

**YORK** College

# YECA

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URBAN UNIVERSITY  
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# YECA

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## THE YORK EARLY COLLEGE ACADEMY

The Mission of the York Early College Academy (YECA) program at York College is to create opportunities for students to acquire the core abilities to be autonomous learners and to facilitate their successful transition from high school into post-secondary institutions. YECA provides traditionally underserved students with access to higher education opportunities and provide the academic and social supports that are needed to graduate high school having earned as many as sixty college credits towards a baccalaureate degree.



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# ADMISSION AND ENROLLMENT

## GETTING STARTED

### Admission Process

York Early College Academy students must go through the York College admission process before receiving a CUNYfirst identification number and being allowed to register for courses. This process will be conducted electronically through the York College website and requires students to provide the following data:

1. Full name of the student
2. Student's home address
3. Student's full social security number
4. Student's date of birth
5. Parent contact phone number(s) and e-mail address

### Immunization Requirements

All students are required to show proof of immunization in order to register for college classes. In compliance with New York State Public Health Law 2165, CUNY requires all students born after December 31, 1956 to submit proof of two immunizations for measles and rubella in order to attend the University. (See York College Immunization Forms)

The student (and parent, if the student is under 18 years of age) must sign a response form for meningitis indicating "Refusal to take vaccine" or "Vaccinated for meningitis." Proof of vaccination must be submitted on doctor's letterhead or immunization card. Two (2) doses of live measles vaccine (the first to be administered after 15 months of age and the second dose at least 28 days after the first), physician's documentation of measles disease, or a blood titer test showing immunity are required. Vaccinations given before 1968 are not acceptable. One (1) dose of live mumps vaccine administered after 12 months of age, physician's documentation of mumps disease, or a blood titer test showing immunity is required. Vaccinations given before 1969 are not acceptable. One (1) dose of live rubella vaccine administered after 12 months of age or a blood titer test showing immunity is required. Vaccinations given before 1969 are not acceptable.

## Proof of immunity

One of the following documents must be presented:

- Original immunization card
- Blood titer lab test
- Doctor's letterhead (stamped and signed), with dates of shots
- Official veteran's medical record
- High school/secondary immunization record (stamped and signed)
- Additional Requirements

In an effort to secure a baseline health status for each incoming student, a physical examination is also required. Annual physical examinations are important for your overall well-being and should be submitted on the anniversary date of your first submission. Forms can be secured from this office and must be stamped and signed by the medical provider.



# ACADEMICS

## ACADEMICS

The Mission of York Early College Academy (YECA) program at York College is to create opportunities for students to acquire the core abilities to be autonomous learners and to facilitate their successful transition from high school into post-secondary institutions. YECA provides traditionally underserved students with access to higher education opportunities and provide the academic and social supports that are needed to graduate high school having earned as many as sixty college credits towards a baccalaureate degree.

In order to make sure all YECA students meet the minimum definitions of “college readiness” as set by CUNY and the NYC department of Education, we will aim to ensure that students who take the Regents at YECA pass the NYS English Regents Exam with a score of 75 or higher and the NYS Algebra Regents Exam with a score of 80 or higher. While YECA overall does well in reaching college readiness standards, we see areas where we would like students to perform better, specifically with Regents exam scores and ensuring students attain minimum standards in math, science and English. How well students perform at YECA is measured under the CUNY’s and DOE’s “college readiness” metrics.

### College Course Eligibility

All students must be in good academic standing both at YECA and the College (C or better GPA). Any student failing one or more classes, having suspensions or Dean’s Referrals at the high school will not be invited back to the college for the following semester. Students who earn a grade lower than C, including W, WU, WN, and INC will not be invited back to the college for the following semester. If a student is dropped from a college course, that student will not return to the college until the following semester and the student must submit a written appeal to the high-school Assistant Principal and the College Liaison before returning.

### Placement Exams

The CUNY Assessment Tests measures competency in three areas: reading comprehension, writing, and proficiency in mathematics. Results of the tests will be used to determine students’ readiness for college-level courses, and initial course placements in English and Mathematics during their time at YECA. Currently, all YECA students participating in college courses must take the Accuplacer Mathematics test.

The ACCUPLACER Mathematics test for CUNY consists of Elementary Algebra and College-Level Mathematics. The Elementary Algebra test has a total of 12 questions of three types and the College-Level Mathematics has a total of 20 questions, there are six content areas on this test. Students who are exempt from Mathematics are still required to take the College-Level Mathematics portion for placement purposes. Students who are not exempt will begin testing in the Elementary Algebra portion and must achieve a 57 or higher to be considered proficient in Mathematics.

As placement exams can only be taken once, YECA students are scheduled to take the CUNY Placement Exams after they have completed terminal courses and taken and passed required Regents examinations.

## **Enrollment**

YECA students must be in good academic standing (see section on Academic Eligibility) in order to take college courses. Students must also submit a completed program registration form for every semester that college courses will be taken. This form will be provided each semester by the YECA Manager & College Liaison before the end of each semester. YECA students will not be able to register for college courses using CUNYfirst. Therefore, all registration forms must be submitted to the YECA Manager & College Liaison.

## **York College Identification Cards**

All students taking college course must have York College identification cards. The York College Public Safety Office schedules certain times throughout the academic year to takes pictures and generate York College identification cards. Once received, student must carry the card at all times while on campus. If you should lose your identification card, you will have to pay a \$10.00 fee to replace it. Please visit the YECA Office in AC-1D03 if you need to replace a lost or stolen identification card. All members of the campus community are required to show their identification cards when requested to do so by any Public Safety officer. Students may not be able to enter the college without proper identification.

## **CUNYfirst**

City University of New York (CUNY) utilizes a central system for admission, registration, tuition payment, financial aid and a host of other student services through CUNYfirst (fully integrated resources & services tool). CUNYfirst is an Internet-based application built on the PeopleSoft Enterprise platform. You may access this application at any location with Internet access. An Identity Management System secures all of the data. Students will be assigned a User ID and you will create your own password. Security access allows you to use all of the functionality that you need. Your access is restricted from any functionality that you do not need. For help setting up your CUNYfirst account, see the following link: (See CUNYfirst Setup)

The UserID and identification number will be used throughout students' time at YECA. This information will be used for the majority of the services that students will participate in so it is essential to have this information recorded and readily accessible.

## **York College E-mail Account**

All YECA students enrolled in college courses will have access to York College e-mail accounts. York College e-mail accounts will be used for all official communications between faculty, students, and administrators. Students may claim their e-mail account at the following link: York College e-mail account. (See York College e-mail instructions)

## **Blackboard and CUNY Portal Services**

Many of the college instructors will post course announcements and assignments electronically. Most instructors will use Blackboard for these postings. Blackboard is an enterprise learning management system. It is used to provide web-enhanced or online courses at York College. To access your course(s) on Blackboard, you need a CUNY portal account. To register for a portal account, use the following link: How to Register for CUNY Portal Account. (See CUNY Portal Account Registration)



## Grades

Grades earned for college coursework will be recorded on the college transcript which will stay with students throughout their tenure at YECA and beyond.

