



MEDGAR
EVERS
COLLEGE
THE CITY UNIVERSITY
OF NEW YORK

2022-2023

STUDENT HANDBOOK



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For More In-Depth Information on ALL Schools, please visit the website:
www.mec.cuny.edu



Greetings Medgar Evers Cougars!

On behalf of the Division of Student Success and Enrollment Management, I want to extend my sincerest welcome as you join the Medgar Evers College (MEC) community and family. Whether this is your first year at MEC or you are a returning student, your presence and active engagement help create a rich and rewarding academic environment. As a Cougar, you have access to a world class education that will prepare you for your chosen professions as well as equip you to make a meaningful impact in your respective communities.

Your success at MEC can be viewed as a partnership between three very important entities: the institution, your family/support system and you. In this partnership the institution is committed to providing you with a high-quality learning environment with the appropriate support services and resources that will develop you as a scholar and an engaged citizen. Next, your family and support system are a vital part of the partnership because many of them have made and are making a significant investment in your education. They understand how transformational a college education can be and they will help to provide the encouragement needed to complete your degree. And last, and perhaps more importantly, your success at MEC will take a deep investment on your part. A college education is both rewarding and challenging. Your professors and the support staff who will be working with you will demand a lot. However, as long as you stay focused and committed to your educational goals, you will one day join a network of Medgar Evers College alumni who are making a difference in the world!

The Student Success and Enrollment Management Team is here to assist you in any way we can as you start and/or continue your journey at MEC. We are committed to offering you a rich and rewarding experience that will help facilitate your holistic development. No matter your interests, you will be able to find your place here. We encourage you to become actively engaged in the numerous opportunities for students both in and out of the classroom. The greater the effort you put in your education, the higher the chances of success. In other words, what you put into this experience will determine what you get out of it.

As a valued member of the MEC community, we ask that you always be mindful of our key principles, which are courage, strength and fortitude. These principles are what we expect each of our students to embody. They should be exemplified in everything you do.

Again, we look forward to working with you and welcome to the Medgar Evers Cougar family!

Best Wishes,

*Dr. Jesse F. Kane
SVP, Student Success and Enrolment Management*



"You can kill a man but you can't kill an idea"
Remembering the sacrifice of Medgar Wiley Evers

On June 12, 1963, Medgar Wiley Evers, the civil rights leader and NAACP field secretary was assassinated in the driveway of his Jackson, Mississippi home. Only 37 years old, he left behind a wife and three children. He was shot down by a white supremacist and Klansman who was convicted of the crime more than 30 years later. The assassination roused the conscience of a nation and helped pass the 1964 Civil Rights Act.

The College's June 8, 2017 commencement was a poignant moment to shed a fresh light on Evers' legacy, which was invoked by keynote speaker Hillary Rodham Clinton. She shared the stage with a pre-recorded video from Myrlie Evers-Williams and with Reena Evers-Everett and Daniel Evers-Everette (respectively Evers' widow, daughter and grandson). The family spoke of Evers and the continuing struggle.

Evers' profile in the popular culture has been heightened during this period of resurgent equality battles. Along with Martin Luther King Jr. and Malcolm X, his legacy was highlighted in *"I Am Not Your Negro,"* the acclaimed Raoul Peck film about James Baldwin.

Medgar Wiley Evers accomplished much in the short time he was with us: he increased NAACP membership; aided in the investigation of the murder of Emmett Till; and helped desegregate the University of Mississippi, among other things. Let us pause today to recall the ultimate sacrifice that he made.

Medgar Evers College was founded as a result of collaborative efforts by community leaders, elected officials, the Chancellor, and the Board of Trustees of The City University of New York. The College, named for the late civil rights leader, Medgar Wiley Evers (1925-1963), was established in 1969 and accredited in 1970, with a mandate to meet the educational and social needs of the Central Brooklyn community. The College is committed to the fulfillment of this mandate.

In keeping with the philosophy of The City University of New York and Medgar Evers College, we believe that education has the power to positively transform the lives of individuals and is the right of all individuals in the pursuit of self-actualization. Consequently, the College's mission is to develop and maintain high quality, professional, career-oriented undergraduate degree programs in the context of liberal education. The College offers programs both at the baccalaureate and at the associate degree levels, giving close attention to the articulation between the two-year and the four-year programs.

The College has a commitment to students who desire self-improvement, a sound education, an opportunity to develop a personal value system, and an opportunity to gain maximum benefits from life experience and from their environment.

THE MEDGAR EVERS COLLEGE SEAL



The Medgar Evers College seal symbolizes the theme: “Knowledge is the foundation of freedom and justice. Knowledge, freedom, and justice are the fundamental elements of peace.” The circular form of the seal represents the universality of the theme.

- The unmanacled hands represent freedom.
- The scales represent justice.
- The lamp and the open book represent knowledge.
- The central aspect of the seal is formed by the peace symbol.

The inspiration for the design of the College Seal came from the fact that Medgar Wiley Evers dedicated his life’s work to attaining a new birth of freedom in our time, where all mankind could obtain knowledge to function as useful citizens, enjoy the protection of justice, and live in peace.

A MESSAGE FROM THE MEDGAR EVERS COLLEGE ADMINISTRATION

INTRODUCTION

The Office of the Vice President for Student Success and Enrollment Management has prepared this publication of the 2022-2023 Student Handbook for the purpose of acquainting the student with a wide array of general information to support his or her matriculation at the College.

Accordingly, the standard term "student" is defined to include all persons who officially: (1) register and enroll on a full-time or part-time basis and (2) who maintain current enrollment status or (3) who may attend any other post-secondary educational institution while taking a class at Medgar Evers College.

This standard term is generic and applicable for all special, non-credit, certificate, diploma, and undergraduate students. Persons who are not officially enrolled for a particular term (i.e., summer), but who have a continuing relationship with the college are also considered "students" who are good standing and have no academic or financial liabilities to Medgar Evers College.

The standards of the student code of conduct, either academic or non-academic, in this publication apply to all groups of students as described above.

STATEMENT OF NON-DISCRIMINATION

Medgar Evers College is an equal opportunity and affirmative action institution. The College does not discriminate on the basis of age, sexual orientation, religion, race, color, national or ethnic origin, disability, veteran or marital status in its student admissions, employment, access to programs, and administration of education policies.

Medgar Evers College, as a unit of The City University of New York, adheres to all federal, state, and local laws and administration of education policies.

IMPORTANT NOTICE OF POSSIBLE CHANGES

The Board of Trustees of The City University of New York reserves the right to make changes of any nature in the academic programs and requirements of The City University of New York and its constituent Colleges. All programs, requirements, and courses are subject to termination or change without advance notice. Tuition and fees set forth in this publication are also subject to change by the Board of Trustees of The City University of New York.

***Note:** Information in this schedule booklet is subject to change at the discretion of the College.

STUDENT RESPONSIBILITY DISCLAIMER

In accepting admission, students assume responsibility for knowing and complying with the regulations and procedures set forth in this schedule booklet and in subsequent ones, as appropriate. Once a student completes course entry, he/she is liable for the course(s) on his/her/their schedule/bill.

COUGAR COMPASS

REV: 01312023 KA

YOUR GUIDE TO CAMPUS LIFE AND COLLEGE RESOURCES

Admissions

mecadmissions@mec.cuny.edu; x6024

Academic Advising Center

AcAdviseCenter@mec.cuny.edu; x5170

Academic Computing Lab

anthony@mec.cuny.edu

Accelerated Study in Associate Programs (ASAP)

asap@mec.cuny.edu; x5151

Akadémos (Bookstore)

www.mecbooks.com/help; 1-888-286-8249

Accessibility and Accommodations Services

aphifer@mec.cuny.edu; x5027

Athletics and Intramurals

cmurphy@mec.cuny.edu; x6072

Blackboard Administrator

swymore@mec.cuny.edu; x4866

Bursar

bursar@mec.cuny.edu; x6095

Career Management Services Center

mec-career@mec.cuny.edu; x6055

Center for Women's Development

womenscenter@mec.cuny.edu; levelyn@mec.cuny.edu; x5022

Cougar Country Pantry

S-317, transitionacademy@mec.cuny.edu;
M: 10:00 AM – 2:00 PM T: 3:00 PM – 7:00 PM
W: 10:00 AM – 2:00 PM

Counseling and Psychological Services

cap@mec.cuny.edu; ethan@mec.cuny.edu; x6939

Cultivating Holistic Academic Mindsets to Promote Student Success (CHAMPSS)

champss@mec.cuny.edu; x6024

Department of Special Programs/ Percy E. Sutton SEEK Program

seek@mec.cuny.edu; x4970

Evening & Weekend Programs

eveweekend@mec.cuny.edu; x4894

Financial Aid

finaid@mec.cuny.edu; x6141

Freshman Year Program

fyp@mec.cuny.edu; x4960

Health Services

healthservices@mec.cuny.edu;
awillie@mec.cuny.edu; x6075

Immigration Center

mecimmigration@cuny.edu; x6292

Information Technology Help Desk

helpit@mec.cuny.edu; x6262
M-TH: 8:00 AM - 8:00 PM
F: 8:00 AM - 6:00 PM S: 8:00 AM - 4:00 PM

Interfaith Services

rriverasj@mec.cuny.edu; x6046

International Student Services

jphillips@mec.cuny.edu; pmartin@mec.cuny.edu; x6024

Library & Information Services

ask_a_librarian@mec.cuny.edu; x4871

Learning Center

michaelc@mec.cuny.edu; x5153

Male Development & Empowerment Center

mdec@mec.cuny.edu; anbreteton@mec.cuny.edu; x6405

Public Safety and Campus Security

AB-1 CL17, publicsafety@mec.cuny.edu
x6069, x6003, 24/7

Registrar

mecregistrar@mec.cuny.edu; x6040

Scholarships

mecscholarship@mec.cuny.edu; x6981

Student Government Association

student-gov@mec.cuny.edu; x6240

Student Life & Development

studentlife@mec.cuny.edu, areece@mec.cuny.edu; x6050

Student Success

studentsuccess@mec.cuny.edu; x6046

Testing Center

asktesting@mec.cuny.edu; x4835

Transition Academy

transitionacademy@mec.cuny.edu;
wboone@mec.cuny.edu; x6988

Veteran and Military Services

mecvets@mec.cuny.edu; x6145

Writing Center

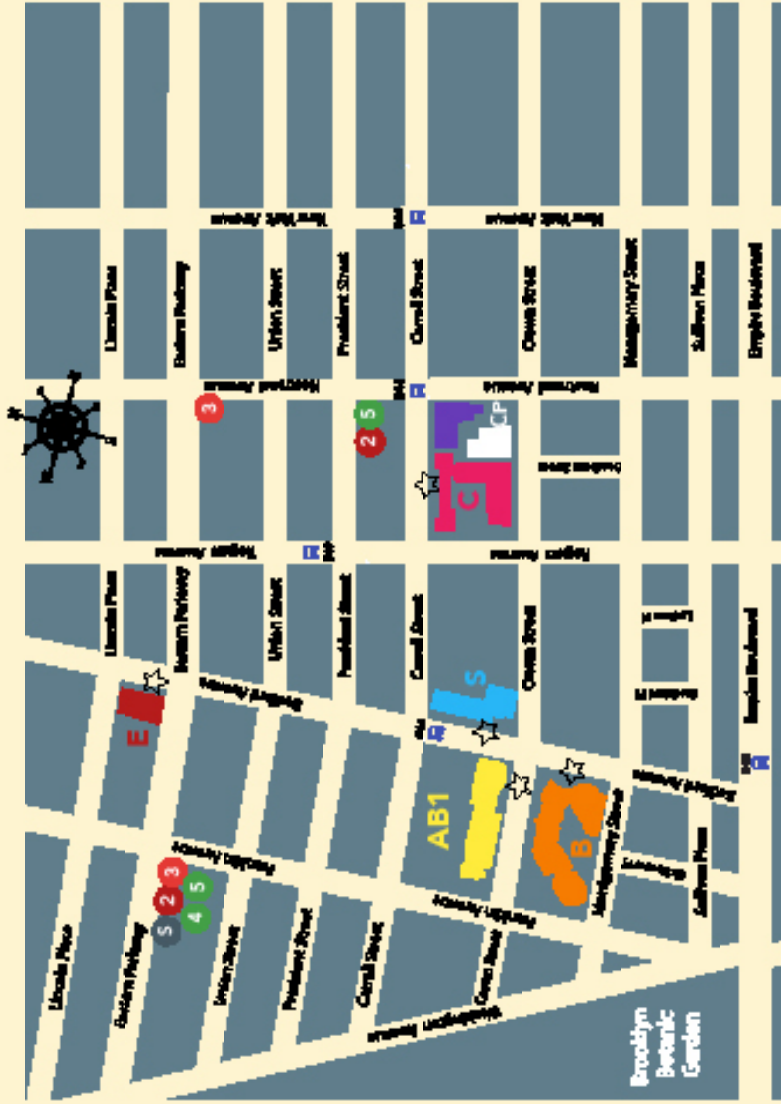
writingcenter@mec.cuny.edu; x8287

**To call an office from off-campus use (718) 270 + extension listed, unless otherwise noted*

ACADEMIC DEPARTMENT	CHAIRPERSON
Accounting	Rosemary Williams, rwilliams@mec.cuny.edu
Biology	Chiyedza Small, csmall@mec.cuny.edu
Business Administration	Evelyn Maggio, emaggio@mec.cuny.edu
Chemistry and Environmental Science	Alicia Reid, alreid@mec.cuny.edu
Computer Information Systems	Sikiru A. Fadairo, sfadairo@mec.cuny.edu
Economics and Finance	Emmanuel Egbe, egbe@mec.cuny.edu
Developmental and Special Education	Ken Hoyte, khoyte@mec.cuny.edu
English	Tonya Hegamin, thegamin@mec.cuny.edu
The Charles Evans Inniss Memorial Library	Judith Schwartz, jschwartz@mec.cuny.edu
Mass Communications, Creative, Performing Arts and Speech	Ethan Gologor, ethan@mec.cuny.edu
Mathematics	Jean Michelet Jean-Michel, jjean-michel@mec.cuny.edu
Multicultural Early Childhood and Elementary Education	Rupam Saran, rsaran@mec.cuny.edu
Nursing	Shirley Daniels, daniels@mec.cuny.edu
Philosophy and Religion	Vivaldi Jean-Marie, vjean-marie@mec.cuny.edu
Physical and Computer Science	Rosa Zavala-Gutierrez, rzgutierrez@mec.cuny.edu
Psychology	Maudry-Beverly Lashley, mlashley@mec.cuny.edu
Public Administration	Zulema Blair, zblair@mec.cuny.edu
Social and Behavioral Sciences	Maria DeLongoria, mdelongoria@mec.cuny.edu
Social Work	Edward Hernandez, ehernandez@mec.cuny.edu
Special Programs/Percy E. Sutton SEEK Program	Sherrill-Ann Mason, smason@mec.cuny.edu
World Languages and Cultures	Sheldon Huggins, shuggins@mec.cuny.edu



MEDGAR EVERS COLLEGE CAMPUS MAP



- AB1** Academic Building I
1638 Bedford Avenue
- B** Bedford Avenue
1650 Bedford Avenue
- S** Student Services Building
1637 Bedford Avenue
- C** Carroll Building
1150 Carroll Street
- CP** Carroll Portables
Entry Through
1150 Carroll Street
- E** Eastern Parkway
1534 Bedford Avenue

MAP LEGEND:

- MEC Preparatory School
- Building Main Entrances are ADA Accessible
- Subway Stop
- Bus Stop



REGISTRATION INFORMATION

Registrar:	Vacant 718-270-6040 office 718 270-6171 fax
Office:	S-107
Associate Registrar:	Norma Goodman mecregistrar@mec.cuny.edu 718-270-6040

GENERAL INFORMATION

Students register for classes according to the procedures established by the Registrar's Office. Students have the responsibility of keeping informed about their program of study and changes in College policies and procedures by consulting with their academic advisors, counselors, faculty mentors, and appropriate administrative offices. They should also refer to such College publications as the Catalog, Student Handbook, Semester Academic Calendar and DegreeWorks. The registration process for a student begins with filling out the advisement form, a document used to keep track of his/her program of study. It then proceeds to the selection and registration of courses and concludes with the payment of tuition and fees.

If a student has not met the requirements for admission or has outstanding debts, a "Stop" will be placed on the student's record and registration will be postponed until the "Stop" is cleared. Based on the type of "Stop", (i.e., Bursar, Financial Aid, Admissions, Athletic, Probation, Library, or Immunization) the student will be directed to the office responsible for clearing the "Stop." Once the "Stop" is cleared, the student can continue with the registration process.

1. Courses at Medgar Evers College are held Monday through Sunday.
2. Day Courses are held from 7:00 a.m. to 3:55 p.m., Monday through Friday.
3. Evening Courses are held Monday through Friday from 4:00 p.m. to 10:55 p.m.
4. Saturday Courses are held from 8:30 a.m. to 10:10 p.m.
5. Classes Held Off-campus may meet days, evenings, or weekends.
6. Sunday Courses are held from 9:00 a.m. to 8:40 p.m.

REGISTRATION CATEGORIES

- **New Students:** The Enrollment Office notifies new or First-Time Freshmen students of orientation and registration by mail or email or student email. Academic Advisement counselors are present during orientation and registration to assist students with the appropriate selection of courses based on students' individual academic background and Basic Skills Placement Test scores if applicable.
- **Readmit Students:** Students who are in good academic standing can apply for readmission during select times. Students seeking readmission must visit the Admissions Office to inquire about the final dates to file readmission applications for an upcoming semester. In order to be readmitted, students are mandated to settle any outstanding debts.

- **Transfer Students:** Students entering the College on an advanced standing basis and whose advanced standing credits have been evaluated are notified by the Admissions' Office when to register for classes upon posting of credit evaluation in CUNYfirst.
- **Continuing Students:** Registration for continuing students is ongoing via Schedule Builder during the registration period. Continuing students who have a "Stop" placed on their record will experience delays in registration. Students should check CUNYFirst for the status of their records.

SCHEDULE BUILDER

Schedule Builder is a planning tool that helps students build an academic schedule that works best for them. With this tool, students can arrange selected courses into conflict-free timetable options making it easier to see what available options best fits into their personal and academic lives. Students must seek advisement before registering to ensure the correct selection of classes.

