CUNY Catch Handbook
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WELCOME!!!!!!!!!!!!!!!!

On behalf of the CUNY Catch Program staff, I would like to welcome you to LaGuardia Community College. We hope that you will find our program to be warm, respectful, intellectually stimulating and challenging as well as safe. You should use this Student Handbook as a guide for understanding what services we offer, what behavior we expect of you, what will happen if you violate our rules and regulations, your rights and responsibilities, other available resources, and information about the College’s credit program.

We see our role in the program as helping you to make the transition from Riker’s Island or from unsuccessful experiences in the New York City public schools to CUNY Catch. But our work does not end there. Once you enroll in our program, our goal will be to help you make the transition from CUNY Catch to College and the world of work. Hopefully, we will succeed in our role ands our goal by your active participation in our academic activities and support services, and by the respect and discipline you demonstrate while you are enrolled in CUNY Catch.

To a great degree, your success in the program will depend on the physical, emotional and moral support you receive from your parents/guardians, families and friends. Their role will be to help you remove obstacles and distractions to ensure that you get here on time every school day. They will have to make the personal sacrifices to give you space and quiet time to study after school. We need to remember these significant people and give them credit for our successes.

The Struggle Continues

John Chiarkas        Samuel E. Farrell, II
Program Director     Administrative Director
CUNY Catch Program
LaGuardia Community College of the City University of New York (CUNY) is named for Fiorello H. LaGuardia, New York City's New Deal mayor, who united and inspired a city of immigrants. Located at a transit hub that links Queens, the most ethnically diverse borough, with the world center of finance, commerce and the arts, the college provides access to higher education and serves New Yorkers of all backgrounds, ages and means. LaGuardia Community College is one of 17 undergraduate colleges of the CUNY. Since admitting its first 540 students over 25 years ago, LaGuardia has continually supported the principles of open access and equal opportunity for all. Today, the college has nearly 11,000 students.

LaGuardia serves the growing neighborhoods of western Queens, as well as the greater New York City metropolitan area and world. With over 100 nations represented in our student body, many of students are recent arrivals to United States or have traveled here from their home countries specifically to study at LaGuardia. The college through an array of academic disciplines, serves student in both degree and certificate programs. Our 30 academic major and two certificate programs meet the needs of all student, whether they plan to continue study toward the baccalaureate degree at a four year college or are seeking to immediately embark on a career.

Upon the successful completion of either a career or transfer program, the college grants one of the following degrees: Associate in Arts (A.A.), Associate in science (A.S.) or Associate in Applied science (A.A.S.)

LaGuardia promotes the dynamic interplay between the classroom and the work place through the offering of our groundbreaking program in cooperative education. Through co-op internship, students blend professional and humanistic learning and hone the array of skills necessary for a full time life of work, service and personal growth.

Long committed to collaboration between colleges and secondary school, LaGuardia host four model high schools on campus—a constructive partnership between the colleges and New York City Department of Education: Middle College High School, the International High School, The Robert F. Wagner Institute for Arts and Technology and the Frank Sinatra High School (temporary).

Whether by traditional means or via the information super highway, LaGuardia continues to provide access to higher education and meaningful employment for those populations in New York City that have often been neglected: ethnic minorities, women, and the disabled, the poor and recent immigrants.
B. The Division of Adult & Continuing Education

The Division of Adult & Continuing Education at LaGuardia Community College is the largest in The City University of New York. The mission of the Division is to serve as a force for educational, social, and economic advancement in the community and city.

The Division responds to the educational needs of a variety of adults students-man and woman who attend classes after a day of work to get the education needed for a new career or to complete for better jobs, older adults seeking productive use of retirement years, veterans, recent immigrants and other with broader life experiences than those of the traditional student who enters college directly upon graduation from high school.

To meet the special needs and to accommodate the unique contributions of adult students, The Division of Adult and Continuing Education offers a variety of no-credit Programs which reflect the diversity of adult interests and needs in New York City generally and western Queens in particular.

Students may enroll in any of the following types of courses:

- Non-credit courses for personal and professional development;
- Non-credit courses for educational preparation. Professional development, and leisure pursuit; and
- Program for special. Populations including children, youth, deaf adults, visually impaired adults, veterans, unemployed and underemployed men and women, homeless, heads of households, and non-English speaking adults.

Students enrolled in the Division's program come from diverse cultures, ages, ethnicities, educational and economic backgrounds. No single profile of a Continuing Education student exists except that each enrollee recognizes a need for further education, training or retraining to achieve his or her goal. Divisional student represent the entire spectrum of educational achievement from the highest achievers to the undereducated, and many have special needs. These learners enroll in a vast array of non-credit and specially developed credit programs.