Students are graded on performance in College courses. Each letter grade is assigned a quality point. The scholastic index (GPA) is computed by multiplying the total number of credits earned by the numerical index values of the grades and dividing the sum by the total number of credits attempted, including courses failed. A summary of the College's academic policies is available at this website: [www.york.cuny.edu/academics/policies](http://www.york.cuny.edu/academics/policies).

### Mid-Semester Grades

At the middle of the semester, all college professors submit a mid-semester evaluation of students enrolled in their classes. These are not final grades. Its purpose is to give you an idea of how you are doing early enough so that you can seek help if you need it. We do not mail out grades for college credit bearing courses.

### Final Grades

In courses which carry college credit (with the exceptions indicated), the student is assigned a final grade or R (unless the student has permission to take the course on a pass/fail basis).

**This table indicates the index values and the suggested numerical values as a guide for instructors:**

GRADE VALUE	NUMERICAL VALUE
A+ =4.00;	97.0-100
A =4.00;	93.0-96.9
A- =3.70;	90.0-92.9
B+ =3.30;	87.0-89.9
B =3.00;	83.0-86.9
B- =2.70;	80.0-82.9
C+ = 2.30;	77.0-79.9
C =2.00;	73.0-76.9
C- =1.70;	70.0-72.9
D+ =1.30;	67.0-69.9
D = 1.00;	60.0-66.9
F, FAB, FIN, WF, WN, WU =0.00;	0-59
WA, W , WU - -	
NC - -	
P - -	
R - -	

## Passing Grades

Passing grades range from A+ to D\*. P is a passing grade but it does not affect the student's scholastic index.

\* The C-, D+ and D grades are not considered a passing grade in certain programs. Please consult individual Major Program descriptions for details.



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\* The C-, D+ and D grades are not considered a passing grade in certain programs. Please consult individual Major Program descriptions for details.

## Failing Grades

Failing grades are F, FIN, FAB, WF, WN, and WU. These grades are computed in the student's scholastic index. Effective September 1, 1990, in accordance with the resolution passed by the Board of Trustees of The City University of New York, an undergraduate student who earns an academic or administrative failing grade that is computed in the cumulative Grade Point Average may retake the course and upon successful completion of the course with a grade of C or better have the failing grade no longer computed into the G.P.A. This resolution applies to grades of C or better received for courses retaken in the Fall 1990 semester and thereafter replacing the index value of failing grades earned in courses taken in the Fall 1984 and thereafter.

The maximum number of failing credits that can legally be excluded from the computation of a student's G.P.A. is limited to 16 for the duration of the student's undergraduate enrollment in CUNY. If a student transfers from one unit of CUNY to another, the number of failing credits replaced in the previous college(s) will be subtracted from the 16 to determine how many failing credits may be replaced during the subsequent enrollment. In order for a grade of C or better to replace a failing grade in the calculations of the cumulative G.P.A., repetition of the course must take place at the same unit of CUNY where the failing grade was originally received.

If a student received two or more F's for the same course and subsequently earns a C or better, the initial F's will, subject to the 16-credit limit, not be included in the student's cumulative G.P.A., and the total number of credits of F not calculated in the G.P.A. will be charged against the 16-credit limit.

Failing grades may not be partially deleted from the G.P.A. So, for example, if a student has used 14 of the 16-credit limit, a grade of C or better only in a retaken 2 credit or two 1-credit courses may have the F grade deleted from the calculation of the G.P.A. A grade of C or better in a three or more credit course will not be eligible for this treatment.

If a student does NOT wish to have a failing grade deleted from the cumulative G.P.A., he or she must inform the Office of the Registrar in writing any time after the second enrollment in the course. The student must be in attendance at the college when the request is made. The G.P.A. calculated on the basis of this CUNY policy is to be used only for the purposes of retention at and eligibility for graduation from the College, including admission to and continuance in a major or concentration. All failing grades will be considered in the calculations for any honors.

## INC Grade

A student, who because of extenuating circumstances, has not taken the final examination and/or completed the work for the course and has a passing average may be assigned an INC grade. The student, in consultation with the instructor, has up to 10 weeks in the subsequent semester to complete the work and have the grade resolved even if they are not registered in the subsequent semester. Grade changes resolving INC grades must be received by the Office of the Registrar by the last day of the 10th week of classes of the subsequent semester (See academic calendar for exact due date). Grades received after the deadline will not be processed unless the student has obtained approval from the Committee on Academic Policy and Standards. The grade of INC is not considered in computing the academic index. However, if a grade change is not received by the Office of the Registrar within the above specified limits, the grade of INC is changed to FIN.

This grade is considered an F grade when computing the academic index. When compiling the Dean's List INC grades are calculated as F.

## **PEN Grade**

This is a temporary grade assigned to a student and used to facilitate the implementation of the procedures for imposition of sanctions related to academic integrity.

## **P/NC Grade**

Two symbols, P for pass and NC for no credit, are used as grades for Student Development 101-105 courses. These grades are not considered in computing the academic index. In addition, for the first 28 credits attempted by matriculated students, a failing grade in a non-remedial or non-developmental 100 level course will be converted to an NC grade. A student may receive an NC grade no more than twice for any particular course. A third failure to pass the course will be recorded as an F grade. The grade of NC is not removed from the student's record due to a subsequent successful completion of the course. Though the NC grade is not computed in the index for retention purposes, it is always computed as an F for graduation honors and Dean's List. Students should be aware that other colleges, universities, agencies and institutions may interpret the NC as a failure.

## **R Grade**

The R grade is used to record a failure in a remedial or developmental course. It carries no grade point value in computing the index for retention purposes. The course must be repeated until the required level of proficiency is attained but a student may receive an R grade no more than twice for any particular course. A third failure to pass the course will be recorded as an F grade. The R grade is always regarded as an F for graduation honors and Dean's List. The R grade is not removed from the student's record due to a subsequent successful completion of the course. Students should be aware that other colleges, universities, agencies and institutions may regard the R as a failure.

## **W/\*WN/WU Grade**

In the case of a withdrawal from a course, three symbols are used: W, signifying withdrawal from a course without penalty, which is recorded on the student's record after the end of the 3rd week of classes; \*WN signifying that a student never attended the course; and WU signifying an unofficial withdrawal from a course (see Procedures for Change of Program and Withdrawal from a Course).

In computing the academic index, W and \*WN are not counted, but WU counts as a failure.

## **Z Grade**

The Z grade is an administrative grade, which cannot be assigned by an instructor. It is assigned when no grade has been submitted by the instructor. It has no index value and, therefore, is not considered when computing the G.P.A.

## **WA Grade**

The WA grade is a grade assigned by administrative action and cannot be assigned by an instructor. It is assigned when the student is administratively suspended from classes.

## WA Grade

The WA grade is a grade assigned by administrative action and cannot be assigned by an instructor. It is assigned when the student is administratively suspended from classes.

It has no index value and, therefore, is not considered when computing the G.P.A.

