated Study in Associate Programs), The Percy E. Sutton SEEK (Search for Education, Elevation and Knowledge) Program, College Now Dual Enrollment Program, First-Year Programs (FYP), and CHAMPSS (Cultivating Holistic Academic Mindsets to Promote Student Success).

**Vision:**

The Division of Student Success & Enrollment Management at Medgar Evers College will become a driving force in the success of students – throughout their matriculation – by being an integrated part of student learning experiences, both in and out-of-the-classroom.

Mission:

The Division of Student Success & Enrollment Management exists to support the educational and co-educational missions of Medgar Evers College by providing high quality, innovative, evidence-based, and relevant engagement experiences for students. We are committed to the holistic development of students by helping them achieve their educational, personal, and professional goals. Our efforts are realized through students who are not only academically prepared, but also civically and culturally engaged.



How to reach out to the Senior Vice President of Student Success & Enrollment Management:

Jesse F. Kane, Ph.D.

Senior Vice President of Student Success & Enrollment
Management

jkane@mec.cuny.edu

The Office of Student Success
studentsuccess@mec.cuny.edu



OFFICE OF THE REGISTRAR



THE OFFICE OF THE REGISTRAR:

We are the office of records and offer administrative support to the campus.

Some of our responsibilities include:

- Managing the Academic Calendar
- Facilitating grade changes
- Scheduling courses
- Registration support for students

Key items:

- Follow the Academic Calendar for important CUNY dates.
- Adhere to the Verification of Enrollment deadline. It is a CUNY-wide requirement that all faculty complete the Verification of Enrollment. On Wednesday, September 4, 2024, faculty will have access to their Verification of Enrollment. Faculty must complete submission of rosters are by Tuesday, September 17, 2024. This is also a federal mandate that is attached to funding (financial aid).



Determining student participated in an academically related activity at least once:

Participation in class includes but is not limited to:

- a) physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- b) submitting an academic assignment;
- c) taking an exam, an interactive tutorial or computer-assisted instruction;
- d) attending a study group that is assigned by the school;
- e) participating in an online discussion about academic matters and
- f) initiating contact with a faculty member to ask a question about the academic subject studied in the course.
- g) engaging in an online academically related activity, or initiating contact with a faculty member to ask a course-related question.

Note: Logging into an online class is not sufficient, by itself, to demonstrate participation in an academically related activity by the student.



CUNY Revised Camera Use Guidance for Online and Hybrid Courses:

This policy was developed with input from campus provosts and in consultation with the University Faculty Senate and the University Student Senate, effective for Fall 2024 semester.

“Faculty may require students to turn on their cameras in online and hybrid courses during class periods or for remote testing purposes.”

In addition, “per CUNY’s verification of enrollment policy, students can meet the course engagement threshold for purposes of Title IV financial aid by participating in an online discussion about an academic matter, engaging in an online academically-related activity, or initiating contact with the instructor to ask a question about the academic subject studied in the course or course-related question. None of these criteria requires the use of a live camera.”



Understanding the CUNY Revised Uniform Grade Glossary Policies and Guidelines:

- **Withdrawal Policy:** One of the most notable changes is the adjustment to the withdrawal policy. Previously, students could withdraw from a course until the last day of the term. The revised policy now specifies that students can withdraw up until a certain point in the course, typically 60% completion. This change promotes academic integrity and reduces the number of late withdrawals.
- **WU Grade:** The guideline provides clear definitions for the WU grade, which is assigned to students who participate in a course but stop attending without officially withdrawing. This clarification helps to differentiate between students who actively withdraw and those who simply stop attending.
- **INC Grade:** INC (Incomplete) should only be given by the instructor in consultation with the student when there is a reasonable expectation that a student can successfully complete the requirements of the course no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Session/Term.



Impact on Faculty:

These changes may impact your grading practices in several ways. It's essential to familiarize yourself with the updated guidelines to ensure compliance. Some key points to remember:

- **Communicate Withdrawal Policy:** Clearly communicate the withdrawal policy to your students at the beginning of the semester.
- **Assign Grades Accurately:** Understand the criteria for assigning different grades, including WU, F, and Pass/No Credit.
- **Stay Informed:** Keep up-to-date with any further modifications or clarifications to the guidelines.