You may learn more by visiting the Schedule Builder page on the College's website. Tutorials are also available at www.cuny.edu/schedulebuilder.

ACADEMIC REVIEW & APPEAL COMMITTEE

The Academic Review & Appeal Committee (ARAC) at Medgar Evers College is tasked with the review and deliberation of all student petitions for reinstatement to the College, who are not in good academic standing and subsequently are ineligible to continue with their academic degree pursuits at MEC. In order to promote a thorough and holistic evaluation of all student petitions, ARAC is comprised of faculty members representing each of our academic schools, staff members from each academic advising unit, as well as the Financial Aid, Admissions and Registrar offices. The Committee meets at least twice during the fall and spring semesters.

All student petitions for reinstatement and supporting documentation must be submitted as hard copies to the designated offices below:

- ASAP Students: 718-804-8206, Room S-204
- SEEK Students: 718-270-4970, Room S-205
- Students under 30 credits, 718-270-4960, Room S-220
- Students with 30+ credits, 718-270-5170, Room S-220

Any issues or concerns regarding the petition for reinstatement process may be directed to the attention of the ARAC Chair, email: ARAC@mec.cuny.edu.

CUNYFIRST

CUNYFirst and the CUNY Portal: CUNYFirst (City University of New York Fully Integrated Resources and Services Tool) is a website that allows students to view semester class schedules and grades, access transcripts, view and/or pay their tuition, view financial awards, submit original documents if applicable, and update mailing address information.

How to Access

1. Go to <https://home.cunyfirst.cuny.edu> or <https://www.cuny.edu/about/administration/offices/cis/cunyfirst/#1>
2. Click on First-Time Users, then follow onscreen directions.

Student Email: Student Email allows Medgar Evers College students to send and receive email,

receive College-wide news, updates, and other informative information from The City University of New York.

To access your account, you must visit the Medgar Evers College website at www.mec.cuny.edu.

1. Click the icon that reads Student E-mail.
2. On the page that follows, click the link which reads Student E-mail.
3. A log-in screen will appear.
4. In the area that reads User Name, type your first name, last name of your student email; i.e. john.smith@student.mec.cuny.edu.
5. Your password will be your date of birth in reverse YYYYMMDD, i.e., if your date of birth is June 7, 1977 then your password will look like this 19770607.

If you are unable to gain access, and do not have an account, please visit Academic Computing, Room B-2014; 1650 Bedford Avenue for assistance.

CUNY E-Permit via CUNY Portal: The Online Permit process allows students to plan to take courses at other CUNY Colleges without having to directly (in person) contact both the home and host colleges for approval. The intent of this process is to provide a convenient means of obtaining permission to register for courses offered at other CUNY colleges.

This will enhance the opportunity of graduating in a timely manner and allow students to pursue academic interests not offered at their home college. All ePermit requests are now available through students' CUNYfirst Account. The navigation is as follows: Self Service > Student Center > Other Academics > ePermit. Select the Term and ePermit option. Students must be currently enrolled for request being made for a subsequent semester; maintain a cumulative grade point average of 2.0; and pass all CUNY entrance exams if applicable.

REGISTRATION PROCEDURES

Before the registration period, students should:

1. Consult an Academic Advisor using one of the following links below:
 - Email: Acadvisecenter@mec.cuny.edu; or
 - Email: SEEK@mec.cuny.edu; or
 - Email: FYP@mec.cuny.edu; or
 - Email: ASAP@mec.cuny.edu; or
 - Email: acollins@mec.cuny.edu (School of Education)
2. Consult an Academic Advisor.
3. Plan a schedule of courses and an alternative schedule.
4. Remove all "Stops" and get financial aid clearance.
5. Be sure they have all the necessary forms and bring them on your scheduled day.

EARLY REGISTRATION

Early Registration is a process available to all students who are currently enrolled and in good academic standing. It is an opportunity for students to receive first choice of the courses that are offered the following semester. Registering early can save money and time. Early Registration for the fall semester usually occurs during the first and second week of April. Students who register early also get an opportunity to bursar early, thus avoiding long lines found during the regular registration period. Students who register early in the fall can pay during the first and second week in July. Early Registration for the spring semester usually occurs during the first and second week of November.

Students who register early for the spring semester can pay at that time or the first and second week of December.

REGULAR REGISTRATION

All students who failed to take advantage of Early Registration (continuing students) and those who could not (probation, first-time freshmen, transfers, re-admits), will receive a letter/postcard or email notice indicating the date and time they may register. If he/she does not receive a letter/postcard or email notice indicating the registration date and time:

1. Continuing Students should contact the Registrar's Office, 1637 Bedford Avenue, Room S-301, 718-270-6040 (Tel) or mecregistrar@mec.cuny.edu.
2. New, Transfer and Readmitted Students should contact the Admissions Office, 1637 Bedford Avenue, 718-270-6024 (Tel) or Admissions@mec.cuny.edu.

LATE REGISTRATION

The Late Registration period begins the first day of classes. During this time, a student can either register for courses or make changes to courses previously selected. Late Registration is the most critical period due to cancellations, and closed courses. In addition, there is also an additional fee of \$25.00 for registering late during this period.

PROGRAM CHANGE PERIOD

The Registrar's Office has two Program Change periods per semester. The first period is scheduled for students who register early, and the second occurs during late Registration. There is no fee charged to students who wish to make changes in their early registered schedule. However, students who wish to make changes during late Registration period will incur an \$18.00 fee.

REFUNDS

The refund periods are extremely important because of the timetable for refunding tuition. If a student wishes to receive a 100% refund, he/she must drop from all courses, either in person or via CUNYFirst before the first day of classes. A complete listing of all refund percentages and the applicable dates are outlined in the Academic Calendar. For additional information, please refer to the section of the catalog pertaining to Tuition, Fees and Refunds.

TUITION PAYMENT POLICY

You are legally bound to pay for courses once you are registered. If you decide not to attend the College, you are legally obligated to cancel your registration by "Officially Withdrawing" from courses prior to the first day of classes. If not, you will be billed and if you fail to pay your tuition, your credit may be adversely affected.

TRANSCRIPTS

Students can request their transcript through the College's online service by using one of the links listed below:

- <https://www.cuny.edu/about/administration/offices/registrar/transcripts/>
- <https://www.parchment.com/u/registration/33038/institution>

NAME CHANGES AND OFFICIAL DOCUMENTS

Students can send documents to their document uploader, which is through their CUNYfirst account.

To upload and submit documents using the CUNYfirst Document Uploader:

- Log into CUNYfirst.
- Select Student Center and navigate to Student Tools.

- Select Document Upload. The Document Upload page displays with your name and 8-Digit CUNYfirst ID.
- Using the Document Class drop-down menu, select one of the following document classes corresponding to the document to be uploaded:
 - Admissions
 - Financial Aid
 - Health Services
 - Registrar
- A Document Type drop-down menu is added to the Document Upload page.

Additional information can be found on the Registrar's webpage: Registrar's Office - Office of Admissions (cuny.edu).

BURSAR

DROPPING AND WITHDRAWING FROM COURSES

Tuition charges are based on registration; students are responsible for tuition charges notwithstanding attendance, completion and or grades for registered courses.

It is not guaranteed that classes associated with an unpaid balance are automatically dropped by the Bursar. Students are responsible to drop their courses if they are unable to attend and/or pay for registered courses. Courses drop by students on and after the first official day of the semester will incur tuition liability charges.

Students who withdraw from courses are a 100% liable for all tuition charges related to that course. In addition, withdrawing from courses could affect financial aid awards and eligibility. Students should consult with a financial aid counselor before withdrawing from classes to determine if a financial obligation will incur.

COURSE CANCELLATION

The Office of the Bursar reserves the right to cancel courses for students who do not satisfy their tuition payment by their due date. All Students whose classes are cancelled by Bursar due to non-payment have the opportunity to re-register; however, it is not guarantee students will be able to re-register for the same courses cancelled as registration is filled on a first-come basis.

OUTSTANDING BALANCES AND STOPS

A Bursar stop is placed on a student record if payment is not satisfied by the payment due date. A Bursar stop prevents a student from being able to enroll for courses at any CUNY school.

Bursar stops will only be lifted once the outstanding balance is paid in full. Students in arrears six months or more will be forwarded to a third-party collection agency.

WITHDRAWAL/DROP REFUNDS

The tuition bill payment will be refunded in full if classes are cancelled prior to official start of classes and the student does not incur other university charges.

If registration is completed and classes are subsequently withdrawn from or dropped to part-time status, the refund if eligible will be made according to the CUNY Tuition Liability Schedule.

Beginning with the first official day of classes, students that drop below full-time or drop below their originally registered credit level may be assessed a tuition penalty. The tuition liability begins on the first day of classes as indicated in the official CUNY Academic Calendar regardless of attendance in class. Adjustments for tuition will be determined on the effective date of the drop. Any adjustment of charges will be made according to the CUNY Tuition Liability Schedule. Additionally, withdrawing may adversely affect financial aid awards allotted and may also result in creating a tuition liability to Medgar Evers College.

TUITION REFUND LIABILITY

Students who register during the college specified late registration period and settle their tuition bill creates a tuition refund liability. Late registration occurs after the first day of classes as stated in the official Medgar Evers College Academic Calendar.

No tuition refund liability is created until a tuition bill is settled. Once a tuition bill is settled, refund liability, if any, is based upon the refund schedule in the CUNY Tuition Liability Schedule.

REFUND OF EXCESS FINANCIAL AID

The CUNYfirst system will automatically refund the credit balance which is the result of Federal financial aid within TWO weeks of either the date the aid was credited to the student's account or the first day of the semester, whichever is later.

DIRECT DEPOSIT

For the quickest delivery of this refund, students should sign up for direct deposit. To enroll for direct deposit, go to Student Center>Finances – Enroll in direct deposit

REFUND BY MAIL

Students who do not choose direct deposit, will receive refund mailed to the address listed on CUNYfirst. Please make sure to update your contact information in CUNYfirst.

HOW REFUNDS ARE HANDLED

Excess funds will be refunded via the CUNYfirst system to the student directly, either by direct deposit or paper check. Direct deposit will deposit the funds to the bank account specified by the student. A paper check (made payable to the student) will be sent to the student's address as listed on CUNYfirst.

REFUNDS ISSUED IN ERROR

In the event that the student receives a refund in error Medgar Evers College reserves the right to reclaim such funds.

529 PLAN RULES REGARDING EXCESS DISTRIBUTIONS

If there is an excess distribution of funds Medgar Evers College is unable to refund the 529 plan directly. Any excess funds from a 529 plan payment will be refunded to the student. Please refer to Publication 970 and consult a tax advisor or 529 plan administrator regarding the excess funds.

SPECIAL RULES AND EXCEPTIONS

- Credit balances based on check payments will be held for 7-21 days before a refund check

is issued through CUNYfirst.

- Enrollment status must match financial aid packaging status (e.g., full-time, part-time, etc.) and the fee bill.
- Payments made by credit card/echeck will be refunded to the credit card/echeck account used to pay the tuition, which may or may not be the student's actual account (e.g., the parent's account).

HOW TO PAY

PAY ONLINE

1. Log in to your CUNYfirst account.
2. Navigate to Self Service > Student Center.
3. In the Finances section, click the Account Inquiry link.
4. On the Account Summary page, select the MAKE A PAYMENT

PAY IN PERSON

Our cashiering stations are located at S-308. Forms of payment accepted are cash and money order. Credit cards are not accepted in person.

PAY ONLINE

You could use a debit/credit card and/or an e-check to pay online. There is a 2.65% processing fee for credit/debit card payments. E-check are free of charges.

NELNET TUITION PAYMENT PLAN

Log into CUNYFirst Self-Service and go to Student Center. Go to Finances and select Enroll/Manage Payment Plan. For additional help, please call Nelnet at 888-470-6014.

FINANCIAL AID

Be sure to apply for as many types of aid as you may be eligible for by filling out a Free Application for Federal Student Aid (FAFSA) and a Tuition Assistance Program (TAP) form. For additional information about financial aid please go to the Financial Aid Office website.

TUITION WAIVERS AND THIRD-PARTY CONTRACTS

If you have a waiver or third-party voucher, you must submit it to the cashiers at S-308 by your tuition payment due date. Waivers and vouchers submitted after this date may not be accepted.

The college does not send a paper bill to your home. All bills are available online.

Payment due dates are based on the first registration transaction. Please visit our website for the latest information on your tuition payment due date. Anticipated financial aid, Nelnet payment plans, waivers and third-party vouchers must be posted to the student account by the corresponding payment due date. Tuition charges are based on registration.

Non-payment and not attending courses are not considered an official drop. If you do not plan on attending courses for any reason, please drop your courses prior to the first official day of the semester. Otherwise, you will be charged tuition liability for registered and dropped courses.

For more information, please visit our website: <http://www.mec.cuny.edu/bursar/>

	NEW YORK STATE RESIDENTS	OUT-OF-STATE RESIDENTS
Full-Time Students	\$3465.00 Per Semester* (12 to 18 Credits)	\$620.00 Per Credit*
Part-Time Students	\$305.00 Per Credit*	\$620.00 Per Credit*
Non-Degree Students	\$445.00 Per Credit*	\$915.00 Per Semester
Senior Citizen Fee	\$80.00 Per Semester	\$35.85 Per Semester
Senior Citizen Fee	\$35.85 Per Semester	\$125.00 each semester
Technology Fee	\$125.00 each semester	full-time students
Technology Fee	\$62.50 each semester	full-time students

**Effective Fall 2018 Semester*

DEFINITION OF TERMS PERTAINING TO TUITION AND FEES

- 1. New York State Resident:** A resident student is one who has had his or her principal place of abode in New York State for a period of at least twelve consecutive months immediately preceding the first day of classes for the semester for which the residency determination is made, and states his or her intention to live permanently and maintain his or her principal place of abode in New York State.
- 2. Full Time (Undergraduate):** A student who is enrolled for 12 or more credits or the equivalent.
- 3. Part Time (Undergraduate):** A student who is enrolled for fewer than 12 credits or the equivalent.
- 4. Activity Fee:** The Activity Fee is paid by all students each semester in which they register for courses. It covers the use of the library, campus facilities, free admission to social and cultural events.

SPECIAL FEES

- **Late registration:** \$25 beginning with the first day of the term.
- **Program changes:** \$18 for adding a course. A student who adds and drops a course at the same time must pay the \$18 fee. The fee will cover all additions made at one time by telephone, online, or in person.

IMPORTANT NOTICE

If you have already graduated with a bachelor's degree from college and have registered for additional courses, your tuition is subject to change to the non-degree rate.

MISCELLANEOUS FEES AND CHARGES*		
Application	\$65.00* (non-refundable)	Admission fee for freshmen & non-degree students, with the exception of Senior Citizens
	\$70.00*	Undergraduate transfer students
Readmission	\$20.00 (non-refundable)	Students who were absent from college for (1) one or more semesters (except senior citizens) Charged after the specified registration period
Late Registration	\$25.00* (non-refundable)	
CUNY Consolidated Fees	\$15.00* (non-refundable)	All students, including non-degree students and senior citizens, are required to pay this fee
Senior Citizens	\$80.00	
Program Changes	\$18.00*	
Insufficient Funds	\$20.00	Charge levied for returned checks
Transcript Requests	\$ 7.00* (non-refundable)	Each (except for copies going to other CUNY colleges for which there is no charge) provided there are no stops
Make-up Exams	\$15.00 (non-refundable)	For the first make-up exam and \$5 each for additional to a maximum of \$25 a semester
Special Examinations	\$25.00 (non-refundable)	
Duplicate ID Card	\$10.00 (non-refundable)	
Duplicate Diploma	\$30.00 (non-refundable)	
Student Activity	\$70.00- Fulltime \$45.00- Parttime (non-refundable)	All students are required to pay this fee (does not include the \$15.00 CUNY consolidated fee)
Library Fines	General circulation 0.25¢ per day, including (Overdue Books) days on which the Library is closed, to a maximum of the current price of the item.	
Damaged Books	The student must pay any overdue fines up to and including the date the item is reported as being damaged.	

OFFICE OF FINANCIAL AID

The Office of Financial Aid assists students in achieving their educational goals through a variety of financial resources. We administer federal, state, and institutional funding to eligible students in the form of grants, work-study, loans, and scholarships.

Eligible students must complete the Free Application for Federal Student Aid (FAFSA) and State Aid

ACADEMIC REQUIREMENTS AND REGULATIONS

APPLICABLE DEGREE PROGRAM REQUIREMENTS

To earn a degree, a student must complete both the college-wide and departmental requirements in effect at the time of their admission to the College. If there are changes in these degree requirements, currently enrolled students may continue to follow the original requirements or choose to meet the new requirements - with the exception of programs that have external licensing requirements, such as Nursing, Education, Social Work and Accounting. In the event that any requirements in a department or program are revised with College Council approval, a student who has not fulfilled the original requirements must satisfy the new requirements. Students who are readmitted to the College after two or more consecutive semesters of absence must meet the requirements for degrees in effect at the time of readmission.

GRADUATION MINIMUM GRADE POINT AVERAGE

To complete degree requirements and be eligible for graduation, all students must have a minimum GPA of 2.0. Each course used to satisfy the degree major requirements must be completed with a grade of "C" or better. Exceptions to this policy will be limited to elective courses and must be approved through the departmental Academic Standards and Regulations Committee.

CHANGE OF DEGREE MAJOR

To change a degree major, students must be advised by their respective academic advisor/counselor in the Academic Advisement Center, ASAP or the SEEK/Special Programs. The change of major becomes official when the academic departments are notified by the advisor/counselor. Change of Major forms are available in the Academic Advisement Center, Room, S- 220, SEEK/Special Programs, Room S-205, and ASAP, Room 206. Refer to the Academic Calendar for the deadline date for change of major.

ACADEMIC RESIDENCY REQUIREMENTS

To obtain a two-year degree, a student must complete a minimum of thirty (30) credits at Medgar Evers College, including at least eighteen (18) credits in the major. For a baccalaureate degree, a minimum of thirty (30) credits must be completed at Medgar Evers College, of which at least twenty-five (25) must be in the student's major area of study.