## Repeated Courses

Credit is not granted for repeated courses that have been passed.

However, grades in repeated courses are computed in the student's index.

It should be noted that a student may audit a course as described in the procedure for auditing of courses previously indicated.

## Computation of Grade Point Average

As indicated in the following table, each grade has a numerical value, which is used in computing the Grade Point Average (GPA).

Grade=Numerical Index;	Equivalent Test Score
A+= 4.00;	97.0-100
A- =4.00;	93.0-96.9
A- =3.70;	90.0-92.9
B+=3.30;	87.0-89.9
B =3.00;	83.0-86.9
B-=2.70;	80.0-82.9
C+=2.30;	77.0-79.9
C =2.00;	73.0-76.9
C-=1.70;	70.0-72.9
D+=1.30;	67.0-69.9
D =1.00;	60.0-66.9
F, FAB, FIN, WF, WN, WU= 0.00;	0-59

The scholastic index(GPA) is computed by multiplying the total number of credits earned by the numerical index values of the grades and dividing the sum by the total number of credits attempted, including courses failed. For the purpose of computing academic index neither the credits nor the grades of W, WA, \*WN, Z, P, R, and NC are counted, while FIN, WN and WU are counted as failures.

To determine the cumulative point value or deviation value the grade C is used as the reference grade. An overall C (2.0) average is required for graduation, in addition to an overall C average in the major discipline for most majors. Please consult individual major program descriptions for details.

### Example:

English 125 (4 credits) C+ :  $4 \times 2.3 = 9.2$

Math 111 (4 credits) C-:  $4 \times 1.7 = 6.8$

Psychology 102 (3 credits) B:  $3 \times 3.0 = 9.0$

Biology 110 (3 credits) C:  $3 \times 2.0 = 6.0$

Student Development 102 (1 credit) P=Not computed in GPA

## **Total Credits for GPA=14. Total Quality Points=31**

### **Divide 31 by 14, and this student's GPA is 2.21**

To obtain your grade after each semester, you will need to create a CUNYfirst account. (See CUNYfirst Set-up) However, if you still need assistance accessing your CUNYfirst account, please visit the YECA Office. At the end of each semester you will be able to log into CUNYfirst to view your college transcript to see your grades. For official College transcripts you will need to pay a small fee. You can obtain an official transcript online through the York College Registrar's office at the following link: <https://www.credentials-inc.com/tplus/?ALUMTRO004759>.

## **Withdrawals**

Sometimes, when a student is failing a course, it may be advisable to drop it to avoid a failing grade. If you are experiencing problems in any of your College courses, contact the YECA manager immediately. Unfortunately, because many of the college courses serve as dual-credit (they also provide credit for high-school course that are needed to graduate) dropping courses may delay your graduation from High School. (See Withdrawal Policy)

## **Withdrawal Policy**

Students are withdrawn from college courses are careful consideration and consultation. Students who do not show improved performance after receiving an Academic Alert Letter may be referred to the College Liaison to seek withdrawal as an appropriate course of action. At this point, there will be consultation with the student, parent/guardian, College Liaison, and the appropriate high school administrator. During this time, both the student and parent/guardian will be informed that the withdrawal process will be undertaken and once finalized by the Office of the Registrar is permanent. Withdrawal from the course will be recorded on the student's record with a grade of "W", in accordance with CUNY's regulations. This will not affect the student's grade point average. However, withdrawal from this course may prevent the student's ability to take certain courses moving forward.

## **Procedure for Appeal of a Grade**

If a student wishes to appeal a grade that has been received, the student is asked to initially consult the instructor. Should the student desire to pursue this matter further, the student may see the chairperson of the department and finally the Committee on Academic Policy and Standards. The Committee can consider instructors' adherence to their stated standards (Instructors should keep, in department offices, available copies of course syllabi, which should include the grading practice for each course.) and documented complaints of instructor-student relations, which will be kept confidential.

The Committee cannot evaluate subject matter, evaluate competence of instructor or compel an instructor to change a grade. The decision of the Committee will be submitted in writing to both the student and the instructor as a recommendation. The instructor will notify the student if the grade is to be changed. The student may appeal the denial of the petition to the Committee on Academic Policy and Standards.



Grades are based only on work, including the final examinations, done during the semester. Grade changes will not be considered for work submitted after the semester has ended, except in cases of assigned INC and ABS grades.

Necessary forms for appeals and denials of appeals can be found in the Academic Advisement Center. There is a two-year limitation on appeals for retroactive change of transcript entry. Grades cannot be changed once a student has graduated.

## College Courses

College courses offered to YECA students are aligned with CUNY Pathways General Education Requirements, consisting of a Common Core for all CUNY students and the College Option (students in bachelor's degree programs)

### Common Core

#### **Required Core (12 credits): English Composition (6 credits): 125, 126**

Composition I and Composition II (English 125 and English 126) must be completed within a student's first three semesters (full time) or 45 credits (part time) at York. This requirement applies to transfer students who do not enter York with Composition I and II course equivalencies.

#### **Mathematical and Quantitative Reasoning (3 credits): 111, 115, 119 and 120 (taken as co-requisites), 121, 150, 184, 190.**

Choose one under advisement according to major program of study; certain programs may require additional coursework in Mathematics and Quantitative reasoning as part of the major requirements.

#### **Life and Physical Sciences (3 credits): Astronomy 141, Biology 140, Biology 201, Chemistry 106 and 107 (taken as co-requisites), Environmental Health Science 140, Geology 140, Geology 282, Pharmaceutical Science 110, Physics 113 and Physics 115 (taken as co-requisites), Physics 113 and Physics 117 (taken as co-requisites), Physics 140**

Choose one under advisement according to major program of study; certain programs may require additional coursework in Life and Physical Sciences as part of the major requirements.

### Flexible Core (18 credits)

To meet the requirements of the Flexible Core, students must take at least one course from each of the five areas and no more than two courses in any discipline or interdisciplinary field.

#### **World Cultures and Global Issues: Anthropology 101, Anthropology 223, Black Studies 202, Cultural Diversity 210, English 200, English 272, History 100, History 108, History 113, Humanities 200, Humanities 240, Humanities 350, Political Science 202, Political Science 241, World Literature 201, World Literature 205, World Literature 207, World Literature 210, World Literature 211, World Literature 212.**

#### **U.S. Experience in its Diversity: Anthropology 246, English 240, History 201, History 202, History 204, History 273, History 274, Humanities 250, Humanities 253, Journalism 284, Political Science 103, Puerto Rican Studies 241, Sociology 235, Sociology 289.**

**Creative Expression:** Anthropology 270 (cross-listed with Music 270), Anthropology 271, English 286, Fine Arts 104, Fine Arts 297, Humanities 221, Humanities 224, Humanities 245, Humanities 260, Music 101, Music 250, Music 253, Music 270 (cross-listed with Anthropology 270), Speech 101, Speech 160, Theater Arts 110, Theater Arts 210

**Individual and Society:** Anthropology 205, Anthropology 211, Anthropology 289 (cross-listed with Youth Studies 289), Anthropology 302, Cultural Diversity 100, Economics 102, Humanities 209, Humanities 304, Philosophy 103, Political Science 267, Political Science 268, Sociology 101, Youth Studies 289 (cross-listed with Anthropology 289)

**Scientific World:** Anthropology 152, Astronomy 101, Astronomy 102, Biology 110, Biology 120, Biology 130, Biology 202, Biology 234, Biology 235, Chemistry 108, Chemistry 109, Environmental Health Science 110, Geology 110, Geology 115, Geology 120, Geology 121, Health Professions General Core 102, Humanities 202, Philosophy 102, Physics 114 and Physics 116 (taken as co-requisites), Physics 114 and Physics 118 (taken as co-requisites), Psychology 102

## College Option

In addition to the 30-credit Common Core, students in bachelor's degree programs also must fulfill a College Option requirement specified by their college. The number of College Option credits is 6 to 12, depending on whether a student transferred into the college and, if so, how many credits they had at the time of transfer.