Information is online: www.mec.cuny.edu/registrar

1. Academic Calendar and Exam Schedules
2. Academic Reports, CUNY/College Policies, and Technological Resources



Faculty Resources:

Office of the Registrar Activity Calendar

- <https://www.mec.cuny.edu/wp-content/uploads/2024/08/REGISTRARS-ACTIVITIES-SCHEDULES-8.12.24.pdf>

Change of Grade Form

- <https://www.mec.cuny.edu/wp-content/uploads/2024/08/Grade-Change-Request-Form.-final-version-revised-7.8.24.pdf>

Grade Input Instructions

- <https://www.mec.cuny.edu/wp-content/uploads/2024/08/GRADE-INPUT-INSTRUCTIONS-as-08-09-2024-revised-1.pdf>

Incomplete Grade Contract

- <https://www.mec.cuny.edu/wp-content/uploads/sites/3/2020/05/Incomplete-Grade-Contract-05-21-2020.pdf>

WN Reversal Form

- <https://www.mec.cuny.edu/wp-content/uploads/2024/08/WN-VOE-Reversal-Form-fillable-6.12.24.pdf>



How to reach out to the Office of Registrar:

- mecregistrar@mec.cuny.edu – main account. Also, utilized for registration related matters including error messages and over tallies
- mectranscripts@mec.cuny.edu – grade changes
- mecdegreeworks@mec.cuny.edu – Degreeworks issues



OFFICE OF ACCESSIBILITY AND ACCOMMODATIONS SERVICES



OFFICE OF ACCESSIBILITY AND ACCOMMODATIONS SERVICES:

The Office of Accessibility and Accommodations Services is responsible for ensuring that all individuals with documented disabilities receive appropriate accommodations.

It is the responsibility of the student to self-identify as a student with a disability.

Students must contact the Office of Accessibility and Accommodations Services to schedule an appointment with the Director to register for services. It is the responsibility of the student to provide documentation to support the individual's request for any accommodations.

In 2023, CUNY entered into a Voluntary Compliance Agreement (VCA) that applies to every campus and requires improvements across the institution in meeting the needs of students with disabilities.



Students and Instructors discussing accommodations:

Students and Instructors: Students remain responsible for self-identifying their disability status to the Office of Accessibility and Accommodations Services to access necessary supports and services.

Once notified of approved accommodations, the instructor is responsible for providing them as specified or seeking clarification from Office of Accessibility and Accommodations Services regarding the appropriateness of an accommodation for a specific course. Instructors must follow the appropriate procedures with Office of Accessibility and Accommodations Services before taking independent action to modify the accommodations.

Instructors should direct all such questions to Office of Accessibility and Accommodations Services, not the student.



How to reach out to the Office of Accessibility and Accommodations Services:

Anthony Phifer: aphifer@mec.cuny.edu

Coordinator of Accessibility and Accommodations Services

Nelson Carrillo: ncarrillo@mec.cuny.edu

Senior Academic Advisor for the Office of Accessibility and Accommodations Services

Mea Kemp: meak@mec.cuny.edu

Disability Accommodations Specialist for the Office of Accessibility and Accommodation Services



UPHOLDING ACADEMIC EXCELLENCE: A LOOK AT THE CUNY ACADEMIC INTEGRITY POLICY



KEY ELEMENTS OF THE CUNY ACADEMIC INTEGRITY POLICY:

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty.

- 1.1. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.
- 1.2. Plagiarism is the act of presenting another person's ideas, research or writing as your own.
- 1.3. Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student.



Procedures in Cases Involving Only Academic Sanctions:

4.2.1. Student Admits to the Academic Dishonesty and Does Not Contest the Academic Sanction.

- If a faculty member wishes to seek only an academic sanction (i.e., a reduced grade) and students do not contest either their guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the Academic Integrity Officer decides to seek a disciplinary sanction.

4.2.2. Student Admits to the Academic Dishonesty but Contests the Academic Sanction.

- In a case where a student admits to the alleged academic dishonesty but contests the particular academic sanction imposed, the student may appeal the academic sanction through the college's grade appeal process. The student shall be allowed, at a minimum, an opportunity to present a written position with supporting evidence. The committee reviewing the appeal shall issue a written decision explaining the justification for the academic sanction imposed.



Procedures in Cases Involving Only Academic Sanctions (cont'd):

4.2.3. Student Denies the Academic Dishonesty

In a case where a student denies the academic dishonesty, a fact-finding determination shall be made, at each college's option, by an Academic Integrity Committee established by the College's governance body or by the Student-Faculty Disciplinary Committee established under Article XV of the CUNY Bylaws. Each college's Academic Integrity Committee shall adopt procedures for hearing cases. These procedures, at a minimum, shall provide students with (i) written notice of the charges against them; (ii) the right to appear before the Committee; and (iii) the right to present witness statements and/or to call witnesses. Those procedures also shall provide the faculty member with the right to make an appearance before the Committee and/or present supporting documents. The Committee may request the testimony of any witness and may permit any such witness to be questioned by the student and by the administrator presenting the case.



Statement on Course Syllabi:

Cite the CUNY Policy on Academic Integrity on course syllabi. They do not need to contain the entire policy due to its length.

Please see below for an appropriate example:

CUNY Policy on Academic Integrity:

- Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.
- Academic integrity is at the core of a college or university education. Faculty assign essays, exams, quizzes, projects, and so on both to extend the learning done in the classroom and as a means of assessing that learning. When students violate the academic integrity policy (i.e., “cheat”), they are committing an act of theft that can cause real harm to themselves and others including, but not limited to, their classmates, their faculty, and the caregivers who may be funding their education.