The Division's staff is known for its unwavering dedication, enthusiasm and sense of advocacy, for being risk takers, and for not being afraid to deal with challenging populations, particularly those who have been disenfranchised. We have been pioneers in collaborative efforts with other divisions in the college and with other educational institutions. We are educational advocates for the populations we serve.

Each year some 22,000 students take advantage of the Division's non-credit courses both on and off campus.
PART II. THE CUNY CATCH PROGRAM

A. Description

CUNY Catch is a transitional program, initiated by LaGuardia Community College to serve adolescents attending high school on Rikers Island and preparing for release to their home communities. This alliance of LaGuardia, Bronx Community College, and Medgar Evers College has developed a model for transitional services that is recognized nationally for its strong case management approach and emulated by both New York City Department of Correction and the New York State Education Department. CUNY Catch serves approximately 1000 clients at three college sites, approximately 500 are adolescents and 500 are adults.

From inception in 1991, CUNY Catch has operated in both detention and sentencing facilities in New York City. The program combines the collaborative efforts and resources of City University of New York and the NYC Department of Education, and has the assured cooperation of the Department of Correction, and additional agency support of the NYC Office of Criminal Justice. The target population is the adolescent inmate, as well as the youngster on probation or simply at risk.

The program provides outreach and career counseling on Rikers (at eleven facilities), and post-release aftercare at three CUNY campuses. Along with the integration of learning and work, family participation, and general health issues and referrals, the program emphasis is on entry to academic and vocational training, career development and preparation for entry into the labor market.

The CUNY Catch program is profiled in the text, Inside Rikers (St. Martins Press), and has recently been acknowledged in a 2002 nation-wide study by the National Youth Employment Coalition and the Youth Development and Research Fund as one of the top 15 youth employment and development programs for juvenile offenders nationally.

LaGuardia's CUNY Catch classes are held Mondays thru Fridays from 9:30 a.m. to 1:30 p.m. Summer classes are offered whenever funding becomes available by the New York City Department of Education.

If you live in the Bronx contact the CUNY Catch Office at (718) 289-5852. Bronx Community College CUNY Catch Office is located at the Gould Residence Hall Room 211 on West 181 Street and University Avenue. If you live in Brooklyn, Manhattan, or Queens contact our LaGuardia CUNY Catch Office at 718-482-5100.

See Appendix A on page 40 for the CUNY Catch/ASHS Organizational Chart. See page 19 for a directory of the CUNY/ASHS staff and key College offices.
B. The Auxiliary Services for High Schools (ASHS)

ASHS is a free NYC Department of Education program conducted by its Office of Adult and Continuing Education. The mission of the Office of Adult and Continuing Education is to promote empowerment through teaching decision-making and problem solving skills that lead adult learners to gainful employment through a continuum of services - Basic Education, English as a Second Language, Occupational Training, Employment Preparation or a combination of all of these.

The ASHS teachers in the CUNY Catch program help students prepare to take and pass the GED tests. ASHS also provides the CUNY Catch program with a Social Worker, a paraprofessional and other clerical staff members. At other non-CUNY-Catch sites in the five boroughs, ASHS provides bilingual and English-As-a-Second (ESL) instruction.

C. Registration and Testing Procedures

1. Interview

To be eligible for the program, clients must be between 16 and 21 years of age. Each client who applies to the CUNY Catch Program is scheduled for an appointment with a counselor who is responsible for reviewing the applicant's completed CUNY Catch Intake Form for completion, responding to any questions, and for confirming that the client is available and motivated to benefit from the program's services. Parents/guardians of clients, who are under 18 years of age, must accompany the client at the intake interview and they are required to sign a contract. This contract states their commitment to assist the client in meeting the program's attendance, rules and regulations, providing the necessary documents and participating in parent/guardian meetings and other program events once they are given timely notices.

If the interview reveals that the client is ready to benefit from the CUNY Catch Program, s/he is scheduled for a test appointment. If the interviewer feels that the client is not ready for the program, the client will be referred to an appropriate program or rescheduled for an interview date depending on the reasons for non-admittance.

2. Academic Testing and Placement

An ASHS staff member uses the Stanford Achievement Test to administer the two-hour intake tests in reading and math. Clients must score at least at the sixth grade level to be considered for the GED program. The tests will be corrected immediately and those who score 6.0 or higher will be scheduled for GED Predictor testing in social studies, science, literature, mathematics and writing on the next two- (2) consecutive days. Based on the test results, clients will be placed in the GED classes. Those clients who score below the 6.0 will be referred to other ASHS sites to develop their reading skills before they could re-apply.

D. GED Test Preparation

The objective of the GED courses is to help you prepare to pass the GED Tests, which measure your knowledge in five- (5) different areas: language arts, writing, social studies,
science, language arts, reading and mathematics. An important feature of the GED Tests is an essay that documents your ability to write and communicate effectively. These tests usually require some preparation on your part. The battery of five GED Tests takes 7 hours and 5 minutes to complete.