## Sequence of College Courses

The college courses offered to YECA students are part of a pre-defined scope and sequence. Below is a list of courses and general descriptions that YECA students may participate in. Please note that the number of electives or choices among courses is limited and may change based on the high-school's program and the college's availability. All pre-requisites and other eligibility requirements must be fulfilled prior to enrolling in college courses.

Each course will have a syllabus that will define specific expectations, goals, and objectives as well as a schedule of assignments and examinations. Students must pay close attention to the requirements that are contained in each syllabus, especially the policies regarding attendance and grading. Below, find the course description of some of the courses from the current sequence of college courses.

### ANTHRO 101

**Introduction to Cultural Anthropology** 3 hrs. 3 crs. Basic concepts of cultural anthropology, with illustrative material drawn from ethnographic studies of band, tribal, and peasant societies. Course sections are offered as both in class courses and as asynchronous online courses. Online sections of this course will use the Blackboard course management system. Students must have an email account, access to the Internet, and use word processing software.

### CLDV 100

**Introduction to Multicultural Studies in the 21st Century** 3 hrs. 3 crs. A study of what culture is; how it influences the choices we make; how to deal positively with conflicts that inevitably arise in working/living situations with people of diverse cultures. It is a course structured to raise multicultural awareness and fortify students' social skills in dealing with cultural differences. It includes ethnographic study of cultural groups in the U.S.A. Through the study of cultural concepts, this course develops skills in critical thinking, writing and scholarly documentation.

**Composition I: Introduction to College Writing** 3 hrs. + 1 hr. conference. hrs. 3 crs. This course introduces students to academic reading and writing practices and strategies through close reading, textual analysis, writing, and revision. Focusing primarily on expository, analytical, and academic texts, students develop their critical thinking skills and are introduced to the fundamentals of college-level research. Students will spend one hour per week in conferences, collaborative learning activities, or peer review.

## ENG 126

**Composition II: Writing About Literature** 3 hr. + 1 hr. conference. hrs. 3 crs. A composition course which takes literature as its subject matter, ENG 126 builds on the competencies developed in ENG 125, in close reading, argumentation, and writing from sources, and applies them in a new context. Students read a variety of short literary works including poetry, fiction, and/or drama, and practice responding to them in class, and writing about them both informally and formally. Students also produce a research paper related to themes or questions evoked by the literature. Students will spend one hour per week in conferences, collaborative learning activities, or peer review. This course may be offered as an online course.

## FINC 100

**Fundamentals of Personal Finance** 3 hrs. 3 crs. This course examines the fundamentals of personal finance & personal financial planning. Topics include: career planning, higher education planning, establishing and maintaining good credit, time value of money, investment options (stocks, bonds, and mutual funds), retirement planning and tax planning.

## FINC 101

**Fundamentals of Financial Planning and Wealth Management** 3 hrs. 3 crs. This course examines the foundations of financial planning & wealth management. Topics include: time value of money, investment options (stocks, bonds, mutual funds, commodities), budgeting, cash-flow management, credit leveraging, retirement planning, estate planning, tax planning, higher education planning and health care planning.

## MATH 104

**College Algebra** 4 hrs. 3 crs. Basic concepts of sets, algebra, graphs and functions; linear, rational, exponential, and logarithmic functions and their applications. Preq: Placement via the CUNY math placement exam or by the department. Coreq: Placement via the CUNY math placement exam or by the department.



## MATH 111

**Introduction to Statistics and Probability** 4 hrs. 4 crs. Elements of statistics, graphs, frequency distributions, measures of central tendency and measures of dispersion; elementary probability theory, counting, binomial and normal distributions. Preq: MATH 102, the equivalent, or placement exam.

## MATH 115

**Quantitative Methods for Decision Making** 4 hrs. 4 crs. Functions, systems of linear equations, matrices, elementary linear programming; elementary calculus; mathematics of finance; and related topics. Preq: MATH 102, the equivalent, or placement examination.

## MATH 119 & 120

**Computer Algebra System** 1 hrs. 1 crs. An introduction to computer algebra systems such as MAPLE. Basic functions of the system will be introduced, and then they will be used to explore various pre-calculus topics. **Pre-Calculus** 4 hrs. 4 crs. Advanced topics in algebra, functions and graphs, inverse functions, composite functions, polynomial and rational functions, trigonometry, exponential and logarithmic functions.

## MATH 121

**Analytic Geometry and Calculus I** 4 hrs. 4 crs. An introduction to calculus and analytic geometry; emphasis on theory as well as techniques and applications; functions, limits, differentiation, integration; applications; lines, conic sections, and graph sketching. Preq: MATH 119 and MATH 120.

## PSY 102

**Introductory Psychology** 3 hrs. 3 crs. Basic concepts and methods of contemporary psychology emphasizing the biological basis of behavior, learning, cognition, consciousness, development, stress and personality, abnormal behavior, group behavior, and social interaction. One or more field trips may be required.

## SOC 101

**Introductory Sociology** 3 hrs. 3 crs. This course is an introduction to the basic premises of sociology; the role of social factors as a determinant of human behavior; the formation and function of social institutions and the logic of sociological inquiry. The broad areas covered are the study of sociology, the individual and society, structures of power, social institutions and social change in the modern world. Preq: Passing grade on writing and reading tests. This course may be offered as an online course.

## SPCH 101

**Fundamentals of Speech Communication** 3 hrs. 3 crs. This course introduces students to the speech communication discipline through intrapersonal, interpersonal, and public speaking levels of speech communication. In addition, this course will illustrate persuasion and group communication as a means of making decisions in contemporary society; social problems and the formulation of propositions; the effective use of evidence, inference, motivation, and argument, with special attention given to advocacy and critical refutation; effectiveness in oral communication is stressed through speaking and discussion.

## SPCH 160

**Fundamentals of Oral Interpretation: Prose and Poetry** 3 hrs. 3 crs. Appreciating and sharing the literary experience through reading aloud; analysis and evaluation of various selections in order to apply the basic techniques of reading aloud.