CREDIT LOAD RECOMMENDATIONS AND MAXIMUM LIMITS

To earn an Associate degree in two academic years or a baccalaureate degree in four years, a student needs to complete an average of 15-16 credits each semester. To obtain additional credits, students may enroll in the Summer or Winter Sessions. Academic Advisors/counselors will assist students in planning their academic programs. A student is permitted to carry a maximum of eighteen (18) credits per semester. Students who wish to carry more than 18 credits must have a GPA of 3.0 or higher and obtain the permission of the student's Department Chairperson, Dean of the School, or Provost. The maximum number of credits a student is permitted to register for during the fall or spring is twenty-one (21) credits.

Students may register for a maximum of eight (8) credits per Summer Session and eight (8) credits per Winter Session. Students on Academic Probation may be limited to a reduced number of credits in order to meet academic requirements.

CREDITS REQUIRED FOR CLASS STANDING

The number of credits successfully earned by a student determines class standing.

Credit Requirements for Students in an Associate Degree Program:	
Lower Freshman	0 – 14.9 credits completed
Upper Freshman	15 – 29.9 credits completed
Lower Sophomore	30 – 44.9 credits completed
Upper Sophomore	45 – 59.9+ credits completed

Credit Requirements for Students in a Baccalaureate Degree Program:	
Lower Freshman	0 – 14.9 credits completed
Upper Freshman	15 – 29.9 credits completed
Lower Sophomore	30 – 44.9 credits completed
Upper Sophomore	45 – 59.9 credits completed
Lower Junior	60 – 74.9 credits completed
Upper Junior	75 – 89.9 credits completed
Lower Senior	90 – 104.9 credits completed
Upper Senior	105 – 120+ credits completed

VETERANS CREDITS

Veterans are advised to consult the Veterans' Counselor in the Admissions Office, located at 1637 Bedford Avenue, Room 120 to determine their eligibility for Veteran's Credits, which cannot exceed fortyfive (45) credits. All Veterans Credits will be evaluated by the Admissions Office. If a veteran student attends another accredited higher educational institution, these credits may also be transferable.

SEQUENCE OF COURSES

Students shall enroll in courses according to the general numbering system:

- 100 Level Courses are designed for Freshmen
- 200 Level Courses are designed for Sophomores
- 300 Level Courses are designed for Juniors
- 400 Level Courses are designed for Seniors

It is, therefore, expected that:

- 100 Level will be taken before 200 Level Courses
- 200 Level will be taken before 300 Level Courses
- 300 Level will be taken before 400 Level Courses
- All Lower Division Requirements should be completed by the time a student is in the junior year or has completed sixty (60) credits

Application (if applicable) to receive federal and state funding: www.fafsa.gov.
Financial Aid representatives are available to address any questions and concerns students may have regarding aid eligibility.

FINANCIAL AID OFFICE
1637 Bedford Avenue, Room S-110
Monday, Tuesday, and Friday: 9:00 a.m. – 4:45 p.m.
Wednesday and Thursday: 9:00 a.m. – 6:45 p.m.

FAFSA LAB
1637 Bedford Avenue, Room S-106 Monday -Friday 10:00 a.m. – 3:00 p.m.

FINANCIAL AID PROGRAMS

Federal Pell Grant (PELL)

Pell is a Federal program awarded to all applicants who meet certain eligibility criteria. Applicants must:

1. Be enrolled as a matriculated student
2. Be in an eligible program
3. Be a U.S. citizen or eligible non-citizen
4. Have a High School Diploma or GED, pass an approved ability to benefit test (ATB), enroll in a school that participates in an approved state process, or complete his or her state's requirements applicable to homeschooling
5. Maintain satisfactory academic progress as defined by the institution
6. Not be in default on a Title IV Student Loan borrowed for attendance at any institution
7. Not owe a repayment on a Title IV Grant for attendance at any institution
8. Not have borrowed in excess of Title IV Loan limits
9. Demonstrate financial need

EXPECTED FAMILY CONTRIBUTION/HOW IS AID DETERMINED

Expected Family Contribution (EFC) is an index number calculated by contributing factors like family taxes, assets, and benefits. Your EFC is used to determine your eligibility of financial aid.

Wondering how the amount of your federal student aid is determined? Check here: <https://studentaid.gov/complete-aid-process/how-calculated>

FEDERAL PELL GRANT PROGRAM - LIFETIME ELIGIBILITY USED (LEU)

Once you have received a Pell Grant for 12 semesters, or the equivalent, you will no longer be eligible for additional Pell Grants. You are eligible to receive a Pell Grant for up to 12 semesters or the equivalent. If you have exceeded the 12-semester maximum, you will lose eligibility for additional Pell Grants. Equivalency is calculated by adding together the percentage of your Pell eligibility that you received each year to determine whether the total amount exceeds 600%.

For example, if your maximum Pell Grant award amount for the 2022-2023 school year is \$6,895 but you only receive \$3,447.50 because you were only enrolled for one semester, you would have used 50% of your maximum award for that year. If in the following school year, you were enrolled only three-quarter time, you would have used 75% of your maximum award for that year. Together, you

would have received 125% out of the total 600% lifetime limit. To track your LEU, visit www.NSLDS.ed.gov.

To be eligible for additional Pell Grant funds:

- Student must be eligible to receive Pell Grant funds for the payment period.
- Student must be enrolled at least half-time in the payment period(s) (6 credit hours) during the semester the student exceeds 100 percent of the Pell award.
- Student must be maintaining Satisfactory Academic Progress.

FEDERAL STANDARDS FOR SATISFACTORY ACADEMIC PROGRESS (SAP)

Federal Satisfactory Academic Progress (SAP) and program pursuit standards require a student to have a Minimum GPA of a "C" average (2.0 GPA) by the end of their second academic year. Further, to be eligible to receive assistance from all Title IV Programs, students, after their fourth semester of study, must complete a certain number of credits in relation to the credits they have attempted, and have the appropriate Grade Point Average at the beginning of the semester in which they are seeking payment. Students are required to complete their coursework in no more than 150 percent of an academic program's published length.

Appeal of Financial Aid Probation/Suspension

A student may appeal a determination of "Not Meeting Satisfactory Academic Progress" (SAP) for Title IV aid through the following procedure:

1. Submit a Satisfactory Academic Progress Appeal. The application contains the following information:
 - a. reasons why his/her did not achieve the minimum academic requirements;
 - b. reasons why his/her aid should not be terminated, and,
 - c. supplement any written appeal with documentation to support why satisfactory academic progress was not maintained.
2. Appeals will be reviewed by a committee to determine if the student's claim is justified. The student is then advised of the decision.

Please contact the SAP office at SAP@mec.cuny.edu for further details.

Under this standard, all undergraduate students are expected to maintain a minimum cumulative GPA based on the number of credits attempted as in the following table:

CREDITS ATTEMPTED	MINIMUM GPA
.001 - 12.999	1.50
13 - 24.999	1.75
25 - upward	2.00

Thus, all students eligible to receive Title IV financial aid awards must maintain Satisfactory Academic Progress in his or her educational program to be awarded aid. Below is an SAP Chart, which displays the attempted credits and the required minimum earned credits needed to meet progress (Pace of

Progression) in order to receive Title IV awards for the academic year.

SATISFACTORY ACADEMIC PROGRESSION (SAP) CHART

AA DEGREE MAXIMUM TIME-FRAME (60 CREDIT DEGREE X (1.5) = 90)						
Credits Attempted	16 - 20.999	21 - 25.999	26 - 30.999	31 - 35.999	36 - 40.999	41 - 45.999
Required Percentage of Credits Earned	9.99	14.99	19.99	24.99	33.99	42.99

AA DEGREE MAXIMUM TIME-FRAME (60 CREDIT DEGREE X (1.5) = 90)						
Credits Attempted	46 - 50.999	51 - 55.999	56 - 60.999	61 - 65.999	66 - 70.999	71 - 75.999
Required Percentage of Credits Earned	45.99	49.99	53.99	55.99	57.99	59.99

ASSOCIATE DEGREE MAXIMUM TIME-FRAME (60 CREDIT DEGREE X (1.5) = 90)				
Credits Attempted	76 - 80.999	81 - 84.999	85 - 90.000	90.001 - 999.999
Required Percentage of Credits Earned	61.99	64.99	66.69	99.99

BACHELOR DEGREE MAXIMUM TIME-FRAME (60 CREDIT DEGREE X (1.5) = 180)						
Credits Attempted	25 - 30.999	31 - 36.999	37 - 45.999	46 - 48.999	49 - 60.999	61 - 72.999
Required Percentage of Credits Earned	14.99	24.99	34.99	39.99	44.99	49.99

BACHELOR DEGREE MAXIMUM TIME-FRAME (60 CREDIT DEGREE X (1.5) = 180)						
Credits Attempted	73 - 94.999	95 - 120.999	121 - 129.999	130 - 138.999	139 - 150.999	151 - 151.999
Required Percentage of Credits Earned	54.99	59.99	60.99	61.99	62.99	63.99

BACHELOR DEGREE MAXIMUM TIME-FRAME (60 CREDIT DEGREE X (1.5) = 180)				
Credits Attempted	152 - 156.999	157 - 164.999	165 - 180.999	181 - 999.999

Required Percentage of Credits Earned	64.99	63.99	66.69	99.99
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WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

The William D. Ford Federal Direct Loan Program provides student and parent loans. The Direct Loan Program differs from traditional student loan programs in that the Federal Government provides the loan principal; private lenders are not involved. (Flexible repayment options and consolidation are also available.)

On Direct Subsidized Loans the Federal Government pays the accruing interest on the loan while the student is in school and during certain deferment periods. All students must complete a FAFSA in order to apply for a Direct Loan. An entrance counseling interview is required and the completion of Master Promissory Note (MPN). An Exit Counseling Interview is required after the student has graduated or stops attending school for any reason(s). The loan is need-based and a student may not borrow more than his/her need. A student's financial need is based on the following formula:

$$\text{Cost of Attendance} - \text{Estimated Family Contribution} = \text{Financial Need}$$

DIRECT UNSUBSIDIZED LOANS

A student in need of additional aid may apply for a Direct Unsubsidized Loan. (Interest accrues from the date of loan origination and is the responsibility of the borrower.) For this type of loan, repayment of loan principal does not begin until the student has left school and the grace period has expired. An entrance counseling interview and the completion of a Master Promissory Note (MPN) is required. An Exit Counseling Interview is required after the student has graduated or stop attending school for whatever reason(s).

FEDERAL DIRECT PLUS LOAN

FPLUS Loans make funds available to parents borrowing on behalf of their children. The loan is unsubsidized, so parent borrowers are responsible for accruing interest from the date of loan origination.

Repayment begins while the student is still in school and there is no grace period. FPLUS Loans may be counted as part of the expected family contribution and are not based on demonstrated financial need.

Loan amounts depend on the student's year in school and enrollment status. All students must be enrolled on at least a half-time basis to qualify for a loan.

Borrowers of all Direct Loan Programs must sign a promissory note agreeing to repay the loan.

CITY UNIVERSITY SUPPLEMENTAL TUITION ASSISTANCE (CUSTA)

The CUSTA Award is a City University administered program to assist students who experience a reduction in their TAP Award in their 5th semester of TAP eligibility. To be eligible for the CUSTA Award, students must be:

1. Enrolled in an undergraduate program at a CUNY Senior or Technical College.

2. Enrolled on a full-time basis.
3. Eligible for the maximum TAP Award.
4. At least a fifth-semester TAP eligible recipient who has not exhausted their TAP eligibility.

The Search For Education, Elevation And Knowledge (Seek) Program: This Program assists in providing higher education opportunities for educationally and economically disadvantaged students. Students are provided with specialized counseling, tutorial services, academic instruction, and additional financial aid stipends for books and fees. Requirements for eligibility are on the Freshmen Application for Admissions.

Accelerated Study In Associate Programs (ASAP): ASAP assist students in earning associate degrees within three years by providing a range of financial, academic, and personal supports including comprehensive and personalized advisement, career counseling, tutoring, waivers for tuition and mandatory fees, MTA MetroCards, and additional financial assistance to defray the cost of textbooks. To learn more about ASAP eligibility, visit ares.mec.cuny.edu/academic-affairs/asap.

STATE PROGRAMS

Tuition Assistance Program (TAP): TAP is a State Grant Program for New York State residents attending postsecondary institutions fulltime in the state. The Program provides grant assistance to help eligible students meet tuition charges.

1. Students in associate degree or certificate programs are eligible for up to three years of assistance (36 payment points).
2. Students in bachelor degree programs are eligible for up to four years of assistance (48 payment points).
3. SEEK students are eligible for up to five years of assistance (60 payment points).

Awards vary according to tuition charges, type of institution attended, family net taxable income and the academic year in which the student receives his/her first payment. At Medgar Evers College, the minimum award is \$100 and the maximum is 86% of the cost of tuition.

Applicants must apply annually to be considered for this program. The TAP application can be completed at <http://www.hesc.ny.gov>.

After the application has been completed, Higher Education Services Corporation (HESC) will determine the students' eligibility and will mail a response directly to the student.

For additional information on all Financial Aid Programs, please visit the website at <https://www.mec.cuny.edu/admissions/financial-aid/types-of-financial-aid/>

Part-Time TAP: Part-Time TAP is a program from New York State that allows for partial TAP payments for students taking 6 to 11 credits. To apply you must complete a FAFSA and a TAP application.

Aid For Part-Time Study (APTS): APTS is a State Financial Aid Program for part-time undergraduate students. To be eligible for an APTS award, students must enroll for at least 3 credits but less than 12 real/equated credits. A minimum of 3 credits must be real credits. APTS recipients must be in good academic standing, i.e. maintain a grade point index of at least 2.0. To be considered for APTS student must meet academic requirements, complete a FAFSA, a TAP application along with the CUNY Supplement form located on CUNYfirst Student Service Center. Awards are also based on

availability of funds against the allocated budget and on a first-come, first-serve basis.

Summer TAP: Students who elect to use TAP during the summer session must register for 6-degree credits. These 6-degree credits will be counted as 3 TAP points. Student must also indicate school code 1415 on the TAP application for the summer term for which the student plans to be considered.

State Standards For Academic Performance: State eligibility standards require students to complete a certain percentage of course work, accrue a certain amount of credits and have an appropriate cumulative Grade Point Average (GPA) at the beginning of each semester of state supported study. Please refer to the chart below which outline these requirements.

State Aid and Tap Academic Performance Charts: The New York State Tuition Assistance Program (TAP) Performance Charts apply to all students receiving payments from the TAP program.

Good academic standing requirement for New York State financial aid programs consists of both an "Academic Progress" and a "Program Pursuit" component as explained below:

To be eligible for a TAP award, students must be enrolled for at least 12-15 credits or the equivalent. Courses may be counted toward full-time study only if they are applicable toward a degree. Electives are acceptable when taken in accordance with published degree requirements. A student may take courses not applicable to a degree in a given semester as long as the coursework is above the minimum full-time requirement of 12-15 credits.

Undergraduate students may receive TAP awards for eight semesters; SEEK students may receive TAP awards for 10 semesters.

TO RECEIVE EACH TAP PAYMENT:

- You must have completed a specific number of credits in the previous TAP semester
- You must have accumulated a specific number of credits towards your degree
- You must maintain a specific minimum GPA (grade point average)
- You must have declared a major by the time you complete 60 credits

In order to receive TAP and scholarships, a student must meet specific academic standards. Students will be evaluated depending on when they received their first TAP payment and whether they are in a remedial program.

Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for State Student Aid.

Effective 2010-2011 for non-remedial students receiving first NYS award payment in 2010-2011 and thereafter. Remedial students and students enrolled in an approved certificate program will use the 2006 SAP charts.

PROGRAM: BACCALAUREATE PROGRAM

Calendar: Semester 2010-11 and thereafter (non-remedial students)

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A Student Must Have Accrued at Least This Many Credits	0	6	15	27	39	51	66	81	96	111
With At Least This Grade Point Average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

PROGRAMS: ASSOCIATE PROGRAM

Calendar: Semester 2010-11 and thereafter (non-remedial students)

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have Accrued at Least This Many Credits	0	6	15	27	39	51
With At Least This Grade Point Average	0	1.3	1.5	1.8	2.0	2.0

Note: The 2011-12 enacted NYS budget mandates the following standards of progress, enacted in 2006-07, shall be used for non-remedial students who first receive State aid in 2007-08 through 2009-10 and for students who meet the definition of "remedial student" in 2010-11 and thereafter. The enacted budget defines remedial for purposes of SAP.

Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for State Student Aid.

PROGRAM: BACCALAUREATE PROGRAM

Calendar: Semester 2006-07, 2007-08 through 2009-10 and 2010-11 and thereafter remedial students (if a student's first award was in 2010-11 and thereafter, and he/she does not meet the definition of a remedial student, see charts for non-remedial students)

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A Student Must Have Accrued at Least This Many Credits	0	3	9	21	33	45	60	75	90	105
With At Least This Grade Point Average	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

PROGRAMS: ASSOCIATE PROGRAM

Calendar: Semester Calendar 2006-07, 2007-08 through 2009-10 and 2010-11 and thereafter remedial students (if a student's first award was in 2010-11 and thereafter, and he/she does not meet the definition of a remedial student, see charts for non-remedial students)

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have Accrued at Least This Many Credits	0	3	9	18	30	45
With At Least This Grade Point Average	0	0.5	0.75	1.3	2.0	2.0

THE AMERICAN WITH DISABILITIES ACT (ADA) STUDENTS

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

PROGRAM: BACCALAUREATE PROGRAM

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

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
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A Student Must Have Accrued at Least This Many Credits	0	3	9	21	33	45	60	75	90	105
With At Least This Grade Point Average	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

Students with a part-time course load that includes noncredit remedial courses must carry at least three semester hours of credit-bearing work, pursuant to section 145-2.1(a)(1) of the Commissioner’s Regulations: “Effective for academic terms beginning on or after July 1, 1984, a student carrying a part-time program that includes noncredit remedial courses shall carry at least three semester hours a semester.” That means, for example, that a student taking the minimum three semester hours must enroll only in credit-bearing courses.