Statement on Course Syllabi (cont'd):

Academic dishonesty confers an unfair advantage over others, which undermines educational equity and fairness. Students who cheat place their college's accreditation and their own future prospects in jeopardy.

Please visit https://www.mec.cuny.edu/wp-content/uploads/2024/07/AcademicIntegrityPolicy_rev-June-2024.pdf to review the complete CUNY Policy on Academic Integrity.



Academic Integrity as a Social Justice Issue:

Academic integrity is often seen as a matter of individual ethics, but it has profound implications for social justice. Let's briefly explore how:

- **Level Playing Field:** Academic integrity ensures a fair and equitable learning environment for all students. When students cheat or plagiarize, they gain an unfair advantage over their peers, undermining the principle of equal opportunity.
- **Intellectual Property:** Academic integrity protects intellectual property rights. When students plagiarize, they are not only violating the rights of the original author but also contributing to a culture of intellectual dishonesty.
- **Ethical Development:** Universities are communities of learning and growth. Academic integrity is fundamental to developing students' ethical character and preparing them to be responsible citizens.



THE CUNY STUDENT CODE OF CONDUCT AND HENDERSON RULES



THE OFFICE OF COMMUNITY STANDARDS:

Two important documents that guide our interactions with students: the CUNY Student Code of Conduct and the Henderson Rules

These documents outline expectations for student behavior and provide a framework for addressing misconduct. Each student enrolled or in attendance in any college, school or unit under the control of the board and every student organization, association, publication, club or chapter shall obey:

- The laws of the city, state and nation;
- The bylaws and resolutions of the board, including the rules and regulations for the maintenance of public order pursuant to Article 129-a of the Education Law (“Henderson rules”); and
- The governance plan, policies, regulations, and orders of the college.

The process for responding to alleged violations at Medgar Evers College is outlined in Article XV of the CUNY Board of Trustees Bylaws.



The CUNY Student Code of Conduct outlines the standards of conduct expected of all CUNY students. It covers a wide range of behaviors, including academic integrity, harassment, discrimination, and disruptive behavior. As faculty, we play a crucial role in upholding these standards. We must create a classroom environment that fosters respect, inclusivity, and academic honesty.

The Henderson Rules specifically address maintaining public order on campus. They outline the rights and responsibilities of students, faculty, and staff in creating a safe and conducive learning environment. It's essential for faculty to be aware of these rules as they relate to classroom disruptions, protests, and other campus activities.



Student Conduct as a Social Justice Issue:

Student conduct is often viewed through a disciplinary lens, focusing on punishment for rule-breaking. However, examining student conduct through a social justice framework offers a more nuanced understanding of the underlying issues and potential solutions.

Many student conduct issues stem from larger systemic problems, such as poverty, inequality, and lack of mental health support. Addressing these underlying issues can help prevent misconduct and create a more equitable campus environment.

The overall campus climate can influence student behavior. A culture of inclusivity, respect, and support can help reduce incidents of misconduct.



Restorative Justice and Student Conduct:

Focus on Repair: Restorative justice approaches prioritize repairing harm caused by misconduct rather than simply imposing punishment. This can lead to more meaningful outcomes for both the affected parties and the offender.

Community Building: Restorative justice can strengthen the campus community by promoting empathy, understanding, and accountability.

By adopting a social justice perspective on student conduct, we can move beyond a punitive approach and towards a more equitable, restorative, and supportive model.



How to reach out to the Office of Community Standards/Student Conduct Officer/ Academic Integrity Officer:

Kevin Adams (he/his/him)
Director of Community Standards/Student Conduct Officer/
Academic Integrity Officer
kadams@mec.cuny.edu



CARE, ASSESSMENT AND RESPONSE (CARE) TEAM



CARE, ASSESSMENT AND RESPONSE (CARE) TEAM:

Medgar Evers College prioritizes the safety, health, and well-being of all students, faculty, and staff.

The Care Assessment and Response (CARE) Team identifies, investigates, assesses, refers, monitors and takes action in response to behaviors exhibited by Medgar Evers College students that may pose a threat to the campus community. The team's primary goal is to provide threat assessments and early intervention for reported students before a crisis arises on the campus. These students may display moderate to elevated levels of distress, disruption, or poorly modulated emotional responses. We may recommend psychological assessment, medical leave, and/or withdrawal to the student, when necessary, pursuant to CUNY's Medical Withdrawal and Re-Entry Policy and Procedures.



Care, Assessment and Response (CARE) Team:

Many conduct issues are related to underlying mental health concerns. Addressing these issues through counseling and support services can prevent future misconduct.

The CARE Team is not an emergency response unit. For emergencies, please contact the Department of Public Safety at 718-270-6003.

To learn more about the Care, Assessment and Response (CARE) Team, please visit <https://www.mec.cuny.edu/student-success/care-team/>



How to reach out to the Dean of Students:

LaToya Blount, Ed.D. (she/her/hers)

Dean of Students

LaToya.Blount18@mec.cuny.edu