## TA 110

**Introduction to the Theatre** 3 hrs. 3 crs. Theatrical theory in historical context beginning with the Greeks. Including written play analysis and the application of this analysis to concepts of lighting, costuming, scene design, and performance. At the end of the semester students participate in a short class production. Field trips may be included and outside speakers may be invited.



## **Textbooks**

As anyone who has ever attended college knows, college books are expensive. To support YECA students, we provide books on loan. To receive a book on loan, you must return a signed textbook rental agreement form and visit the YECA Office at York College to pick up your textbook(s). Textbooks must be returned to the YECA Office on the date specified on the textbook rental agreement form. Failure to return the textbooks by that date will result in being billed for the full price of a new textbook in addition to a \$10.00 per week late fee for each textbook. Students who do not return textbooks within two weeks of the due date will have their name submitted to the Office of the Registrar to initiate a Hold of grades and transcripts on the student's record. This hold will remain until the textbook(s) and related items are returned and all related fees are paid in full.

## **Academic Alert**

The Academic Alert Letter is one of the tools that we use to ensure that parents are aware of their child's performance and that the student receives the academic support needed for success in their college courses. The letter is composed after faculty members identify students as having excessive lateness, low exam scores, difficulty with course comprehension, or behavioral issues. The goal is to have these students identified before the end of the drop period in the semester. The letter recommends a course of action, usually tutoring or conversations with faculty to submit outstanding coursework. The parent is also informed that a decline in academic performance has occurred. This decline can lead to poor or even failing grades which can negatively impact the student's grade point average. Failure and a resulting low grade point average will also impact your child's ability to continue their studies at York College.

Prior to the parent being notified, the College Liaison meets with the student for a discussion about academic performance. At this time tutoring options that are available in the academic department as well as through the Academic Achievement Center are discussed. The College Liaison monitors the student's progress to ensure that the student adheres to the academic support plan discussed.

## **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 from the College.

Some examples of academic dishonesty include Cheating (e.g., using notes during a closed book exam; changing graded exam and returning it for more credit, etc.), Plagiarism (e.g., using another person's words without quotation marks and footnotes attributing the words to their source; internet cut & paste techniques without proper attribution, etc.), Obtaining Unfair Advantage (e.g., stealing, reproducing or circulating examination materials; depriving other students of access to library materials, etc.), and Falsification of Records and Official Documents (e.g., forging signatures of authorization; falsifying information on an official college document, etc.). Under this policy all faculty members need to promptly report all incidents they consider to be academic dishonesty on the College's Faculty Report Form and shall submit the Form to the College's Academic Integrity Officer.

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 possible prior to making a determination triggering submission of a Faculty Report Form. If the student agrees to the allegations/proposed sanctions by signing the form, the Academic Integrity Officer will file the form and notify the student that a copy has also been sent to the Dean of Student Development. If the student does not agree to the allegations/proposed sanctions, there will be a follow-up investigation and proceedings before the College Academic Integrity Committee, during which the student will have an opportunity to be heard, the right to present witnesses on his/her behalf, and the right to question the faculty member accusing him or her of academic dishonesty. (See Academic Integrity Policy)



# STUDENT RESOURCE

## DIRECTORY OF STUDENT SUPPORT SERVICES

### Academic Advisement Center AC-2C01

The **Academic Advisement Center** is dedicated to furthering the educational mission of York College by assisting students to be academically successful. Academic advisors support students to successfully transition to the College, explore life and career goals and develop an academic plan. Academic advisement is a collaborative teaching relationship among academic advisors, students, faculty and the College community. Advisors support students to become self-directed learners and persist to graduation and beyond. Students should consult this office in preparation for continuing their collegiate careers beyond YECA. This office can assist with understanding York College programs, policies, procedures and resources; exploration of various majors, and where they can lead after graduation.

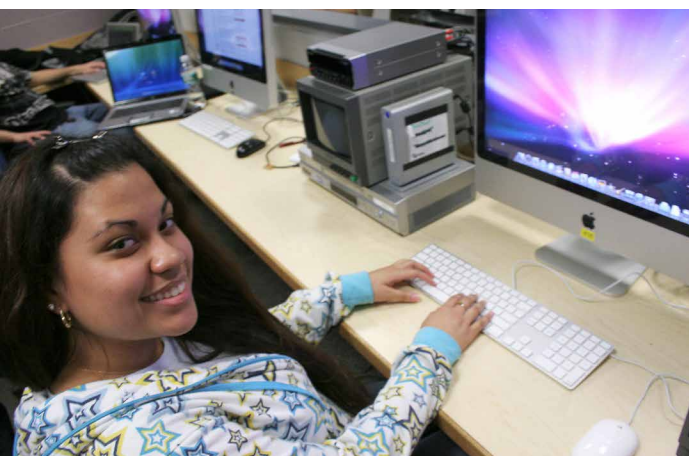
### Academic Computing and Educational Technology

**AC-2E03A, AC-2E04, AC-2F06, AC-3E03B, AC-3G01, CL-201.**

The Center for Academic Computing and Educational Technology affirms its support of the York College Mission to “Prepare students to develop technological literacy and skill.” Our commitment is to maintain existing programs and developing new programs that encourage the use of computers and other technologies. The Center’s academic computing literacy program is committed to providing all York College students the opportunity to achieve a level of computer literacy that will broaden their knowledge base and prepare them to enter the job market with a competitive edge. Its academic support program is committed to the integration of technology in York College academic programs, both in the liberal arts and professional programs.

Students with validated York College identification cards are permitted to use the labs. Instructors will provide class rosters at the beginning of the semester. At the beginning of the semester, lab staff will update lab use stickers on all validated York College identification cards. Students required to use lab disks will surrender their York College identification cards to obtain the disks. All other students will show their York College

identification cards and sign in to be allowed to use the computers. Students are not permitted to bring friends or family members to the labs. No one may enter the Control Room area without the consent of the lab staff. Do not install programs or save data on the hard disk drive without consent of computer staff. The lab is not responsible for the damage or loss of files, or any other personal belongings.



**Students may visit and check the days and hours of availability.**

### **Career Services AC-3M01**

The Office of Career Services at York College is committed to the principle that the development of any person's career takes place over most of his/her lifetime. A person should not expect to remain in one occupation or career for the duration of their adult life. It is important that one

learns to take charge of their career development. This office focuses on providing career development assistance in a partnership effort involving students, faculty, business, industry and a wide variety of community agencies and leadership organizations. The professional staff is available to help individuals increase self-understanding of their abilities, interests, values and goals. In addition, students are taught how to research careers and effectively utilize the latest technological tools for that all important job search.

### **Collaborative Learning Center AC-1C18**

The Collaborative Learning Center (CLC) is the result of a merger between the Academic Achievement Center and the Writing Center, in an effort to centralize tutoring services across campus. The CLC supports students academically at all levels and in all disciplines, except Physics and Chemistry. The Center is staffed by College Reading and Learning Association (CRLA) certified tutors and CUNY Graduate Center Writing Fellows.