PROGRAMS: ASSOCIATE PROGRAM						
Calendar: Semester 2010-11 and thereafter (non-remedial students)						
Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have Accrued at Least This Many Credits	0	3	9	18	30	45
With At Least This Grade Point Average	0	0.5	0.75	1.3	2.0	2.0

EXCELSIOR SCHOLARSHIP

The Excelsior Scholarship provides aid to two-year and four-year college students, who resident in New York State, and whose families earn up to \$125,000 annually for the 2021–2022 academic year. Eligible students can take advantage of Excelsior after all other aid is applied.

For further information on the Excelsior Scholarship, please visit the Office of Financial Aid or www.hesc.ny.gov/Excelsior.

NEW YORK STATE JOSÉ PERALTA DREAM ACT

The Senator José Peralta New York State DREAM Act gives undocumented and other students access to New York State–administered grants and scholarships that support their higher education costs. The DREAM Act opens the doors of higher education to thousands of students, providing access to the Excelsior Scholarship, Tuition Assistance Program, and other state administered scholarships that were not previously available to them. You do not need to complete a Free Application for Federal Student Aid (FAFSA) application.

Please visit the website at: <https://www.hesc.ny.gov/dream>. If you meet the eligibility criteria, complete the NYS DREAM Act application to apply for one or more HESC-administered grant and scholarship programs.

SCHOLARSHIPS

The College awards merit and need-based scholarships to selected students who meet criteria. Fall 2021 will launch the start of the MEC Scholarship Hub where students can find information and apply to available opportunities. For updates on accessing the Hub, please check the Financial Aid landing page. For questions about specific awards, please email us at mecscharship@mec.cuny.edu

FRESHMAN YEAR PROGRAM

The mission of the Freshman Year Program (FYP) is to provide a comprehensive guide to being successful in college as well as a foundation to a particular area of study or concentration. The program assist students in developing the confidence and necessary drive and skill set to transition from high school to college, and to complete their course of study in a timely manner. FYP intends to fulfill this mission via the following goals/objectives: 1) demonstration of knowledge of self; 2) exiting developmental/remedial skills courses; 3) accumulating 30 credits prior to the start of their second academic year; 4) demonstrating critical thinking skills; 5) technological proficiency; 6) civic engagement; 7) career orientation; 8) relating to diversity, and 8) providing students with a smooth transition into their Sophomore Year of College. It culminates into a Freshman Year Experience that integrates and incorporates both academic and non-academic programming that facilitates a socially inclusive and supportive environment to address the social, emotional, and academic needs of our students.

COURSE DESCRIPTIONS

Freshman Seminar 101 (FS 101): is designed to provide first-time college students and first and second semester Re-Admit students with the necessary skills required for a successful college experience. Five interdisciplinary modules will be presented: Bonding, Orientation, Study/Library Skills, Wellness, and Education/Careers.

Freshman Seminar 102 (FS 102): will be a focal point for the development of critical thinking and research skills via established learning communities between LIB 100 and an introductory course of the student's major. Students will have the benefit of taking three courses in a cohort with their peers that will highlight and reinforce their FS 101 learning experiences. They will have the opportunity to become more research-oriented in the context of their majors and minors, complete a service-learning component, become exposed to internships, and expand their career opportunities in their discipline.

GOALS/OBJECTIVES

Students will use critical thinking skills to:

1. Develop their own interests, values, and skills through targeted activities and career assessments.
2. Develop a personal brand that is reflected in an e-portfolio
3. Develop an effective biography, cover letter, resume, and elevator pitch
4. Learn effective interviewing techniques and communication strategies to positively impact employers
5. Develop an understanding and an awareness of organizations, its structure, the job description and evaluation

6. Compare and contrast themselves with successful individuals within their career fields to see what worked and what didn't
7. To learn and discuss the practical knowledge needed to assist them in making informed financial and life skill decisions upon graduation.
8. Analyze and apply multiple sources of financial information when prioritizing financial decisions.
9. Learn about graduate and professional education programs that are affiliated with their majors and career choices.

STUDENT LEARNING OUTCOMES

At the end of this course students will be able to:

1. Effectively research career opportunities and job engines that reflect a personalized career development plan (developed in FS 101).
2. Utilize technological tools such as e-portfolio to develop and update their personal brand that is reflected on the internet
3. Assess and articulate where they see themselves within an organization that is affiliated with their career goals and how to get promoted within that organization
4. Analyze the relationship between various careers and personal earning goals.
5. Create their own personalized career development plan set and achieve financial goals
6. Analyze how personal and cultural values impact spending and other financial decisions
7. Master time management strategies that will transform to the world of work and wellness

1637 Bedford Avenue, Room S-219
Brooklyn, New York 11225
718-270-4960 • fyp@mec.cuny.edu

OFFICE HOURS

Monday, Tuesday, Thursday, and Friday 9:00 a.m. – 5:00p.m.

Wednesday 9:00 a.m. – 6:00 p.m.

ACADEMIC ADVISING CENTER

The mission of the Academic Advising Center (AAC) is to provide students above 29 credits with accurate advisement, information, and resources related to curriculum requirements, academic standards, college policies, procedures and regulations, and personal concerns that may affect their academic performance.

Our advising philosophy takes a developmental approach, stressing the advisor-student relationship and the active role of students in developing an academic plan that is consistent with their academic and professional goals. The AAC's operation is based on a dual model, which entails providing academic advisement and faculty mentoring services to students via an assigned academic advisor and department faculty. This model enables advisors and faculty mentors to work collaboratively to meet students' needs while simultaneously addressing factors that influence student retention.

GOALS

The primary goal of the Academic Advising Center is to provide effective academic advising services to our students. The Center's motto "Preparation, Professionalism, Dedication" reinforces our

intrusive advisement methodology that provides for initial review, follow-up, continued outreach, and appropriate interventions to cultivate students' academic progress and success.

Each Academic Advisor assists students with the following:

- Creating an Education Action Plan if on academic probation
- Mapping four-year degree plan via DegreeWorks to ensure timely graduation
- Utilizing DegreeWorks advising/graduation audit system and Navigate appointment and communication systems
- Developing educational and professional goals during their undergraduate college experience and beyond
- Understanding the purpose of general education and its relation to curricula
- Identifying and assisting with resolving pedagogical issues related to grades, academic progress, and degree completion
- Addressing personal, social, and financial problems which serve as barriers to academic success
- Reviewing and resolving TAP course issues
- Filing for a change of major
- Liaising with Department Chairpersons to resolve issues
- Filing for graduation
- Other academic matters that may impede academic progress

Students can schedule a thirty-minute appointment to speak with their assigned academic advisor or "walk-in" to utilize our fifteen-minute fast-track available advisor service.

ADVISOR-ADVISEE EXPECTATIONS FOR PROFESSIONAL ADVISORS AND STUDENTS

Academic advising is a two-way street. Your professional advisor has responsibilities to you, but you must also fulfill expectations.

You can expect your advisor to:	Your advisor expects you to:
Listen to your interests and concerns and respect your values and decisions	Utilize Navigate to schedule and attend advising appointments at least once per semester before advance registration
Be courteous, welcoming, supportive, and respectful	Be courteous, open, and respectful
Provide accurate, clear, and timely information about degree requirements, policies, procedures, and deadlines	Read and check your assigned student email account and Degree Works regularly
Be knowledgeable about current campus resources, services, and opportunities and make appropriate referrals to support your success	Come prepared and on time to each advising appointment, having reviewed your degree requirements, educational plan, and course options
Support you in exploring and defining your academic, career, and personal goals	Bring a list of questions to your advising appointment and ask questions of your advisor if you do not understand something being discussed
Assist you in developing a holistic educational plan that incorporates degree requirements and is consistent with your interests, abilities, and goals	Take an active role in discussing your interests, skills, abilities, goals with your advisor
Work with you to monitor your success and progress toward meeting your educational plan	Be open to receiving feedback and advice
Offer advice on how to make the most of your educational experience, strengthen your learning, and develop skills to help you in the classroom and the workplace	Work with your advisor to develop an educational plan consistent with your academic and career interests, abilities, and goals
Discuss your academic and career interests and experiential learning opportunities that support those and help you achieve your educational plan	Become knowledgeable about campus resources, policies, procedures, and deadlines
Encourage you to build and maintain relationships with faculty and staff on campus	Explore your academic and career interests by seeking advice and information from individuals, offices, and experiential learning opportunities
Empower you to be an active participant in your education, make informed decisions, and develop short- and long-term goals	Monitor your learning, academic success, and progress toward degree completion each semester

Be available to advise you through scheduled appointments, email, or other types of meetings	Provide the requested information and follow through on referrals
Maintain accurate advising records and protect confidentiality according to FERPA guidelines	Seek assistance from your advisor as soon as possible if you experience extenuating circumstances
Stay abreast of campus policies, procedures, and curriculum, as well as advising best practices	Take responsibility for and ownership of your educational plan

1637 Bedford Avenue, Room S-219
 Brooklyn, New York 11225
 718-270-5170 • AcademicAdvising@mec.cuny.edu

PERCY ELLIS SUTTON SEARCH FOR EDUCATION, ELEVATION AND KNOWLEDGE (SEEK) PROGRAM

The Percy Ellis Sutton Search for Education, Elevation and Knowledge (SEEK) Program, one of the major initiatives of The City University of New York (CUNY), was created by the Board of Higher Education of The City University in 1964. In 2009, the SEEK Program was renamed in honor of Percy E. Sutton, who was instrumental in the creation of the program. SEEK is designed for students who require financial and academic support to complete a college education. Students in the program receive up to ten semesters of economic and academic support while meeting the requirements towards a baccalaureate degree and up to six semesters to complete an associate degree.

Basic Skills instruction, individual and group counseling, and academic support services are provided to each Special Programs/SEEK student by faculty and staff who have a wealth of experience in these areas. Students also receive a financial aid stipend for educational expenses. The stipend for academic year 2021-2022 is \$500 per semester for books or other education related expenses.

Funding of these supportive services is provided by The New York State Higher Education Opportunity Program Act. At Medgar Evers College, the primary goal of the SEEK Program is to provide students with the financial, academic, and psychosocial resources needed to succeed while in college, and upon graduation.

THE MAJOR OBJECTIVES OF THE SEEK PROGRAM

1. To provide a permanent and structured program of special assistance to students who require and can utilize supportive services to overcome educational and economic disadvantages to obtain a quality college education and to expand career and social options available to them.
2. To provide, by means of special funding, a range of intensive supportive services (as provided for under the Higher Education Opportunity Act) to aid each Special Programs student to bridge, as successfully and expeditiously as possible, the gap between basic skills instruction and the regular college curriculum.
3. To explore, develop, and demonstrate innovative techniques to enable students to achieve their academic goals.

OFFICE HOURS

Monday, Tuesday, and Thursday 9:00 a.m. – 5:00 p.m.
Wednesday 9:00 a.m. - 6:45 p.m.

ACADEMIC ELIGIBILITY

An applicant is academically eligible for SEEK if he or she:

1. Has a high school diploma or a state-approved equivalency diploma.
2. Has an academic average of less than 80% or ranks at the 65th or lower percentile of his or her graduating class if he/she is currently enrolled in high school at the time of application.

ECONOMIC ELIGIBILITY 2022-2023	
Number in Household (Including head of household)	Total Annual Household Income
1	\$23,606
2	\$31,894
3	\$40,182
4	\$48,470
5	\$55,758
6	\$65,046
7	\$73,334
8	\$8,622
For more than 8 persons	Add \$8,288 for each additional person

ACCELERATED STUDY IN ASSOCIATE PROGRAMS (ASAP)

Accelerated Study in Associate Programs (ASAP) is a comprehensive program for students pursuing their Associate degree. ASAP is designed to help students earn their degrees as quickly as possible by providing a range of financial, academic and personal supports.

Key ASAP program features include a dedicated ASAP Advisor to guide your progress from entry to graduation, access to a Metro-Card, textbook stipend, career development, and tuition scholarship for financial aid eligible students.

ASAP ELIGIBILITY CRITERIA

- Complete all CUNY admissions requirements.
- Be a New York City resident and/or eligible for in-state tuition.
- Agree to study full-time (minimum 12 credits per semester) in an ASAP-approved Associate

degree program.

- Complete the FAFSA at <http://www.fafsa.gov> and the New York State TAP application at <https://www.hesc.ny.gov/>. Undocumented students are eligible to apply to Senator Jose Peralta's NYS Dream Act for additional financial assistance at: <https://www.hesc.ny.gov/dream/> (Students not in receipt of financial aid but otherwise eligible may join ASAP but are responsible for paying all tuition and fees).
- Current CUNY or transfer students may have 16 or fewer credits at the completion of the semester prior to entering the program and must be good academic standing (GPA of 2.0 or above).
- Be fully skills proficient or have no more than one outstanding deep developmental course needs at the time of entry.
- Students interested in joining ASAP should contact 718-804-8209, email: asap@mec.cuny.edu, or visit the ASAP office in the S-Building (1637 Bedford Avenue), Room 206.

CULTIVATING HOLISTIC ACADEMIC MINDSETS TO PROMOTE STUDENT SUCCESS (CHAMPSS)

Through a generous grant from the Office of the Mayor of New York, Medgar Evers College received a \$20 million grant, the largest in institutional history. With this transformative gift, we are implementing the MEC Cultivating Holistic Academic Mindsets to Promote Student Success (CHAMPSS) Program, designed to provide first-year freshman, transfer students, and continuing students comprehensive support services that include financial, social, and academic advisement to ensure successful matriculation experience at the College, leading to the completion of a baccalaureate degree.

PARTICIPATION AND CRITERIA

The program launched in the Fall of 2022 with 255 students in the initial cohort. To participate students are required to complete an application and must meet the following requirements:

- Freshman, current full-time, transfer or re-admit degree-seeking MEC students.
- 2.0 or better Grade Point Average.
- Students must have demonstrated financial need.

Students selected for the CHAMPSS Program at MEC will be required to sign an agreement that requires them to fully participate in all programs, mandatory orientation, and activities. Failure to abide by the expectations of the program may result in students' losing eligibility for the program.

Program Hallmark Incentives:

- Financial Assistance to close the cost of attendance gaps.
- Students are eligible for up to \$3,500 per semester. CHAMPSS funds are awarded after all other aid and scholarships are applied.
- Book scholarships
- Metro cards to assist with transportation (for in-person classes)
- Priority advisement and registration
- Professional learning and student development opportunities
- Communications Skill-Building Enhancement
- Tiered mentoring opportunities with Faculty/Staff and peers
- Access to counseling services as needed

STAFF AND ADVISORS

The dedicated staff of the CHAMPSS Program will work with the students to ensure each student is supported every step of the way. Participants will be guided towards completing 30 credits per academic year to keep them on track to graduate in four-years (bachelor's) and two-years (transfers with associates). By integrating the appropriate academic and social supports in the program, students will be able to focus on their education without the distractions and challenges that can often derail success.

1637 Bedford Avenue, Room S-124
Brooklyn, New York 11225
718-270-6024 • CHAMPSS@mec.cuny.edu

ACCESSIBILITY AND ACCOMMODATIONS SERVICES

The Office of Accessibility and Accommodations Services is located in the B-1020-1024 suite in the 1650 Bedford Avenue building. The Office is responsible for authorizing and providing accommodations to students, faculty, and staff members with disabilities. The accommodations provided are in accordance with and under the regulations and guidelines of the Americans with Disabilities Act. The Office serves all individuals based on appropriate documentation received from medical, psychological, or educational professionals. All information presented to the Office is securely filed and kept completely confidential. Accommodations and services provided due to the nature of an individual's disability may include but not be limited to the following:

1. Extra time on exams
2. Use of a note taker in class
3. Use of a tape recorder in class
4. Individualized tutoring
5. Use of Assistive Technology
6. Classroom Relocation (due to nonworking elevator or mobility difficulty)
7. Textbooks in alternate format
8. Large print
9. Handicapped parking authorization
10. Referrals to learning disability testing
11. Voter Registration Assistance
12. Referral to outside resources

Mr. Anthony Phifer is the Director of Accessibility and Accommodations Services and the 504 Coordinator for the College. Mr. Phifer office can be reached at 718-270-5027, Google Voice Number: 732-860-8475, or by e-mail at aphifer@mec.cuny.edu.

DISABILITY ACCOMMODATIONS SPECIALIST

Ms. Mea Kemp is the Disability Accommodations Specialist. Ms. Kemp is responsible for receiving and reviewing all requests for accommodations and services, reviewing all documentation of disability and providing the appropriate accommodations and services after consultation with the Director. Ms. Kemp also coordinates all academic testing procedures, serves as a liaison between students and professors along with the Director and coordinates tutoring services for students in

collaboration with the Learning Center at the College. Ms. Kemp can be reached at 718-270-5039, Google Voice Number: 646-397-0209, or by email at meak@mec.cuny.edu.

ACADEMIC ADVISOR

Mr. Nelson Carrillo is the Senior Academic Advisor. Mr. Carrillo is responsible advising students on classes required to complete their degrees and assisting students with registration for classes. Mr. Carrillo can be reached at 718-270-5057 or by email at ncarrillo@mec.cuny.edu.

HEALTH SERVICES

The Office of Health Services (OHS) educates students to become preventive health consumers to meet today's health challenges. We are diligent in our quest for quality health care by seeking our community-based organizations' best services. Since "prevention is the key to good health or wellness," the OHS, with other collaborations, has instituted various preventive health programs that will benefit students on campus, such as college-wide health fairs, referrals (medical/dental), and enrollment in NYC Health Insurance Plans.

The OHS ensures that students comply with immunization regulations as stipulated by New York State Public Health Law (PHL2165 (MMR), and NYS PHL2167 (Meningococcal Meningitis information) and provides advocacy, education, materials, workshops as well as related culturally competent preventive practices to manage, enhance and improve their health to achieve optimal academic and personal success.

New York State Public Health Law 2165 requires students born after January 1, 1957, to submit documentation proving immunity to Measles, Mumps, and Rubella. The following constitutes proof of immunity: two doses of Measles and one dose each of Mumps and Rubella or blood titer results showing immunity to each disease. To register and remain in classes, students must comply with this law. Students must also submit a Meningococcal Meningitis Response form that acknowledges the mandatory receipt of Meningococcal disease and vaccination information. Vaccination is not required. This form must be signed by the student or parent/guardian if the student is under the age of eighteen and submitted to the Office of Health Services. Students who fail to complete and return this form will not be allowed to register for classes.