### **Counseling Center AC-1G03**

The Counseling Center at York College advances the missions of the Division of Student Development and the College by providing opportunities for students to define and to actualize their potential toward personal, educational, and career goals through individualized, evidence-based, and culturally sensitive counseling services. Students come to the counseling center for a variety of concerns. Some include academic problems, relationship problems, family problems or difficulties adjusting to college life. All counseling is held in the strictest confidence as mandated by law. Student counseling records are kept separate from other college files. Students are free to come to the Counseling Center on a walk-in basis. After the first meeting the counselor may suggest a follow-up appointment.

### **Emergency Procedures**

YECA students should register their contact information on the CUNY ALERT system on the CUNY website: [www.cuny.edu](http://www.cuny.edu) to ensure you are included in the CUNY emergency contact database. If it becomes necessary to cancel classes and or close the college due to severe weather conditions, radio stations will broadcast a message. In case of different closings, students attending classes at YECA must follow the NYC Department of Education information.

### **Health & Physical Education Complex and Main Gymnasium**

Unfortunately, because you are not a fully matriculated student you will not be able to use the Gymnasium at York College. However you can find out what team sports or after school programs the high-school has available to you.

### **Information Technology Service Delivery Unit**

The Service Delivery Unit at York College is your main contact point for all IT and Non-IT requests. We are committed to maintaining outstanding levels of excellence in servicing all of your requests. We are comprised of Service Desk Analysts, Computer Systems Field Support Specialist and Telecommunication Support. Additionally we represent all other groups in Information Technology responsible for maintaining the entire technology infrastructure at York College. You can reach the IT personnel at [helpdesk@york.cuny.edu](mailto:helpdesk@york.cuny.edu) or at 718-262-5300.

### **Library AC-3G05**

The Library is the locus of York College's intellectual community. With over a hundred online licensed databases, over 240,000 print books, 250,000 e-books, 765 titles in microfilm, 90,000 microfiche cards, 50 current titles in print periodicals, and tens of thousands of full-text journals online, the Library is here to assist with your research needs. For information about utilizing the Library's resources, please see the following link: <https://www.york.cuny.edu/library/tutorials/use-the-library-s-e-resources-from-off-campus/view>

In order to promote a quiet and safe environment for York students, faculty and staff, the Library requests the following:

- Please keep conversations to a quiet minimum. Students working in groups are encouraged to use Library Group Study Rooms.
- Cellphones must not be used in the Library. Patrons may leave cellphones or pagers on vibrate - but must leave the Library to place or receive calls.
- To maintain cleanliness and prevent damage to Library's print and electronic resources, food and drink are not allowed. However, students may bring in water bottles.
- To provide equal opportunity in the use of computers and group study rooms, you may not "reserve" them by leaving your jacket, book bag, or other personal belongings.

### **Mathematics Learning Center AC-3E07C**

The Math Learning Center (MLC) will help you with any level of Math, including help with homework, course work and projects. You can work alone or in small groups. The Department of Mathematics & Computer Science operates a Math Learning Center staffed by experienced undergraduate students. It is intended mainly for students who are taking undergraduate courses such as MATH 104, 111, 115, 119, 120, 121, 122, and CS 172, 291. It provides a welcoming environment in which to work on homework or prepare for exams, with expert help at hand as needed. The MLC offers Table tutoring, Drop-in tutorial and 1-to-1 tutoring for various Math and Computer Science courses. Students can work with a tutor in small group sessions as well as 1-to-1.

### **Men's Center AC-3M02**

The purpose of the York Male Initiative Program and Men's Center is to provide a system of support through various resources that contribute to the improvement of enrollment and graduation rates of male students. The Center has two primary goals. One is to support the College's recruitment efforts from various areas in the community, and the other is to provide services that support student's persistence to graduation. The cornerstone of the program is our Mentoring Program, which gives students the opportunity to interact with other role models including our faculty and staff.

### **Women's Center AC-3C01**

The mission of the Women's Center is to provide supportive services for the growth and development of women students as they pursue their academic and career goals. The Center accomplishes its mission through informational seminars, workshops, colloquia and conferences which focus on diverse topics. Further, the Center has become a venue for informal discussions on the dynamics of male and female relationships designed to facilitate a greater understanding of each other.

# HELPFUL STUDENT TIPS

## Reading and Writing Resources

Links to online sources of help with reading, writing, and study skills. Compiled and annotated by Karin A. Wolf.

### “ESL Resources” from the Hunter College Reading and Writing Center

([http://rwc.hunter.cuny.edu/reading-writing/resource-links\\_esl.html](http://rwc.hunter.cuny.edu/reading-writing/resource-links_esl.html)):

There are extensive links to a variety of sources. The site provides two lists of resources – one for students and one for teachers.

### “MLA Tutorial” from the Hunter College Reading and Writing Center

([http://library.hunter.cuny.edu/tutorials/mla/mla\\_tutorial.html](http://library.hunter.cuny.edu/tutorials/mla/mla_tutorial.html)):

This tutorial includes information on how to weave source materials into your writing, how to cite sources in text, how to write a Works Cited list, and how to format a paper. The information is based on the 7th edition of the MLA Handbook.

### “Handouts” on Reading and Writing from the Hunter College Reading and Writing Center

(<http://rwc.hunter.cuny.edu/reading-writing/on-line.html>):

This site contains printed information on many different aspects of reading and writing, including the writing process, the documented essay or research paper, writing for English courses, writing for various disciplines and tasks, business writing, and grammar.

### CUNY Write Site

(<http://writesite.cuny.edu>):

Here you can find information on writing projects, writing for work, writing for exams, and grammar and style.

### Purdue OWL

(<http://owl.english.purdue.edu>):

The Purdue Online Writing Lab provides extensive information and materials about writing, including research, grammar, ESL, and business writing

### Daily Grammar

(<http://www.dailygrammar.com>):

This site has an archive of hundreds of grammar lessons with quizzes and answers. It also has a glossary of grammar terms.

### English Grammar Tutor

(<http://englishgrammartutor.com/grammar%20book.htm>):

An eleven chapter online grammar book focusing on sentence structure and punctuation.

### Grammar Bytes! Interactive Grammar Review

(<http://chompchomp.com>):

This site offers grammar lessons, interactive exercises, and handouts for use by teachers and students.

### Glossary of English Grammar Term

(<http://www.usingenglish.com>):

The site has many resources for ESL students and teachers, including a grammar glossary, lessons on correct usage of English, and quizzes.

### Help for ESL Students

(<http://umaine.edu/wcenter/resources/>):

There are links to writing sites, including a link for ESL students with many tutorials and lessons.

## **New York Times Learning Network**

(<http://learning.blogs.nytimes.com/>):

The New York Times provides a short quiz each day based on articles that appear in the newspaper. It is very good practice for building reading skills. There are links to the articles where the answers can be found. There are also links on the index page to a “Word of the Day” and many other learning tools.

## **Parts of Speech**

(<http://www.einfoweb.com/grammar/>):

There are grammar exercises and worksheets and much more.