Along with processing immunizations, the Office of Health Services is also actively involved in health initiatives, health and wellness screening, and educational events. Workshops and seminar presentations are held on many timely health issues, including Hypertension, Obesity, Smoking Cessation, Substance Abuse, Domestic Violence, HIV/AIDS and Risk Reduction, Nutrition, Sexual education and LGBT Cultural Competency.

ELIGIBILITY AND COST

The Office of Health Services is a facility available to all Medgar Evers College students with a validated ID, and services offered are free. The OHS provides CUNY-sponsored immunization clinics which assist students to comply with NYS Guidelines. Referrals for immunizations and health care are offered when necessary on an individualized basis.

LOCATION AND HOURS OF OPERATION

The OHS is located in the Student Service building at 1637 Bedford Avenue, Room S-217. The office operates Monday, Tuesday, and Thursday 9:00 am to 5:00 pm, Wednesday 9:00 am to 6:00 pm, and Friday 9:00 am to 4:00pm. The schedule is modified according to the college's calendar with regard to holidays.

TRANSITION ACADEMY

MISSION

To address the essential needs of students faced with hardship by providing the necessities and resources needed to transform their lives.

The Transition Academy has been established at Medgar Evers College to support students who are experiencing homelessness, issues of housing instability and food insecurity due to eviction, domestic violence, illness, family emergencies, or similar causes.

We can provide assistance to help students navigate through the complex process of the homeless system and work on streamlining finding adequate housing.

Our Services Include:

- Food Pantry
- Food Vouchers
- Navigating the shelter system
- Transportation to school
- Referrals to agencies that help with housing and eviction prevention
- Advocacy and Referrals for students dealing with Domestic Violence
- Counseling referrals
- SNAP (Supplemental Nutrition Assistance Program) Applications
- Available clothing items and personal hygiene toiletries
- Job Placement

COUGAR COUNTRY FOOD PANTRY

The Cougar Country Food Pantry at Medgar Evers College offers nutritionally balanced, nonperishable food items as well as fresh produce to students who are enrolled at the College and are experiencing food insecurity.

MEC students who visit the pantry must be enrolled, and present their student ID card/government-issued ID and course schedule to access the pantry. For more information about how to obtain a pantry pack, students can send an email to: transitionacademy@mec.cuny.edu.

PANTRY HOURS

Mondays: 10:00 am – 2:00 pm
Tuesdays: 3:00 pm – 7:00 pm
Wednesdays: 10:00 am – 2:00 pm

MEDGAR EVERS COLLEGE TRANSITION ACADEMY
1150 Carroll Street, Room 207

CAREER MANAGEMENT SERVICES (OCMS)

The Office of Career Management Services (OCMS) is a significant resource for Medgar Evers College students. Providing career-oriented activities such as workshops, events, coaching, recruitment and other resources.

OUR MISSION

The mission of the Office of Career Management Services is to assist students with professional preparation through career exploration, recruitment and enhancement activities. The OCMS provides guidelines, best practices, and co-curricular programming which, when students fully engage, afford them the opportunity to become life-long custodians of their professional experience.

The Office of Career Management Services Empowers, Engages and Equips (the 3 E's) students with:

- developing the professional skills necessary to confidently compete in the world of work,
- the ability to be proactive when managing their career planning and development,
- making smooth transitions from student to professional or when making a career change,
- cultivating strong relationships with employers and industry leaders, and
- the practice of life-long learning

PROGRAM DESCRIPTION

To accomplish this mission, the Career Center utilizes in-person, as well as, online technology to engage and assist students. From mock interviews and executive guest speakers, to internship recruitment, and assistance with obtaining professional attire, the Career Center provides a multitude of resources that address students' career-related needs.

THE FOUR-YEAR CAREER ACTION PLAN

The Four-year Career Action Plan is intended to assist students with managing their professional progression while completing their college education. The Plan is a check list of co-curricular and career activities that students should engage in to be ready for the "world of work" once they reach graduation.

SERVICES PROVIDED

- Career Assessment/Career Exploration
- Career Coaching
- Mock Interviews
- Industry Exposure/Employer Seminars
- Resume-Building
- Internship/Job Search Assistance
- Recruitment Initiatives / Career Fairs
- Micro-credentials and Certifications
- Graduate School Awareness

ONLINE MICRO-CREDENTIALS

In today's emerging job market, Micro-credentials or digital certificates are used to demonstrate to employers that a certain skill set has been mastered. Because of this, micro-credentials are useful for those seeking employment or career advancement opportunities. The OCMS has access to a wide array of free, online asynchronous resources available to students and alumni.

REGISTRATION & MANAGEMENT

The OCMS uses Symplicity as our department's registration and management system. Students are encouraged to register an account on Symplicity. Once the account has been activated by OCMS staff, students may schedule resume reviews, search for internships, full-time and part-time opportunities, and receive ongoing information on upcoming career events and activities. To register your Symplicity account, go to <https://mec-cuny-csm.symplicity.com>

OFFICE HOURS

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

Email: mec-career@mec.cuny.edu

P: 718-270-6055

Appointments available upon request

STUDENT LIFE AND DEVELOPMENT

MISSION

In keeping with the College Strategic Plan, the Office of Student Life & Development seeks to create community on campus. It values a holistic college experience and strives to create an environment that encourages opportunities for involvement. The Office of Student Life & Development fulfills its mission by sponsoring campus wide programming, working in collaboration with the Student Government Association, clubs and organizations, and advisement, and by fostering leadership development and providing various engagement opportunities for Medgar Evers College students.

The office treasures diversity in all forms and its goal is to create safe spaces for expression. Student Life & Development is dedicated to developing students and providing real time occasions to take learning beyond the classroom. The Office of Student Life & Development is a resource for all students, and supports all students in their quest for success.

CAMPUS-WIDE PROGRAMS & EVENTS

In a continuous effort to create community on campus, the Office of Student Life & Development is proud to offer a number of programs and events to the MEC student body and community. The office works in collaboration with the Student Government Association, clubs and organizations, academic departments and administrative units to engage and meet the diverse needs of students.

Here is a sampling of what the office has to offer:

- **Club Fair and Spring Fest:** These events provides an excellent opportunity for students to meet new people, develop leadership skills, build an impressive array of qualifications and have fun while doing it all. Students can reconnect with peers; enjoy music and offerings by various clubs and organizations, Student Government Association, administrative units and community partners.

- **Leadership Development and Training:** The Office of Student Life is dedicated to creating opportunities for students to develop and hone their leadership skills. Understanding that students are at different stages in leadership our programs are designed to augment our student's leadership skills at various stages of development.
- **Club and Organizations Training:** We want all of our clubs and organizations to be successful. At the beginning of the fall semester the office provides leadership training for Clubs and organization officers; covering topics from budgeting and finance to effective event planning and advertising.
- **Student Leadership Symposiums:** This program is designed to introduce MEC students to new and different ideas and concepts of leadership by providing resources and tools that will expose and create an opportunity for dialogue with professionals in various fields of study. Three workshops will be offered each semester.
- **The National Society of Leadership And Success Medgar Evers College Chapter (NSLS):** The Medgar Evers College Chapter of the National Society of Leadership and Success aims to assist students in creating the lives they desire, by helping students discover what they truly want to do, by giving them the support and tools to achieve their goals, Members have access to presentations from renowned industry leaders; leadership training workshops, peer to peer support groups, online success coaches and more. There is a one-time membership fee but the return is worth it.
- **Student Life Diversity & Inclusion Initiative**
This initiative is a series of activities designed to address issues of diversity and multiculturalism on campus designed to:
 - Enhance a climate of mutual respect between and among members of the Medgar Evers College Community.
 - Foster appreciation and awareness of among students of their own culture and others.
 - Engage and support our cultural, religious and social justice clubs.
 - Inspire action and encourage students to address social injustice.
 - Generate collaboration among cultural, religious and social justice and civic engagement clubs
- **Community Engagement & Volunteerism:** This initiative is designed to engage and expose our students to volunteerism and advocacy through community outreach. It further encourages students to be civically engaged to make a difference in the civic life of their communities and develop the knowledge, skills, values and motivation to make that difference.

STUDENT CLUBS AND ORGANIZATIONS

The Office of Student Life & Development coordinates student activities, clubs and organizations, and associations, with academic departments, and other administrative units. Clubs, organizations, and associations who plan activities are required to utilize the college services and resources through the Office of Student Life & Development.

To send electronic correspondence to all of the Clubs and Organizations e-mail: student-club@mec.cuny.edu.

CHARTERING A STUDENT CLUB AND ORGANIZATION

Any student group wishing to be officially recognized as a student organization at Medgar Evers College must file the following information with the Office of Student Life and Development:

1. Purpose of organization
2. List of officers
3. Student members must be enrolled in the College
4. Membership must consist of ten (10) students with a minimum GPA of 2.0 and be in good standing with the College
5. Letter from a faculty member consenting to serve as an advisor. Advisor must be a faculty or staff member.
6. Constitution and By-Laws (Sample available from Student Life & Development)
7. Written consent from the national organization, if appropriate.

If the purpose, program, and constitution of the proposed organization is not in conflict with policies, rules, and regulations, materials are forwarded to the Director of Student Life and Development and Vice President for Student Success & Enrollment Management and/or the Dean of Student Affairs.

The following certification guidelines apply each semester a student holds office, whether by election, appointment, or ex-officio status: i.e. club board members. In the guidelines, credit hours refer to actual credit hours, and not equivalent or contact hours.

Position holders for a leadership position must be enrolled in a degree or credit bearing certificate program at Medgar Evers College and must be clear of probationary status.

- a) A student must be enrolled or planning to be enrolled in the Fall 2021 Session in order to be certified for the appointed position.
- b) Full time students must plan to carry a minimum of 12 credit hours.*
- c) Part-time students must plan to carry a minimum of 6 credit hours.*
- d) In order to serve each semester, a student must have completed and earned a passing grades in at least 50% of the credits for which they registered the prior semester (i.e. Spring 2021 Semester), but in no event less than 3 credits.*
- e) Undergraduate students must have a minimum cumulative grade point average of 2.0 and be in good standing to participate in student leadership positions.*
- f) Chief executive officers and the Chairperson of the University Student Senate must have a minimum GPA of 2.5.*
- g) Each student member must have the minimum GPA.**
- h) Those holding office must be clear of probationary status.**

**Per CUNY Policy 7.15 Student Government and University Student Senate*

***Per the Medgar Evers College Student Government Constitution*

To learn more about the Student Clubs and Organizations at Medgar Evers College, contact the Office of Student Life & Development at 1637 Bedford Avenue, Room S-212 Brooklyn, New York 11225 studentlife@mec.cuny.edu.

STUDENT GOVERNMENT ASSOCIATION

All students of Medgar Evers College are members of the Student Government Association (SGA).

The executive body of the 2021-2022 SGA is:

- **President:** Brittany Lugo
- **Day Vice President:** Diamond Derival
- **Evening Vice President:** Brian Garrett
- **Corresponding Secretary:**
- **Recording Secretary:** Colin Smith
- **Treasurer:** Mamadou Dalan Ba

The elected class representatives [Freshman Class President (1*), Freshman Class Representatives (3*), Sophomore Class President (1*), Sophomore Class Representatives (3*), Junior Class President (1*), Junior Class Representatives (3*), Senior Class President (1*), and Senior Class Representatives (3*)] constitute the Student Council.

**Number of persons elected/appointed to this position*

The following guidelines apply to a student that is holding office, whether by election, appointment, or ex-officio status in Student Government Association. In the guidelines, credit hours refer to actual credit hours, and not equivalent or contact hours. Position holders for a leadership position must be enrolled in a degree or credit bearing certificate program at Medgar Evers College and meet the following criteria:

- i) A student must be enrolled or planning to be enrolled in the Fall 2021 Session in order to be certified for the appointed position.
- j) Full time students must plan to carry a minimum of 12 credit hours.*
- k) Part-time students must plan to carry a minimum of 6 credit hours.*
- l) In order to serve each semester, a student must have completed and earned a passing grades in at least 50% of the credits for which they registered the prior semester (i.e. Spring 2021 Semester), but in no event less than 3 credits.*
- m) Grade Point Average (GPA) requirements: 2.7 cumulative or better (Corresponding and Recording Secretaries) and 2.5 cumulative or better (Class Presidents & Class Representatives). Each student member must have the minimum GPA.**
- n) Those holding office must be clear of probationary status.**

**Per CUNY Policy 7.15 Student Government and University Student Senate*

***Per the Medgar Evers College Student Government Constitution*

The SGA is concerned with many student activities including club budgets, the formation of new clubs, and the sponsoring of extra-curricular programs of intellectual, cultural and social value for the entire student body. The SGA also participates in the College's decision-making processes that affect the general student body.

Additionally, by participating in various college-wide and departmental committees, students have the opportunity to share in the full range of responsibilities present in the planning and governance of the academic and non-academic aspects of student life at Medgar Evers College.

Visit the office or send an email to find out how you can get involved in events and activities for the academic year or to offer feedback or comments. The body welcome student support and

participation at all levels and would love to hear from you.

Student Services Building 1637 Bedford Avenue, S-210
718-270-6040 • student-gov@mec.cuny.edu

DEPARTMENT OF ATHLETICS & INTRAMURALS

Medgar Evers College is a Division III NCAA institution that holds membership in the following conferences: the City University of New York Athletic Conference (CUNYAC) and the Eastern Collegiate Athletic Conference (ECAC). The college sponsors 13 varsity sports and three club sports (bowling, netball, and swimming). The Intercollegiate and Intramurals Program coordinates a variety of athletics activities.

Men's and Women's Varsity Sports

- Basketball
- Cross Country
- Indoor Track & Field
- Outdoor Track & Field
- Soccer
- Volleyball

Co-ed Sports

- Cheerleading

Medgar Evers College is committed to the physical and emotional well-being of our student-athletes and the social development of the whole person. We recognize that great demands are placed on student-athletes who participate in intercollegiate athletics; we are committed to supporting our student-athletes in achieving the most out of their college experience.

To be eligible to compete in intercollegiate athletics, you must meet the following:

- Enrolled in a full-time undergraduate studies program (12 credits), in good academic standing, and maintain satisfactory progress toward a baccalaureate or an equivalent four-year degree.
- Cumulative grade point average of 2.0/4.0
- Completed no more than ten full-time semesters (this includes full-time semesters from other institutions)
- Competed in no more than four years in the given sport.

If a student-athlete is enrolled in a two-year degree program or its equivalent at Medgar Evers College, that student-athlete was admitted to Medgar Evers College under the same standards as a four-year degree-seeking student are admitted, and the two-year degree program is not considered a terminal program.

The focus of the intramurals sports is "to promote leisure-time activities, informal instruction and sports competitions for the general student body." Activities initiated in response to student interest include aerobics, aquatics, volleyball, soccer, basketball, etc. These activities occur at 1150 Carroll Street Building which housed the aquatics center, gymnasium, and fitness center.

For more information, The Department Athletics & Intramurals can be reached by telephone at 718-270-6072 and through the website at www.mecathletics.com.

CENTER FOR WOMEN'S DEVELOPMENT

Founded in 1982, the Center for Women's Development (CWD) supports the self-actualization of students by providing specialized resources needed to assist Medgar Evers College female students in their academic and personal pursuits. The CWD services and programs promote the self-empowerment, self-awareness, and respect of women while encouraging them to achieve academic excellence as well as hone their leadership and life skills in a collegial environment conducive to teaching and learning.

Emerging from the CWD are four programs: Upsilon Theta Pi Honor's Society, Sisters Having a Definite Excellent Strategy (S.H.A.D.E.S), a student driven group as well as the Women of Distinction and Role Model programs recognize students for their community give back and service. Through collaborations with community based organizations, community leaders, and other Medgar Evers College departments conduct programs and workshops to foster the growth and development of students.

Each program uniquely promotes the CWDs mission of providing direct services, support, and programming to female students by offering specialized services that support personal development and self-actualization. Programs assist students in addressing issues affecting self-actualization and quality of life, actively addressing issues faced by female students, providing support that includes counseling, advocacy, referrals, and the development and implementation of educational forums. The CWD provides printed and audio visual materials on women, families, and gender issues, compiles resource information, and maintains a mini-library as well as an extensive Resource Directory. The CWD also sponsors individual and group counseling around issues of self-esteem stress, family violence, parenting, empowerment, and other quality-of-life issues for all students and open to the community.

OFFICE HOURS

Mondays, Tuesdays: 9:00 AM – 4:45 PM

Wednesdays: 10:00 AM - 6:00 PM

Thursdays, Fridays: 9:00 AM – 4:45 PM

LOCATION

1150 Carroll Street Building, Room M-2 Brooklyn, New York 11225

Contact: 718-270-5155, Google Voice: 201-614-3813

COUNSELING AND PSYCHOLOGICAL SERVICES

At Medgar Evers College, CUNY, the counseling mission is to motivate and assist students in pursuing higher education objectives and personal development for self-actualization. Counseling is a collaborative process that involves the development of a unique, confidential helping relationship. The counselor acts as a facilitator in helping the client understand more accurately about him/herself

and the world around them. Mental Health Counselors provide short-term individual counseling in the psycho-social areas, such as depression, anxiety, self-esteem, academic difficulties, domestic violence, bereavement/grief, strengthening personal relationships, and adjustment issues. The Office of Counseling and Psychological Services also provides assessment and referrals for students to the appropriate mental health services in the community and clinics currently offering tele-therapy services in addition to in-person sessions.

The primary function of Counseling Services is to help students cope with academic, career, and personal problems that may interfere with their ability to achieve academic success and actualize their human potential. The counseling philosophy at Medgar Evers College is “to motivate and assist students in their pursuit of education, career, and personal/social empowerment for life-long self-development.” At Medgar Evers College our motto is, “*Counseling is Always in Season*”.

Counseling and Psychological Services also facilitates workshops for students about issues such as self-esteem, healthy relationships, racial trauma, bereavement/grief, anger management, stress management, anxiety, depression, and college-readiness skills. In addition, Counselors utilize their skills to assist students and clients in achieving objectives through the explorations of a problem and its ramifications, examination of attitudes and feelings, consideration of alternative solutions, and decision-making.