## **Online Writing Project**

(<http://cai.ucdavis.edu/trc/trcdefault.html>):

An organized collection of grammar handouts and writing guides from English departments at various American colleges.

## **Webgrammar**

(<http://www.webgrammar.com/>):

This site provides a variety of resources and links for writers.

## **Math Workshops**

Every York student is required to complete one or more courses in Mathematics. The MLC strives to foster the academic growth of all York students by helping them succeed in their Mathematics and Computer Science classes. We provide workshops in all gateway Mathematics Courses.

### **The Center provides Final Review Workshops for the following courses:**

1. Math 104 (College Algebra)
2. Math 111 (Introduction to Statistic and Probability)
3. Math 115 (Quantitative Methods for Decision Making)
4. Math 120 (Pre-calculus)
5. Math 121 and Math 122 (Analytic Geometry and Calculus I and II)

These workshops are taught by MLC tutors who work for the center or Professors who volunteer to help our students for their final exams.

## **Technology Workshops for Students**

The Information Technology Department provides many technological services to York students. These services are critical for students to succeed in achieving their academic goals. All IT services are accessed through four accounts: the CUNYfirst account, the CUNY Portal account, the York Network account and the Live@York Email account. Students are required to log on to their York Network account to use any computer on campus. They will need to use their York College email to receive all official electronic College communications. They need to log on to the CUNY Portal account to access Blackboard course sites. In addition, each student will receive 1 GB storage associated with his/her Network account, 500 pages of printing each semester for free, and many more benefits. Please see the following link for the workshop schedule, <https://www.york.cuny.edu/it/acet/academic-technology-workshops/blackboard/student/workshops>.

## Tips for Studying and Test Taking

<http://www.howtostudy.com/>

Discover proven ways to study not just harder but smarter. Learn how you can create a detailed study plan, maximize the time you spend studying, take meaningful notes, and save time when preparing for exams—all while keeping stress levels low and your grades high.

<http://academictips.org/>

This web site contains college study tips, tricks, skills and guides to help you manage your time, take better notes, study more effectively, improve memory, take tests, and handle the stresses of college life.

<http://www.palgrave.com/studentstudyskills/page/learning-strategies/>

Full of study tips and ways to get organized for studying and improving critical thinking skills.

<http://www.educationcorner.com/test-taking-strategies.html>

You must adapt test-taking strategies to the specific type of test you're taking. The following strategies will help prepare you for taking tests.

<http://huntingtonhelps.com/>

Improve Test Taking Skills





# Policies

## **POLICIES**

Listed in this section are a few policies for York Early College Academy students. Please be advised that any proceedings, formal complaints, and appeals must be brought to the attention of the YECA Manager & College Liaison. The complete list of York College and City University of New York policies can be found on the college website at <https://www.york.cuny.edu/president/legal>.

### **Academic Integrity Policy**

In June 2011, the CUNY Board of Trustees adopted a revised policy on Academic Integrity. The initial policy, adopted in June 2004, is enhanced through this provision which provides definitions and examples of various forms of academic dishonesty, and outlines as well, a framework, with some options, for procedures that each College should implement.

The revised policy reflects evolving legal requirements and provides broader due process protections to students who deny the allegations of academic dishonesty where academic but not disciplinary sanctions are sought. The revised policy continues the practice of having Article XV Committees hear cases involving disciplinary sanctions.

### **Definitions and Examples of Academic Dishonesty**

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is an exhaustive list:

- 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 use of commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.



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

**The following are some examples of plagiarism, but by no means is this, an exhaustive list:**

- Copying another person's actual words 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.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various
- Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.
- The following are some examples of obtaining an unfair advantage, but by no means is this an exhaustive list:
- 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.
- Falsification of Records and Official Documents
- The following are some examples of falsification, but by no means is this an exhaustive list:
- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

## **Attendance**

All YECA students are required to check in and check out at the college at the College Liaison's office. Students missing the check-in and check-out procedure will be marked absent.

Students are expected to attend each college class meeting even in the event of days throughout the academic year where Department of Education schools are closed and York College is open. YECA students are expected to attend class. Please follow the York College Academic Calendar closely: <https://www.york.cuny.edu/registrar/calendar>. (See Academic Calendar 2015-2016)

Lateness is not acceptable in college courses. Three or more times late to class will be considered an absence. Please make every effort to be on time to class. If there is a valid reason for an absence or lateness, please notify your professor and the YECA Manager & College Liaison as soon as possible.

If you become injured or sick during the semester you are taking a college course and are unable to continue attending the class, the YECA Manager & College Liaison must be contacted immediately as you may have to withdraw from the class or if your instructor is agreeable s/he may arrange for you to receive an INC grade. You will then have until the tenth week of the following semester to complete your course work.



## CUNY Student Sexual Misconduct Complainants' Bill of Rights

The City University of New York Student Sexual Misconduct Complainants' Bill of Rights CUNY students who experience campus-related sexual harassment or sexual violence, including sexual assault, stalking, domestic violence, intimate partner violence or dating violence, are entitled to the following rights:

- To be provided with confidential on-campus counseling, and to be notified of other available services on- and 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 them to continue their education without undue stress or trauma.
- To have their complaints handled respectfully by the campus, to be informed about how the campus will protect their privacy and confidentiality, and to have any allegations of retaliation addressed by the campus.
- To file a criminal complaint and to seek an Order of Protection, with the assistance of the college, if they so choose.
- To make a formal complaint at the campus as the first step in the disciplinary process against the respondent(s).
- To have their 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.
- To report incidents of sexual harassment or sexual violence that they experience while under the influence of alcohol or drugs without receiving discipline for their alcohol or drug use, if they agree to complete appropriate education or treatment as the circumstances warrant.
- 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 their choice, including an attorney, to present evidence, call witnesses, cross-examine witnesses, receive notice of the outcome of the hearing, and to appeal from the decision.

## Title IX

CUNY is committed to preventing and addressing sexual harassment and sexual violence throughout the CUNY community. People at every level of CUNY and at every CUNY campus are working together to find effective ways to help students who have experienced sexual harassment, including sexual violence, and to foster a culture that does not tolerate sexual misconduct.



York College is committed to maintaining a fair and equal environment for both its employees and student body, consistent with the requirements of Title IX of the Education Amendments Acts of 1972, which state that: “No person in the United States shall, on the basis of sex, be excluded from participation in, denied the benefits of, or be subjected to, discrimination under any education program or activity receiving Federal financial assistance...”

Anyone – of any gender, sexual orientation, religious affiliation, citizenship status, race, class or educational level – can suffer from sexual harassment, including sexual violence. We want to make sure students understand their rights related to sexual harassment and assault. Any student who believes he or she has been discriminated against on the basis of gender may direct all inquiries, concerns and complaints to the Title IX Coordinator, Alicia Franqui (afranqui@york.cuny.edu).

## Student Conduct

### Henderson Rules to Maintain Public Order and Campus Codes of Conduct

City University of New York’s policy on student conduct that all students are expected to abide by:

**RESOLVED, that The City University,** in compliance with Chapter 191 of the Laws of 1969 hereby adopt the following rules and regulations for the maintenance of public order on college campuses and other college property used for educational purposes.