LOCATION AND HOURS OF OPERATION

The Office of Counseling and Psychological Services is located in the Bedford Building located at 1650 Bedford Ave, Room B-1005. We are providing therapy services remotely via phone and video call. Our services are **free and confidential** for all Medgar Evers College students who are currently enrolled for the semester.

The Office of Counseling and Psychological Services hours of operations are: Monday-Friday, 9am-5pm. To schedule an appointment, please email Cap@mec.cuny.edu and we will get in touch with you to set up a time that works for you.

MALE DEVELOPMENT AND EMPOWERMENT CENTER (MDEC)

The Male Development & Empowerment Center was established in the year 2000 with the purpose of increasing the male student population at Medgar Evers College. Across the United States, higher education has experienced a crisis in male participation. Medgar Evers College became one of the first institutions in the nation to positively and proactively attempt to recruit, retain, and graduate male students.

THE MISSION OF MDEC

To create an on-going learning community of male students organized around academic support, social interaction, civic engagement and personal development for the purpose of assisting students to persist to graduation.

HOW THE MALE DEVELOPMENT & EMPOWERMENT CENTER OPERATES

Academic Support: MDEC offers academic support through peer-to-peer and cohort tutoring,

assistance in study and test-taking skills, time management, workshops on research involvement, scholarships awareness workshops. MDEC holds discussion groups, review sessions, and workshops for students in specific courses or areas of study. The tutoring staff includes peer tutors chosen for academic excellence in their chosen fields.

Civic Engagement: MDEC encourages students to get involved through Civic and Community Engagement encourages students to get involved through working relationships with the school and the community. Emphasizes the importance of giving back to the community, instilling a sense of civic responsibility in students and empowering them to make a difference by staying informed and taking action.

Career Awareness and Readiness: MDEC provides extensive support for the development and implementation of student career plans through collaborations with on-campus and external partners. MDEC seeks to bring awareness to employment opportunities and internships for students.

Fitness and Wellness: MDEC enhances student learning experience by providing fitness, nutrition, and mental health programs. Collaborate with services and facilities that promote healthy lifestyles, build community and foster student success.

Art and Cultural Expressions: MDEC provide students with various outlets to express themselves through Art and Culture. MDEC collaborates internally and externally to expose students to multiple forms of cultural and artistic expressions like poetry, music, literature, debate, dance, etc. and encourages students to become self-aware of their own culture and enhance cultural diversity.

ELIGIBILITY

The MDEC program includes all regardless of age, race, color, religion, ethnic or national origin, gender, sexual orientation, gender identity, gender expression, or disability.

Location: 1150 Carroll St., Suite: M8, Brooklyn, NY 11225
Days & Hours of Operations: Monday to Friday, 10:00 a.m. to 6:00 p.m.

CONTACT INFORMATION

Tel: 718-270-6405

Email: mdecbmi@outlook.com

MDEC Assistant Director: Andre Brereton

Email: anbrereton@mec.cuny.edu

ELLA BAKER/CHARLES ROMAIN CHILD DEVELOPMENT CENTER

Quality child-care is essential to the educational goals of many CUNY students. University child-care programs serve students and their children. The Ella Baker /Charles Romain Child Development Center (EBCR) of Medgar Evers College provides both a Pre-School and an Afterschool Program, which meets the needs of both child and the student parent.

EBCR is NAEYC (National Association for the Education of Young Children) Accredited. The Center is licensed by the DOHMH Divison Child Care and OFCS for children ages 2 thru 12. The program also follows the DOE standards for 3K and 4K.

PROGRAMS

Preschool: We try to create different types of environments where children blossom while learning the ways children naturally absorb information: through play. This allows them to acquire skills, and helps them reach their fullest potential emotionally, physically, socially and intellectually. Designed for children between the ages of 2 to 5, EBCR Child Development Center follows high quality standards with key indicators for excellence.

Afterschool: Being in school all day can be stressful for children growing up. The After School Program at EBCR is designed to be a place where children can relax while also learning new skills and completing homework assignments. The program caters to the older children of students attending evening classes. Teachers are on hand to help children with their homework as well as keep them engaged in art and social interactions.

HOURS OF OPERATION

Toddler/Preschool

Monday through Friday
8:00 AM - 3:30 PM

Extended Evening Child Care Program

Monday through Thursday
3:30 PM - 9:30 PM

After-School Program

Monday through Thursday
3:30 PM - 9:30 PM

Saturday Program (ages 2-12)

8:00 AM - 4:00 PM

CONTACT INFORMATION

Tel: 718-270-6017 • Email: childcarecenter@mec.cuny.edu

CHARLES EVANS INNIS MEMORIAL LIBRARY

The Medgar Evers College library faculty and staff develop and deliver user-focused in-person and virtual services to connect a diverse college community and all academic disciplines to a wide array of print and e-resources held by the library, through partnerships with other libraries, and online via the Internet. The library faculty work to enhance information services through their commitment to students, innovation, scholarly publication, and research.

To help students achieve academic and lifelong learning success, library faculty collaborate with other teaching faculty and provide credit-based information literacy courses and in-class workshops.

This approach includes learning how to use online databases and online bibliographic management systems more efficiently. The library connects students with research and with course support, provides faculty with materials for their own scholarship, and maintains connections with other libraries, both within and beyond the City University. The CUNY Library consortium provides CLICS service to the CUNY community allowing borrowing from other CUNY libraries.

The library fosters information discovery through innovative programs offered in collaboration with MEC departments and programs across campus. The library hosts art exhibitions and creates both physical and online displays on various topics.

COLLECTIONS

The Library offers a broad range of information resources to support the varied curricula of the college and its educational mission. Library holdings include print and e-books, databases, periodicals, multimedia materials, online bibliographic management software, and archives in physical and electronic formats.

- Materials can be located via the Library's website using OneSEARCH and the online databases: <http://www.mec.cuny.edu/library/>.
- Reference services are provided in-person, and via LibChat on the Library's website, virtually. In addition, library department faculty offer individual research consultations (in person and online).
- For further information, contact the Library via the LibChat widget on the Library's Website: <http://www.mec.cuny.edu/library>, email ask_a_librarian@mec.cuny.edu or call 718-270-4873.
- The Reserve Collection is composed of books and e-resources placed on reserve by instructors as required reading or to supplement class instruction.
- The Medgar Evers College Archives collects records that chronicle the history and academic achievements of the College as well as unpublished materials of historical value generated by individuals and organizations. To preserve our holdings and to make them widely accessible, we are digitizing valuable and/or fragile objects and creating both on-site and electronic exhibits and displays.
- The Special Collections currently contain rare books, periodicals, newspapers, and pamphlets relating to several subject areas: the African American Experience of the Diaspora; Southern Africa from the 1960s to 1980s; the African and Caribbean heritage. These materials are listed in the library catalog and can be used in-house only.

LEARNING CENTER

The Learning Center provides academic support for our students. Among the services provided are small group tutoring, academic workshops, study skills coaching and academic accommodations for Differently Abled students. Our tutors range from peer tutors with outstanding grades in the subject areas they are selected to tutor, to tutors with baccalaureate, graduate and post graduate degrees. The Learning Center collaborates with counselors and faculty to empower students to become confident, skilled in their disciplines and ultimately independent learners, who can use their academic abilities to navigate parallel and advanced studies, along with comparable information encountered in their daily lives.

THE WRITING CENTER

The mission of the Medgar Evers College Writing Center is to provide a broad range of tutoring services and computer assisted instruction to students. Services provided include one-on-one and

group tutoring sessions for students at all stages of the writing process. The center is staffed by Writing Fellows and Tutors who serve as writing coaches and are trained to help students improve their writing skills across all disciplines. In addition, the Writing Fellows, all of whom are PhD candidates at the CUNY Graduate Center, develop and conduct essay writing and research paper workshops for students throughout the academic school year. The goal of the Writing Center is to assist students into becoming writers who are able to articulate original ideas both inside and outside of the classroom.

PREDOMINANTLY BLACK INSTITUTIONS (PBI)

Medgar Evers College PBI program is Funded by the U.S. Department of Education's Predominantly Black Institutions to establish or strengthen programs for low-income or first-generation college undergraduate students enrolled at the Medgar Evers College leading to a bachelor's or associate's degree in Science, Technology, English, Education, Mathematics, Health Education and Globalization and improve educational outcomes.

- Increase students retention and improve graduation rates
- Increase student involvement in their field of study
- Promote activities that support students' development of academic goals
- Faculty work closely with students to promote learning and enhance professional skills needed in their field of study

The purpose of the Predominantly Black Institutions Competitive Grant Program is to support Predominantly Black Institutions (PBIs) to establish or strengthen programs in the following areas:

- Science, technology, engineering, or mathematics (STEM)
- Health education
- Internationalization or globalization
- Teacher preparation; or
- Improving educational outcomes of African-American males

1150 Carroll Street, Room C-318
Brooklyn, New York 11225

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129-A OF THE EDUCATIONAL LAW

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Higher Education provide that:

“THE PRESIDENT. The president, with respect to his education unit, shall:

Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;

Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of the several faculties;

Exercise general superintendence over the concerns, officers, employees, and students of his educational unit.”

1. RULES

A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution’s educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution’s instructional, personal, administrative, recreational, and community services.

Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University/college equipment and/or supplies.

Theft from, or damage to University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.

Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of the rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

Disorderly or indecent conduct on University/college-owned or controlled property is prohibited. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on any individual or damage upon a building or the grounds of the University/college.

Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/college premises, or as part of any University/college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

2. PENALTIES

Any student engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsions, ejection, and/or arrest by the civil authorities.

Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding

those permitted by law or by the Bylaws of The City University of New York or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1-11. shall be subject to ejection, and/or arrest by the civil authorities.

Any organization which authorized the conduct prohibited under substantive rules 1-11 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

APPENDIX: SANCTIONS DEFINED:

A. Admonition.

An oral statement to the offender that he has violated university rules.

B. Warning.

Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may cause far more severe disciplinary action.

C. Censure.

Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

D. Disciplinary Probation.

Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

E. Restitution.

Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

F. Suspension.

Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

G. Expulsion.

Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

H. Complaint to Civil Authorities.

I. Ejection.

Adopted by the Board of Trustees of the City University of New York on June 23, 1969 as amended on October 27, 1980, May 22, 1989 and June 25, 1990.

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.

I. Definitions and Examples of Academic Dishonesty

I.1. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

1.2. Plagiarism is the act of presenting another person's ideas, research or writings as your own. Examples of plagiarism include:

- Copying another person's actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting & pasting" from various sources without proper attribution.

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

student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

1.4. Falsification of Records and Official Documents

Examples of falsification include:

- Forging signatures of authorization.
- Falsifying information on an official academic record.

Falsifying information on an official document such as a grade rep01i, letter of permission, drop/add form, ID card or other college document.

2. Methods for Promoting Academic Integrity

2.1. Packets containing a copy of the CUNY Policy on Academic Integrity and, if applicable, the college's procedures implementing the Policy, and information explaining the Policy and procedures shall be distributed to all current faculty and, on an annual basis to all new faculty (full and part-time) These packets also shall be posted on each college's website. Orientation sessions for all new faculty (full and part-time) and students shall incorporate a discussion of academic integrity.

2.2. All college catalogs, student handbooks, faculty handbooks, and college websites shall include the CUNY Policy on Academic Integrity and, if applicable, college procedures implementing the policy and the consequences of not adhering to the Policy.

2.3. Each college shall subscribe to an electronic plagiarism detection service and shall notify students of the fact that such a service is available for use by the faculty. Colleges shall encourage faculty members to use such services and to inform students of their use of such services.

3. Reporting

3.1. Each college's president shall appoint an Academic Integrity Officer in consultation with the elected faculty governance leader. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty. The Academic Integrity Officer may be the college's Student Conduct Officer, another student affairs official, an academic affairs official, or a tenured faculty member. Additional duties of the Academic Integrity Officer are described in Sections 4.1, 4.2.1, 4.2.2, 4.3 and 4.4.

3.2. A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall report such incident on a Faculty Report Form in substantially the same format as the sample annexed to this Policy and shall submit the Form to the college's Academic Integrity Officer. Each college shall use a

uniform form throughout the college, which shall contain, at a minimum, the name of the instructor, the name of the student, the course name and number and section number, the date of the incident, a description of the incident and the instructor's contact information.

3.3 The Academic Integrity Officer shall update the Faculty Report Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer of each college shall place the Form in a confidential academic integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each Form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless the student is exonerated, written decisions on academic integrity matters after adjudication also shall be placed in the student's academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students' academic integrity files.

4. Procedures for Imposition of Sanctions

4.1. Determination on academic vs. disciplinary sanction

The Academic Integrity Officer shall determine whether to seek a disciplinary sanction in addition to an academic sanction. In making this determination, the Academic Integrity Officer shall consult with the faculty member who initiated the case and may consult with student affairs and/or academic affairs administrators as needed. Before determining which sanction(s) to seek, the Academic Integrity Officer also shall consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken.

Prior violations include both violations at the student's current college and violations that occurred at any other CUNY college. In making the determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY colleges and, if so, shall request and be given access to the academic integrity files, if any, at such other CUNY colleges.

The Academic Integrity Officer should seek disciplinary sanctions only if (i) there is a substantial violation; or (ii) the student has previously violated the Policy; or (iii) academic sanctions are unable to be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include but are not limited to forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; sabotaging another student's work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. The college also should consider any mitigating circumstances in making this determination.

4.2. 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 the student does not contest either his/her 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. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion. A reduced grade may be an "F" or another grade that is lower than the grade that the student would have earned but for the violation.

The faculty member shall inform the Academic Integrity Officer of the resolution via email and the Officer shall update the applicable Faculty Report Form to reflect that resolution.

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.

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. (If a college opts to use its Student-Faculty Disciplinary Committee for this purpose, that Committee shall use Article XV procedures.) Those procedures, at a minimum, shall provide a student with (i) written notice of the charges against him or her; (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. 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. Academic Integrity Committees and Student-Faculty Disciplinary Committees, as applicable, shall issue written decisions and send copies of their decisions to the college's Academic Integrity Officer. The Academic Integrity Officer may not serve on a college's Academic Integrity Committee.

4.3. Procedures in Cases Involving Disciplinary Sanctions

If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college's Faculty-Student Disciplinary Committee.

If the college seeks to have both a disciplinary and an academic sanction imposed, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance by using the PEN grade established for this purpose, pending the Committee's action. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's

grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section

4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed.

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Officer shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

4.4. Required Action in Cases of No Violation

If either the Academic Integrity Committee or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Officer shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.

5. Implementation

Each college, in accordance with its governance plan, shall implement this Policy and may adopt its own more specific procedures to implement the Policy. Colleges' procedures must be consistent with the policy and procedures described in the Policy.

THE CITY UNIVERSITY OF NEW YORK POLICY ON DRUGS AND ALCOHOL

The City University of New York ("CUNY") is an institution committed to promoting the physical, intellectual, and social development of all individuals. As such, CUNY seeks to prevent the abuse of drugs and alcohol, which can adversely impact performance and threaten the health and safety of students, employees, their families, and the general public. CUNY complies with all federal, state, and local laws concerning the unlawful possession, use, and distribution of drugs and alcohol.

Federal law requires that CUNY adopt and implement a program to prevent the use of illicit drugs and abuse of alcohol by students and employees. As part of its program, CUNY has adopted this policy, which sets forth (1) the standards of conduct that students and employees are expected to follow; (2) CUNY sanctions for the violation of this policy; and (3) responsibilities of the CUNY colleges/units in enforcing this policy. CUNY's policy also (1) sets forth the procedures for disseminating the policy, as well as information about the health risks of illegal drug and alcohol use, criminal sanctions for such use, and available counseling, treatment, or rehabilitation programs, to students and employees; and (2) requires each college to conduct a biennial review of drug and alcohol use and prevention on its campus.

This policy applies to all CUNY students, employees and visitors when they are on CUNY property, including CUNY residence halls, as well as when they are engaged in any CUNY-sponsored activities off campus.

CUNY STANDARDS OF CONDUCT

The unlawful manufacture, distribution, dispensation, possession, or use of drugs or alcohol by anyone, on CUNY property (including CUNY residence halls), in CUNY buses or vans, or at CUNY-sponsored activities, is prohibited. In addition, CUNY employees are prohibited from illegally providing drugs or alcohol to CUNY students. Finally, no student may possess or consume alcoholic beverages in any CUNY residence hall, regardless of whether the student is of lawful age, except for

students living in the Graduate School and University Center’s graduate housing facilities who may lawfully possess and consume alcoholic beverages. For purposes of this policy, a CUNY residence hall means a residence hall owned and/or operated by CUNY, or operated by a private management company on CUNY’s behalf.

In order to make informed choices about the use of drugs and alcohol, CUNY students and employees are expected to familiarize themselves with the information provided by CUNY about the physiological, psychological, and social consequences of substance abuse.

CUNY SANCTIONS

Employees and students who violate this policy are subject to sanctions under University policies, procedures and collective bargaining agreements, as described below. Employees and students should be aware that, in addition to these CUNY sanctions, the University will contact appropriate law enforcement agencies if they believe that a violation of the policy should also be treated as a criminal matter.

STUDENTS

Students are expected to comply with the CUNY and college policies with respect to drugs and alcohol. Any student found in violation may be subject to disciplinary action under Article 15 of the Bylaws of the Board of Trustees, which may result in sanctions up to and including expulsion from the University.

In addition, any student who resides in a CUNY residence hall and who is found to have violated any CUNY or college policy with respect to drugs and alcohol may be subject to sanctions under the CUNY Residence Hall Disciplinary Procedures, up to and including expulsion from the residence hall.

In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the student must see a counselor or successfully participate in a drug and alcohol treatment program.

In accordance with the Federal Educational Rights and Privacy Act (“FERPA”), CUNY may also choose—when appropriate—to contact parents or legal guardians of students who have violated the CUNY policy on drugs and alcohol.

EMPLOYEES

Any employee found to have violated this CUNY policy may be subject to disciplinary action, in accordance with the procedures set forth in applicable CUNY policies, rules, regulations, and collective bargaining agreements. Sanctions may include a reprimand, suspension without pay, or termination of employment. In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the employee must successfully participate in a drug or alcohol treatment program.

RESPONSIBILITIES OF CUNY COLLEGES/UNITS

Each college or unit of the University should make its best efforts to educate employees and students about this policy and the risks associated with the unlawful possession, use, or distribution of illegal drugs and alcohol. The President of each college or unit may choose to ban alcohol at on-campus functions or at any particular function. This policy, together with information about the health risks of illegal drug and alcohol use, criminal sanctions for such use, and counseling, treatment,

or rehabilitation programs available to employees or students, must be distributed annually to all employees and students. The Chief Student Affairs Officer shall be responsible for the distribution of this material to students, and the Director of Human Resources shall be responsible for the distribution of the material to employees.

The Vice President for Administration, or person performing the equivalent function at each college or unit of CUNY, shall be responsible for conducting a biennial review to determine the effectiveness of CUNY's drug and alcohol program at its college or unit, and to ensure that sanctions for drug and alcohol violations are consistently enforced. Upon completion, the biennial review must be sent to the University's Executive Vice Chancellor and Chief Operating Officer. This biennial review must include the number of drug and alcohol-related violations and fatalities that occur on the college's campus or as part of the college's activities, as well as the number and type of sanctions imposed as a result of drug and alcohol-related violations and fatalities that occur at the college as part of its activities.

I. POLICY STATEMENT

Every member of The City University of New York ("CUNY") community, including students, employees and visitors, deserves the opportunity to live, learn and work free from Sexual Misconduct (sexual harassment, gender-based harassment and sexual violence). Accordingly, CUNY is committed to:

1. Defining conduct that constitutes prohibited Sexual Misconduct;
2. Providing clear guidelines for students, employees and visitors on how to report incidents of Sexual Misconduct and a commitment that any complaints will be handled respectfully;
3. Promptly responding to and investigating allegations of Sexual Misconduct, pursuing disciplinary action when appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;
4. Providing ongoing assistance and support to students and employees who make allegations of Sexual Misconduct;
5. Providing awareness and prevention information on Sexual Misconduct, including widely disseminating this policy, as well as a "students' bill of rights" and implementing training and educational programs on Sexual Misconduct to college constituencies; and
6. Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of incidents.

This is the sole policy at CUNY addressing Sexual Misconduct and is applicable at all college and units at the University. It will be interpreted in accordance with the principles of academic freedom adopted by CUNY's Board of Trustees.

The CUNY community should also be aware of the following CUNY policies:

- The CUNY Policy on Equal Opportunity and Nondiscrimination prohibits discrimination on the basis of numerous protected characteristics in accordance with federal, state and local law. That policy addresses sex discrimination other than Sexual Misconduct covered by this policy.
- The CUNY Campus and Workplace Violence Prevention Policy addresses workplace violence
- The CUNY Domestic Violence and the Workplace Policy addresses domestic violence in or affecting employees in the workplace.
- The CUNY Procedures for Implementing Reasonable Accommodations and Academic Adjustments addresses the procedures CUNY will follow when there is a request for a

reasonable accommodation and or academic adjustment.

In addition, campus crime statistics, including statistics relating to sexual violence, which CUNY is required to report under the Jeanne Clery Act, are available from the Office of Public Safety at each college and/or on its Public Safety website.

II. SCOPE OF THIS POLICY

This policy governs the conduct of (i) all the members of CUNY's community, including employees and students, and (ii) non-members of CUNY's community who interact with members of the CUNY community (hereinafter "visitors"). Visitors are both protected by and subject to this policy. A non-member may make a complaint of or report a violation of this policy committed by a member of CUNY's community. A non-member may also be subject to restrictions for failing to comply with this policy. This policy applies to conduct that occurs on and off CUNY property.

III. DEFINITIONS

a. Affirmative Consent is a knowing, voluntary and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression.

Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.

In order to give consent, one must be of legal age (17 years or older).

Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.

Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by lack of consciousness or being asleep, being involuntarily restrained, or if the individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

Consent may be initially given but withdrawn at any time. When consent is withdrawn or no longer can be given, sexual activity must stop.

b. Complainant refers to the individual who alleges that she/he has been the subject of Sexual Misconduct, and can be a CUNY student, employee (including all full-time and part-time faculty and staff), or visitor. Under this policy, the alleged incident(s) may have been brought to the college's attention by someone other than the complainant.

c. Complaint is an allegation of Sexual Misconduct made under this policy.

d. Confidentiality is the commitment not to share any identifying information with others, except as required by law in emergency circumstances (such as risk of death or serious bodily harm).

Confidentiality may only be offered by individuals who are not legally required to report known incidents of Sexual Misconduct to college officials. Licensed mental health counselors, medical providers & pastoral counselors may offer confidentiality.

e. Dating Violence is violence or sexual assault committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on the reporting party's statement and with consideration of the length of the relationship and the frequency of the interaction between the persons involved in the relationship. Dating violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct. A relationship may be romantic or intimate regardless of whether the relationship was sexual in nature. Dating violence includes the threat of sexual or physical abuse.

f. Domestic Violence is any violence or sexual assault committed by (i) a current or former spouse or intimate partner of the victim; (ii) a person with whom the victim shares a child; (iii) a person who cohabits or cohabited with the victim as a spouse or intimate partner; or (iv) anyone else covered by applicable domestic violence laws. Domestic violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct.

g. Forcible Touching/Fondling is intentionally touching the sexual or other intimate parts of another person without the latter's consent for the purpose of degrading or abusing such person, or for the purpose of gratifying the actor's sexual desire.

h. Gender-Based Harassment is unwelcome conduct of a nonsexual nature based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities. The effect will be evaluated based on the perspective of a reasonable person in the position of the complainant. An example of gender-based harassment would be persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.

i. Intimate Partner Violence ("IPV") includes both Domestic Violence and Dating Violence.

j. Managers are employees who have authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities.

k. Pastoral counselor. A person who is associated with a religious order or denomination, recognized by that order or denomination as someone who provides confidential counseling, and functioning within the scope of that recognition.

l. Privacy is the assurance that the college will only reveal information about a report of Sexual Misconduct to those who need to know the information in order to carry out their duties or responsibilities or as otherwise required by law. Individuals who are unable to offer the higher standard of confidentiality under law, but who are still committed to not disclose information more than necessary, may offer privacy.

m. Rape and Attempted Rape is the penetration or attempted penetration, no matter how slight, of any body part by a sex organ of another person, without the consent of that person.

n. Respondent refers to the individual who is alleged to have committed Sexual Misconduct against

a CUNY student, employee, or visitor.

o. Retaliation is adverse treatment of an individual as a result of that individual's reporting Sexual Misconduct, assisting someone with a report of Sexual Misconduct, opposing in a reasonable manner an act or policy believed to constitute Sexual Misconduct, or participating in any manner in an investigation or resolution of a Sexual Misconduct report.

Adverse treatment includes threats, intimidation and reprisals by either a complainant or respondent or by others such as friends or relatives of either a complainant or respondent.

p. Sexual Activity is:

- contact between the penis and the vulva or the penis and the anus;
- contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus;
- penetration, however slight, of the anal or genital opening of another by a hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; or intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.

q. Sexual Assault is any form of sexual activity that occurs without consent.

r. Sex Discrimination is treating an individual differently or less favorably because of sex, including sexual orientation, gender or gender identity (including transgender status), as well as pregnancy, childbirth and related medical conditions. Examples of sex discrimination include giving a student a lower grade, or failing to hire or promote an employee, based on their sex.

s. Sexual Harassment is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct of a sexual nature when:

- i. submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo); or
- ii. such conduct is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with, an individual's educational or work experience by creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of a complainant.

Conduct is considered "unwelcome" if the individual did not request or invite it and considered the conduct to be undesirable or offensive.

While it is not possible to list all circumstances that might constitute sexual harassment, the following are some examples of conduct that might constitute sexual harassment depending on the totality of the circumstances:

- i. Inappropriate or unwelcome physical contact or suggestive body language, such as touching, groping, patting, pinching, hugging, kissing, or brushing against an individual's body;
- ii. Verbal abuse or offensive comments of a sexual nature, including sexual slurs, persistent or pervasive sexually explicit statements, questions, jokes or anecdotes, degrading words regarding sexuality or gender, suggestive or obscene letters, notes, or invitations;
- iii. Visual displays or distribution of sexually explicit drawings, pictures, or written materials; or

iv. Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures.

t. Sexual Misconduct is sexual harassment, gender-based harassment or sexual violence, as defined in this policy.

u. Sexual Violence includes: (1) sexual activity without affirmative consent, such as sexual assault rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking as defined below; and (4) voyeurism, as defined below.

v. Stalking is intentionally engaging in a course of conduct directed at a specific person that:

1. is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person's immediate family or a third party with whom such person is acquainted; or causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person's immediate family or a third party with whom such person is acquainted; or

2. is likely to cause such person to reasonably fear that her/his employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person's place of employment or business, and the actor was previously clearly informed to cease that conduct.

Where stalking is directed at an individual with whom the perpetrator has, had, or sought some form of sexual or romantic relationship, it will be addressed under this Policy. Stalking that lacks a sexual or gender-based nexus may be addressed under the Code of Conduct.

w. Supervisors are employees who are not managers, but have a sufficient degree of control over the working conditions of one or more employees, which might include evaluating their performance and making recommendations for changes in employment status that are given particular weight.

x. Visitor is an individual who is present at a CUNY campus or unit but is not a student or an employee.

y. Voyeurism is unlawful surveillance and includes acts that violate an individual's right to privacy in connection with her/his body and/or sexual activity such as:

i. Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent.

ii. Recording images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness without that person's consent;

iii. Disseminating images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure;

iv. Using or installing, or permitting the use or installation of a device for the purpose of recording another person's sexual activity, intimate body parts or nakedness in a place where the person would have a reasonable expectation of privacy without that person's consent.

z. Writing. Whenever this policy requires in "writing," electronic mail satisfies the writing requirement

BILL OF RIGHTS THE CITY UNIVERSITY OF NEW YORK STUDENTS' SEXUAL MISCONDUCT COMPLAINANTS' BILL OF RIGHTS

CUNY students who experience campus-related sexual or gender-based harassment or sexual violence, including sexual assault, stalking, domestic violence, intimate partner violence or dating violence, are entitled to the following rights:

- To report the incident to your campus.
- To report the incident to the University or campus public safety department and/or to file a criminal complaint with the NYPD, or to choose not to report.
- To receive assistance from your campus or others in filing a criminal complaint, which may include seeking an Order of Protection.
- To describe the incident only to those campus officials who need the information in order to properly respond and to repeat the description as few times as practicable.
- To request that the campus file conduct charges against the respondent(s). The decision on whether to bring charges rests with the campus.
- To be protected by your campus from retaliation for reporting the incident, and to have any allegations of retaliation addressed by the campus.
- To receive assistance and resources from your campus, including confidential and free on-campus counseling, and to be notified of other available services on- and off-campus, including, among other resources, the New York State Office of Victim Services.
- To receive assistance in seeking necessary medical services or treatment, including a Sexual Assault Forensic Examination (SAFE exam), on or off campus.
- To obtain, where appropriate, changes with respect to campus academic and living arrangements, no-contact orders, and other interim remedial measures to enable you to continue your education without undue stress or trauma.
- To have your complaints handled respectfully by the campus, and to be informed about how the campus will protect your privacy and confidentiality.
- To have your complaint investigated in a prompt, impartial and thorough manner by individuals who have received appropriate training in conducting investigations and the issues related to sexual harassment and sexual violence, and to be accompanied by a person of your choice at all meetings or hearings related to the process.
- To have your complaint against a student adjudicated by individuals who have received appropriate training on issues related to sexual harassment and sexual violence.
- To report incidents of sexual harassment or sexual violence that you experience while under the influence of alcohol or drugs without receiving discipline for your alcohol or drug use.
- To have the same opportunity as the respondent(s) to participate in a student disciplinary hearing before a faculty-student disciplinary committee, including the right to be present, to be represented by a person of your choice, including an attorney, to present evidence, call witnesses, cross-examine witnesses, have your prior sexual history with persons other than the respondent(s) excluded from the hearing, have your prior mental health diagnosis and/or treatment excluded from the hearing, receive written notice of the outcome of the hearing, and to appeal from the decision.
- To participate in the investigative and disciplinary processes of the campus without interference with your civil rights or practice of religion.

Questions about CUNY's sexual misconduct policy and procedures may be directed to your campus Title IX Coordinator.

Information on resources and the process for filing a complaint is available on [CUNY's Title IX web page](#).

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) of 1990, along with the Amendments Act of 2008, which was signed into law on September 25, 2008 and became effective January 1, 2009, prohibit discrimination on the basis of disability in employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications. Section 504 of the Federal Rehabilitation Act of 1973 states: “[n]o otherwise qualified person with a disability in the United States... shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance”...

An individual with a disability is defined by the ADA as

“...a person who has a physical or mental impairment that limits one or more major life activities, ...”

The term “qualified,” in post-secondary education, means that the student meets the academic and technical standards required for participation in the class, program, or activity but has a physical and/or mental impairment that limits one or more major life activity, including, but not limited to, caring for one’s self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, and working. Major life activities may also include school-related tasks such as learning, reading, concentrating, thinking, and communicating. Major life activities also include the operation of “major bodily functions,” including, but not limited to, functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Thus, colleges and universities are required to make Reasonable Accommodations in their practices, policies and procedures, and to provide auxiliary aids and services for persons with disabilities, unless to do so would fundamentally alter the nature of the goods, services, facilities, privileges, advantages, and accommodations they offer, or would result in an undue financial or administrative burden on the institution. (<http://www.ada.gov/cguide.htm>)

The offices of disability services work closely with students to help them understand their rights and responsibilities. Some of those rights are covered by the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

The offices of disability services will be unable to discuss a specific student circumstances or record with anyone (including parents or guardians) without that student’s express permission.

FERPA however allows schools to disclose education records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student

- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- Parties identified in a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law

GUIDELINES FOR THE IMPLEMENTATION OF THE STUDENT RECORDS ACCESS POLICY AND THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Student Records Access Policy of the Board of Trustees of The City University of New York (CUNY) provides that the University and its colleges shall be in full compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S. §1232g, and its implementing regulations, 34 CRF Part 99.

Under FERPA, students generally have the right to review their education records and must consent in writing before certain personally identifiable information is disclosed to third parties. These guidelines contain information about these requirements and important exceptions, as well as definitions, procedures, and the annual notification of student rights.

I. Definitions

II. Student’s Right to Review Education Records

- A. Procedures for Review and Inspection
- B. Records Not Subject to Mandatory Access
- C. Procedures for Amending or Correcting Records

III. Disclosure of Education Records

- A. Student Consent Required
- B. Directory Information
- C. Disclosure of Education Records without Prior Consent
- D. Recordkeeping Requirements
- E. Limits on Redisclosure

IV. Procedural Requirements

- A. Annual Notification of Rights
- B. Appeal Rights

V. Forms

- A. Notification of Student Rights Concerning Education Records and Directory Information (required annual notice)
- B. FERPA Release Form (for students who want records disclosed)
- C. Directory Information Non-Disclosure Form (for students who wish to object to the disclosure of directory information)

- D. College Denial of Appeal for Access to Records
- E. Student Appeal Form

I. DEFINITIONS used in this Guidance and attachments:

A. Student. A current or former student at a college, including a student in an on-line course or program, who has actually attended a class. An applicant is not a Student until the applicant has begun attending class at a college or other CUNY program. An individual who is a Student at one CUNY college is not a Student at another CUNY college unless he or she also attends classes at that other college. An individual remains a Student while working under a work-study program.

B. Directory Information. Directory information is information in a student's education record not generally considered harmful or an invasion of privacy under FERPA. It may be disclosed to others without a student's prior written consent, subject to certain exceptions. Information that is considered directory information at CUNY are listed in section III.B, below.

C. Education Records. Data or information which directly relates to a student and is maintained by a college or the University Central Office. Education Records may be created or recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche. Information about a student that is maintained by an educational institution in a computer data base is part of a student's education record and thus protected by FERPA. Unless an exception applies, access to such information is limited to individuals who are School Officials with a legitimate educational interest in the information. Exceptions to the term Education Record are discussed below.

D. Personally identifiable information (PII). Information that makes an education record "personally identifiable" to a particular student, including but not limited to:

- a. The student's name or preferred name
- b. The name of the student's parent or other family member
- c. The address of the student or other family member.
- d. Personal identifiers, such as the student's social security number or biometric record¹
- e. Other indirect identifiers, such as the student's date of birth, place of birth, or mother's maiden name
- f. Other information that, alone or in combination, is linked or linkable to a specific student, and which would allow a reasonable person in the school community to identify the student
- g. Information requested by a person who the college reasonably believes knows the identity of the student to whom the education record relates.

E. School Official. A person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement and health services staff); a person or company with whom the college or University has contracted as its agent to provide a service instead of using University employees or officials; a student serving on an official college or University-wide committee, such as a disciplinary committee; or an individual assisting another School Official in performing his or her tasks. Members of the Board of Trustees are also School Officials. A contractor, consultant, volunteer or other party (collectively "contractor") to whom a college or the University has outsourced institutional

services or functions may be a School Official so long as the contractor is performing services that would otherwise be performed by employees, is under the direct control of the college or the University with respect to the use and maintenance of education records, and is subject to the requirements on use and re-disclosure of PII set out below. The State Comptroller, and his or her agents and representatives, are also School Officials for the purposes of auditing CUNY's educational programs.

F. Legitimate Educational Interest. A School Official has a legitimate educational interest in obtaining access to a particular record if access is reasonably necessary in order to fulfill his or her professional responsibilities for the college or University.

1: A biometric record means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual, such as fingerprints, voiceprints, or facial characteristics.

G. FERPA Appeals Officer. College official or employee designated by the President to hear student appeals from denials of access to records, requests to correct records, or other rights under FERPA.

H. General Counsel and Vice Chancellor for Legal Affairs. The General Counsel and Vice Chancellor for Legal Affairs (“General Counsel”) is charged with hearing appeals concerning failures by any college to comply with FERPA. The Office of the General Counsel and Vice Chancellor for Legal Affairs (“OGC”) is also responsible for issuing advisory memoranda on FERPA.