### **RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129A OF THE EDUCATION 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 freedoms; 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 City University of New York.



## **With respect to enforcement of these rules and regulations we note that the bylaws of the CUNY Board provide that:**

The president, with respect to his educational unit shall: a. have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction; b. be the advisor and executive agent to 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 any of its committees and the policies, programs and lawful resolutions of the several faculties; c. exercise general superintendence over the concerns, officers, employees, and students of his educational unit.

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he/she interfere with the institutions educational process 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.
2. 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.
3. Unauthorized occupancy of the 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.
4. 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.
5. 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.
6. Action may be taken against any and all persons who have no legitimate reasons 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 their rights or interferes with the institutions educational processes or facilities, or the rights of those who wish to avail themselves of any of the institutions instructional, personal, administrative, recreational and community services.
7. Disorderly or indecent conduct on university/college-owned or controlled property is prohibited.
8. No individual shall have in his possession a rifle, shotgun or firearm or knowingly have in his possession any other dangerous instrument or material that can be used to inflict bodily harm on any 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 an individual or damage upon a building or the grounds of the university/college.

9. It is a violation of acceptable standards of conduct at the college, and it is prohibited for any individual, group or organization to engage in the practice of hazing. Hazing is defined as 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.
10. In accordance with the policy of The City University of New York, the college prohibits sexual harassment of employees or students

## **York Early College Academy Student Contract**

The mission of York Early College Academy (YECA) is to ensure all of our students graduate high-school on time with a Regents or Advanced Regents Diploma; earn college credits; and are college and career ready. York College and the York Early College Academy are committed to every students having the opportunity to enroll in college level courses and gaining the academic support needed to be successful.

As a YECA student enrolling in classes at York College, you assume an obligation to conduct yourself in a manner compatible with the functions of the college as an institution of higher education. YECA instructors, counselors, and the YECA Manager will provide guidance as you transition to college classes at the College campus. As a student at YECA, you are not only a high school student; you are also a college student.

### **I understand and agree to the following:**

1. As a YECA student taking college classes, I am choosing to complete college level course content at the College. I agree to act appropriately, recognizing that college course materials contain adult material and that the student body at the college includes students of all ages and backgrounds.
2. I understand that the college courses offered to me are part of a pre-defined scope and sequence. I understand that the number of electives or choices among courses is limited by the school's program. I also understand that I must meet all pre-requisites and other eligibility requirements prior to enrolling in college courses.
3. I understand that I must be in good academic standing both at YECA and the College (C or better GPA). Any student failing one or more classes, having suspensions or Dean's Referrals at the high school will not be invited back to the college for the following semester. Students who earn any grade lower than C, including W, WU, WN, and INC will not be invited back to the college for the following semester. If a student is dropped from the college in the spring semester, that student will not return to the college until the following academic year, and the students must submit a written appeal to the high-school Assistant Principal and the YECA Manager before returning.
4. I understand that grades that I earn in my College courses will be a part of my college transcript which will stay with me throughout my tenure in the college. As a student taking courses, I am subject to the College's policies regarding grades and academic standing. A summary of the College's academic policies is available at this website: [www.york.cuny.edu/academics/policies](http://www.york.cuny.edu/academics/policies).

5. As a student taking courses at the College, I understand that there is a zero-tolerance policy regarding any behavior that disrupts the classroom at any time. If I engage in any disruptive behavior, I will be withdrawn from the course. Specifically, I understand that:
  - a. If a professor indicates that I disrupted class two or more times, I will be withdrawn from the course and may face immediate dismissal from all college courses.
  - b. If I leave the classroom and do not return, it is considered an absence from the college, and may result in an immediate dismissal from the college or detention at the high school.
  - c. If I am withdrawn from a course after the "W" deadline, I will receive a "WU" in that course, which will lower my overall college grade point average.
  
6. As a student taking college courses at the College, I will adhere to the College attendance and lateness policies as detailed on the College website. I understand that as a YECA student, three unexcused absences will result in an immediate dismissal from all my college courses. I also understand that if I am late three times, it will be equal to one unexcused absence, and being late nine times will result in an immediate dismissal.
  
7. I understand that all YECA students must check in and check out at the College at the College Liaison's office. Students missing the check-in and check-out procedure will be marked absent.
  
8. I understand that I have the ability to seek support for my college courses from a variety of resources, including the YECA Manager, the College Tutoring and Writing Centers, Instructors' Office Hours, the College Library and any Teaching Assistants assigned to my courses. I understand that it is my responsibility to seek out help when I need it, and that college instructors are less likely to contact me if I am falling behind or struggling in a course. I understand that teachers and counselors at YECA are also available to help with college credit courses.
  
9. I understand that YECA and/or the College will provide me with all necessary textbooks and course materials for the duration of the semester. I agree to return all textbooks and course materials at the end of the semester in good condition. I further understand that if I lose or damage a textbook or other course materials, that I will be required to reimburse the program for the full replacement cost of the materials. Students must not have any outstanding balances at the College or high-school.
  
10. All College policies pertain to me, and no exceptions will be made for me because of my age. I will refer to the College website for all policies and procedures.
  
11. I understand that York College e-mail accounts will be used for all official communications between faculty, students, and administrators.

## York College Procedure for Handling Student Complaints

York Early College Academy students should bring any issues concerning instructional or support staff to the attention of the College Liaison first. The procedure for handling student complaints about faculty conduct in formal academic settings was adopted by the Board of Trustees effective February 1, 2007. The University and its Colleges view academic freedom as being very important, but at the same time want to recognize their responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom. Examples might include inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff. Thus far, there are a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination.

**Informal Resolution:** Students are encouraged to attempt to resolve complaints regarding grades informally with the faculty member. For example, make an appointment to meet with the faculty member during office hours, or when appropriate, with the academic dean.

**Formal Complaint:** In an effort to make the formal complaint process seamless, the following documents were developed to be used where there is a complaint filed by a student.

- a. The student may file a written complaint with the department chairperson (“Fact Finder”). The formal complaint has to be filed within thirty (30) calendar days of the alleged conduct unless there is good cause shown for delay. The complainant should be as specific as possible in describing the conduct complained of. The complaint should be filed on the Student Complaint Form. (See Student Complaint Form)
- b. The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint.
- c. The Fact Finder meets with the complaining student and faculty member, either separately or together, to discuss the complaint and try to resolve it.
- d. If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, establish that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer, the chief student affairs officer, and the Office of Legal Affairs and Labor Relations.
- e. At the conclusion of investigation, the “Fact Finder” shall issue a written report setting forth his or her findings and recommendations. A copy of the report shall be sent to the complainant, the faculty member, the chief academic officer, the chief academic student affairs officer, and the Office of Legal Affairs and Labor Relations. The process should be completed within 30 days after date it was filed.

***\*The link to the full text on the procedure for handling student complaints about faculty conduct in formal academic settings is available on the CUNY portal or the York College’s Student Development.***