II. STUDENT’S RIGHT TO REVIEW EDUCATION RECORDS. A student generally has the right to review his or her own education records.

A. Procedures for Review and Inspection.

1. A college must permit a student to inspect and review his/her education records within 45 days of the college’s receipt of a request for access, subject to the exceptions below. Such request shall be made to the college’s Registrar. Although an initial request may be oral, the college should require the student to put the request in writing and identify the records the student wishes to inspect. A school official may be present when the student inspects and reviews education records; this is advisable if the student is inspecting original records. FERPA provides a right to inspect and review; it generally does not require the college to provide copies of records to the student or to allow the student to make copies on their own electronic device.
2. If the request is denied or not responded to within 45 days of receipt, the student may appeal to the College’s FERPA Appeals Officer. The appeal must be in writing and should identify the particular records to which access was requested, the date of the original request for access, the person to whom the request was made, and the reasons why the student believes that the student has a right of access to the record. The FERPA Appeals Officer should render a decision on the appeal no later than 30 days after receipt of the appeal. Denial of an appeal for access must be in writing and contain the reasons for the denial and a statement that the student has a further right to appeal. Attachment D is a suggested form for a college’s denial of an appeal. The student who wishes to appeal must, within 30 days, send the appeal to OGC at 205 East 42nd Street, 11th Floor, New York, New York, 10017. Attachment E is a suggested form for a student’s appeal.

B. Records Not Subject to Mandatory Access. A student has no right to review, and the College need not permit inspection of, the following types of records. (Please note that other laws, such as state medical privacy laws or the New York State Freedom of Information Law (FOIL), may relate to some of these categories).

1. Confidential letters and confidential statements of recommendations placed in the education records before 1975, or after January 1, 1975, if the student (1) has waived the right to inspect and review those letters and statements, and (2) those letters and statements are related to the student’s: (a) admission to an educational institution, (b) application for employment, or (c) receipt of an honor or honorary recognition; and (3) the waiver is not required as a condition of admission to or receipt of another service or benefit from the college.
2. Financial records of the student’s parents, and any information those records contain.
3. Records that are in the sole possession of the maker, are used as a personal memory aid and

are not accessible or revealed to another person except a temporary substitute for the maker of the record.

4. Records maintained on behalf of a college by its law enforcement unit (i.e. Public Safety Department or equivalent), or by a contract guard service, provided that such records are: (1) created and maintained by the law enforcement unit; and (2) created for a law enforcement purpose. This law enforcement unit exception does not apply to copies of law enforcement unit records in the possession of another office within the college or to records created and maintained by the law enforcement unit exclusively for a non-law enforcement purpose.
5. Employment records of a college employee who is also a student provided that: (a) such records are normally maintained by the college; (b) such records relate exclusively to the individual's employment; (c) such records are used only for employment purposes; and (d) such employment is not the result of student status (e.g., work study, graduate assistants).
6. Records made by a health care provider — a physician, psychiatrist, psychologist, or other recognized professional/paraprofessional acting or assisting in his or her professional or paraprofessional capacity, which: (a) are created, maintained, or used only in connection with the provision of treatment of the student, and (b) are not disclosed to anyone other than the individuals providing the treatment.
7. Records which pertain to a student but were generated after the student is no longer in attendance and not directly related to attendance as a student (for example, alumni records created after the student's graduation.)
8. Grades on peer-graded papers before they are recorded by a teacher.
9. Any other record, which, pursuant to any other law or regulation, is privileged, or which is otherwise inaccessible to the student.

C. Procedures for Amending or Correcting Records.

1. If a student believes that his/her education records contain information that is inaccurate, misleading, or in violation of the student's rights of privacy, he or she may ask the college to amend the record. The college shall decide whether to amend within a reasonable time after receiving the request. If the college denies the student's request, it shall inform the student of its decision and of the student's right to appeal to the FERPA Appeals Officer. A student may not contest the assignment of a grade through this procedure, but may contest whether the assigned grade was recorded accurately.
2. The FERPA Appeals Officer shall hold a hearing within a reasonable time after receipt of the appeal; reasonable notice of the date, time and place of the hearing shall be given to the student. The student shall be given a full and fair opportunity to present relevant evidence. The student may be assisted or represented by one or more individuals of his/her choice. The decision must be based solely on the evidence presented at the hearing. The FERPA Appeals Officer shall within a reasonable time after the hearing issue a decision in writing and include a summary of the evidence and the reasons for the decision.
3. If as a result of the hearing, the FERPA Appeals Officer decides that the information is inaccurate, misleading or otherwise in violation of the student's privacy rights, the college shall: (a) amend the record accordingly; and (b) inform the student of the amendment in writing. If, on the other hand, the college decides that the information is correct and not in violation of the student's privacy rights, it shall inform the student of his/her right to place a statement in the record commenting on the contested information or stating why he or she disagrees with the decision of the college. If a statement is placed in the education records of the student, the college shall maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the

portion of the record to which the statement relates.

III. DISCLOSURE OF EDUCATION RECORDS.

A. Student Consent Required. A student's written consent is required to disclose personally identifiable information (PII) contained in education records to someone other than the student, unless the information disclosed is Directory Information (Section III.B) or another specific exception (including the exemption for disclosure to School Officials) applies (Section III.C).

1. The consent must be signed and must: (1) specify the records that may be disclosed; (2) state the purpose of the disclosure; and (3) identify the party or class of parties to whom the disclosure may be made. Attachment B is a FERPA Release Form that complies with these requirements.
2. Students and alumni requesting disclosures must provide proof of identity.

B. Directory Information. A college may disclose "directory information" to someone other than the student without a student's written consent. One of the primary purposes of directory information is to allow the college to include this type of information from the student's education records in certain school publications, such as on-line directories, yearbooks, Dean's list and other recognition lists, commencement programs, and sports activity materials.

1. Directory information consists of a student's:
 - a. Name
 - b. Address (to limited recipients set forth below)*
 - c. Email address (to limited recipients set forth below)*
 - d. Telephone number (to limited recipients set forth below)*
 - e. Attendance dates (semesters and sessions, not daily records)
 - f. Photograph
 - g. 8-digit student ID number (but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity)
 - h. Enrollment status (full or part-time, undergraduate or graduate, etc.)
 - i. Level of education (credits completed)
 - j. Degree enrolled for and major field of study
 - k. Participation in officially recognized activities and sports (teams)
 - l. For members of athletic teams only, height and weight
 - m. Degrees, honors and awards received.

*Address, email address and telephone number may be released only to employees of the University and its constituent colleges for the purpose of conducting legitimate University business. They may not be shared with individuals and organizations outside the University.

2. Directory information does not include a student's social security number, race, ethnicity, gender or immigration status.
3. Each college must notify its students about directory information and allow them to request that the college not disclose such information. A student may request that directory information not be released without prior written consent by completing a form to be

made available on the college's web site as well as in the Registrar's office of each college during regular business hours. Attachment C is a Directory Information Non-Disclosure Form. Students may not block release of their names, identifiers, or email addresses in classes in which the students are enrolled, and may not refuse to display student ID cards or badges.

C. Disclosure of Education Records without Prior Consent. A college may (and sometimes must) disclose personally identifiable information from an education record of a student without prior consent under the following circumstances:

- 1. Health and Safety Emergencies.** The disclosure is to appropriate parties (including the student's parents) in an emergency if the information is necessary to protect the health or safety of the student or other individuals. This exception applies where a college, taking into account the totality of the circumstances, is able to articulate a significant threat to the health or safety of a student or other individual and discloses information to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. OGC should be consulted, if possible, prior to the release of information under this emergency provision.
- 2. To School Officials.** The disclosure is to a School Official, as defined above, who has a legitimate educational interest in the record. The College must use reasonable methods to ensure that School Officials have access only to those records in which they have legitimate educational interest. A legitimate educational interest includes the need for one college to access student records maintained by another college in connection with the investigation or potential discipline of the student for alleged misconduct.
- 3. Enrollment or Transfer.** The disclosure is to an official or employee of another college or institution of postsecondary education where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer, provided that the college also gives the student written notice of such disclosure, and upon request, a copy of the record that was disclosed.²
- 4. Designated Governmental Authorities.** The disclosure is to authorized representatives of the United States Comptroller General, Secretary of Education, or Attorney General or to State or local educational authorities, in connection with an audit or evaluation of Federal or State supported education programs or for the enforcement of or compliance with Federal legal requirements which relate to those programs.
- 5. Financial Aid.** The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for purposes such as the determination of eligibility, amount or conditions, or enforcement of the terms and conditions of the aid.
- 6. Court Order or Subpoena.** The disclosure is to comply with a judicial order or lawfully issued subpoena. Before complying with an order or subpoena, the college must notify the student so that the student may seek protective action and do so by mail five business days in advance of compliance, unless a shorter period has been authorized by OGC. The notice should be sent to the last known address for the student and may also be sent to the student's last known email address.

² Providing PII from an education record to a party identified as having provided or created the record is not a "disclosure," and a student's consent is not required to do so. This exception covers situations in which a student submits a transcript, letter of recommendation or similar document which the college believes may be fraudulent. FERPA permits the college to show the document to the purported creator to verify authenticity.

There is an important exception to the requirement that students be notified in advance of compliance with a subpoena, if a subpoena is (a) a Federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response not be disclosed; (b) any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or (c) an ex parte court order obtained by the United States Attorney General or appropriate designee concerning investigations or prosecution of certain federal crimes relating to domestic or international terrorism.

- 7. Studies Exception.** The disclosure is to an organization conducting a study for or on behalf of the college, pursuant to a written agreement, to (a) develop, validate, or administer predictive tests, (b) administer student aid programs, or (c) improve instruction, so long as the study does not permit personal identification of parents and students by those other than representatives of the organization with legitimate educational interests, and so long as the information is destroyed or returned to the educational institution after the study is over.
- 8. Accrediting Organizations.** The disclosure is to accrediting organizations to carry out their accrediting functions.
- 9. Disciplinary Proceedings arising from alleged crimes of violence or non-forcible sex offenses.** The final results of such proceeding may be disclosed only in these circumstances:
 - a. The disclosure is of the final results of a disciplinary proceeding against a student whom the college has determined violated an institutional rule or policy in connection with alleged acts that would, if proven, also constitute a crime of violence or non-forcible sex offense. Only the disciplined student's name, the violation committed (including rules violated and essential finding of fact supporting the determination), and the sanction imposed may be disclosed. This applies only if the final results were reached after October 6, 1998. The release may not include the name of any other student, such as a victim or witness, absent that student's consent.
 - b. The disclosure is of the final results of a disciplinary proceeding and made to the victim of an alleged perpetrator of a crime of violence or non-forcible sex offense, even if the institution concluded that no violation was committed.
- 10. To parents or guardians of financially dependent students.** The disclosure is to a parent or legal guardian and the student is a dependent of the parent or legal guardian as defined in the Internal Revenue Code Section 152. A copy of the parent's or guardian's latest tax return may be requested as documentation.
- 11. Alcohol or substance use by those under 21.** The disclosure is to inform a parent or legal guardian of a student under the age of 21 at the time of the disclosure that the student has committed a disciplinary violation with respect to the use or possession of alcohol or a controlled substance. The determination may be made other than through a disciplinary proceeding.
- 12. Litigation and administrative proceedings.** The disclosure is made in litigation brought by the student against CUNY, or litigation by CUNY against the student and the records are relevant to that litigation. Similar disclosures are permissible where the institution must defend itself against a complaint made by the student to a government entity or an accreditation or licensing organization.
- 13. Registered Sex Offenders.** The disclosure concerns sex offenders or other individuals required

to register under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 (Wetterling Act), 42 U.S.C . 14071, and the information was provided to the college under that statute and applicable federal guidelines.

- 14. Foreign Students with F or J visas.** The Department of Homeland Security Office of Immigration and Customs Enforcement (“ICE”) is entitled to specified PII about foreign students with F or J visas: the student’s name, date and place of birth, country of citizenship, student identification number, physical and mailing addresses, current academic status, date of commencement of studies, degree program and field of study, course titles and grades, grade point average for each term, information about certification for practical training, statement of graduation or termination date and reason, number of credits completed each semester and the student’s I-20 ID. ICE representatives do not need a subpoena to obtain this information and notice to the student is not required. Upon request (which the college may obtain in writing), the school has three work days to respond to any request for information concerning an individual student. If the request concerns a student who is being held in custody, the college must respond orally on the same day. The college is allowed ten work days to respond to information about a class of students.
- 15. Students in the Foster Care System.** The disclosure concerns a student who is in a foster care placement, and the disclosure is to a representative of a child welfare agency legally responsible for the care and protection of the student such as the New York City Administration for Children’s Services.
- 16. De-identified records and information.** The disclosure is of de-identified records and information and the College has reasonably determined that the student is not personally identifiable, taking into account other reasonably available information.
- 17. To Military Recruiters (Solomon Amendment).** In accordance with federal law, educational institutions are required to disclose student recruitment information to U.S. military recruiters. This information consists of a student’s name, addresses, telephone listings, date and place of birth, level of education, academic major, degrees received and educational institution in which the student was most recently enrolled.

D. Recordkeeping Requirements. The Registrar’s office of each college shall maintain a record of each request for and disclosure of a student education record, other than directory information. For each disclosure, the record must include the parties who have requested and received personally identifiable information from the education records and the basis for obtaining the information, including, in the case of a health or safety emergency, the “articulable and significant threat” to health and safety of a student or other individuals.

E. Redisclosure of PII. A college may disclose PII from the education records of a student only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the student or the college’s authorization. Personally identifiable information which is disclosed to an institution, agency or organization, however, may be used by its officers, employees and agents, but only for the purposes for which the disclosure was made. The party to whom the disclosure is made shall be informed in writing of this requirement.

IV. PROCEDURAL REQUIREMENTS.

A. Annual Notification of Rights.

1. Each college must annually inform its current students of their rights under FERPA. While this notification does not need to be made to students individually, it must be by a means

likely to inform students of their rights, such as: in a schedule of classes, student handbook or calendar of school events, or posted at the Registrar's office at the school. This notice should also be placed on the college's web site.

2. Attachment A is a model Notification of Student Rights Concerning Education Records and Directory Information, which includes (a) a statement of the procedures for inspection and review and amendment of education records, (b) the procedure for requesting amendment of records, the criteria for determining who is a School Official, and what is a legitimate educational interest, (c) rights of appeal, and (d) directory information and how to request non-disclosure.

B. Appeal Rights.

1. A student may appeal an alleged failure by any college to comply with the requirements of FERPA to the College's FERPA Appeals Officer, and may appeal the decision of that college officer to the General Counsel within 30 days of the decision of the FERPA Appeals Officer. Attachment E is a form for appeals to OGC. It must be completed in writing and submitted with a copy of the determination of the FERPA Appeals Officer and the reasons why the student disagrees with the determination. If the FERPA Appeals Officer does not issue a decision within 30 days of an appeal or the holding of a hearing thereon, whichever is later, the student may also file with OGC.
2. The General Counsel shall render a decision no later than 30 days after the receipt of the appeal. Decisions of the General Counsel shall be submitted to the Board Committee on Student Affairs and Special Programs for its approval, and the student may submit a response.
3. Students are also entitled to file grievances about violations of FERPA with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave, SW, Washington, DC 20202-8520.

STUDENT CONCERN POLICIES AND PROCEDURES

POLICY

Medgar Evers College of The City University of New York is committed to ensuring that all students have a rich and meaningful college experience. During any academic year, the College recognizes that students may encounter issues that hinder them from being successful in their pursuit of educational excellence.

The College allows for any student, who feels they may have a legitimate concern (complaint) that is **not academic** and generally associated with college service areas such as Registrar, Bursar, Financial Aid, Admissions, etc. to file a formal Student Concern with the Office of Student Success using the following procedures:

1. The student(s) will visit the Office of Student Concern with a concern (complaint).
2. The student(s) will meet with an Office of Student Success representative, who will assess whether the student needs to file a formal Student Concern. If it is deemed necessary for a formal Student Concern to be filed, the student is given the form, which is completed by

the student and is submitted once completed. The Student Affairs representative will inform the student, if supporting documentation is needed, and if so, what type.

3. The Student Concern is then researched and reviewed.
4. The student is notified of the final decision via email (student's official Medgar Evers College email address) and a hard copy sent to the address provided by the student on the Student Concern Form.
5. All decisions regarding a Student Concern are final. With the exception of exigent circumstances (i.e., an administrative error), no Student Concern will be reviewed more than once.

TYPES OF STUDENT CONCERNS

REGISTRATION

Example: Student registers for course(s) and does not drop due to some catastrophic circumstance such as being hospitalized, fire, car accident, incarceration, domestic violence, etc. but has official documentation supporting the student's concern.

**Note that any negligence or failure on the part of the student to drop their course(s) in a timely manner will result in an automatic liability that the student is fully responsible to pay.*

BILLING AND/OR BALANCE DISPUTE

Example: Student has balance from the current, dropped before the deadline, etc. or a prior semester and indicates that they never attended.

**Note that balances are generated by registration NOT attendance. Registered course(s) that are not dropped before the first day of any semester results in financial liability to the student.*

EARLY WITHDRAWAL

Example: Student is faced with an emergency circumstance that requires their immediate withdrawal from a course(s) or full semester. Circumstances include but are not limited to sudden death of a spouse or immediate family member (Mother, father, sister, brother, child).

**Note that, before withdrawing from any course(s), students should always consult with their Professors, Academic Advisor, and Financial Aid, who can provide them with options, as well as make them aware of any consequences associated with withdrawing. Dropping a course with an official "W" grade(s) does not remove the financial liability to the student.*

ADVISEMENT

Example: Student registers for a course that does not go toward their degree and the student loses all or partial financial aid. The student then says they were not advised properly.

**Note that it is the responsibility of the student to make sure that they register for the courses recommended by the academic advisor. If the student decides to register for courses not recommended by or not in consultation with the academic advisor then, the student is responsible for any liability as a result of their registration error.*

Registrar, and in some cases, from the dean of your school or college.

Once all reports have been received, the Vice President will review the findings and make a final decision. The decision will be sent to you in writing. Please call 718-270-5010 if you have questions.



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