### GED Tests

<table>
<thead>
<tr>
<th>Test Area</th>
<th>Number of Questions</th>
<th>Time Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts, Writing, Part I</td>
<td>50</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Language Arts, Writing, Part II</td>
<td>1 essay</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Social Studies</td>
<td>50</td>
<td>70 minutes</td>
</tr>
<tr>
<td>Science</td>
<td>50</td>
<td>80 minutes</td>
</tr>
<tr>
<td>Language Arts, Reading</td>
<td>40</td>
<td>65 minutes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>50</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>

Under the new GED guidelines for the 2003 English GED test, the candidate must earn a minimum score of 410 points on each of the five parts of the GED test and all five parts must add up to a minimum total of 2250 to receive a "passing score" and earn a New York State High School Equivalency diploma.

The more prepared you are the better you will do on any test. You probably have gained some knowledge and skills through life experience, reading, and informal training, but remember that the GED Tests are a rigorous battery of five tests that take more than seven and a half hours to complete in two days. **You have to get accustomed again to taking timed tests.** Regardless of your ability, you’ll be more certain to perform your best on the tests if you know what to expect before the testing day arrives and if you study and attend classes every day, participate and take notes in class. Furthermore, if organize your time to allow you to study regularly at home, library or some other comfortable space where you will read and practice the skills for the GED Tests, this will improve your readiness. Try to avoid any distractions and try to get support from your family and friends to help you concentrate on your work.

Each ASHS class will prepare you for all areas of the GED Tests using a combination of GED books, handouts, and the computer. Once every six weeks or so, the teacher will administer Official GED Practice Tests, which are designed to evaluate your readiness to take the full-length GED Tests. These Practice Tests include half of the number of questions found on the GED Tests and they include sample questions that cover the knowledge and skills. The teachers will use the results of the Official GED Practice Tests to determine if you are ready to be scheduled for the official GED Tests. In order to be recommended for the GED Tests, you must score an average of 500 – with a total score of 2,500. This requirement takes into consideration that the Official Practice tests contain fewer questions than the full-length GED Tests. What is also important is that the results of the Practice Tests will help you and the teachers get a sense of your weaker subject areas for further practice and study. **For more information see Appendix F on pages 45 and 46.**
E. Career Planning

The program hopes to integrate career planning and computers in its academic courses with the use of the CareerZone website (www.nycareerzone.org). CareerZone is a free, career exploration and planning system designed especially for New York State students. The CareerZone website brings together multiple sources of career and labor market information to make career exploration and planning for the future a little easier. The CareerZone system is a product of the New York State Department of Labor and is currently hosted by AT&T.

The CareerZone System provides you with information on 900 occupations from the new O*NET Database, the latest labor market information from the NYS Department of Labor and interactive career portfolios that connect to the NYS Education Department Career Plan initiative. Links to college exploration and planning resources will help you begin your journey and 300 career videos will provide you with a visual glimpse into the workplace. CareerZone will also provide you access to up-to-date job postings and basic job preparation tools such as a resume builder, reference list maker and cover letter application.

You will be able to explore occupations, use an assessment tool to link their interests to potential careers, view some of the 300 career videos available and register for a free career portfolio account.

If you are interested in finding a job, you can use the CareerZone skill checklist to explore jobs and view up-to-date job postings in America's Job Bank. In addition, you can prepare yourself for the labor market with quick and easy-to-use resume, cover letter and reference list builders in CareerZone.

Many colleges, public libraries, community organizations and juvenile detention facilities use CareerZone as a resource in their career development programs.

F. Supplementary Activities

1. Field Trips

Class trips are an integral part of our educational program, reflecting our efforts to fully utilize the resources of the greater New York area. Trips are a logical outgrowth of the curriculum and students are encouraged and expected to participate. Whenever students leave the building for a school sanctioned activity they should remember they represent CUNY Catch and that they should be on their best behavior. For each trip you will be assigned a homework project. You will be notified of any scheduled field trips as early as possible.

2. Recreational Activities

The program plans to schedule activities in the winter and spring for all students depending on the availability of funds and with the approval of the NYC Department of
Education. Once these activities are considered, students will be asked to assist in the planning.

3. Student Newsletter

The program will ask student representatives from each class to form a Student Newsletter Committee with the responsibility for publishing a newsletter at least twice during the year. A CUNY Catch staff member will be assigned to this committee to serve as an advisor and the office will provide resources and any technical assistance needed.

F. Support Services

1. Counseling Staff

The CUNY Catch office staff includes a Guidance Counselor, a full and a part time Transitional Counselor who will be responsible for working with you on resolving issues, which will interfere with your attendance and progress in the program, preparing and scheduling job interviews, and enrolling in College or vocational training programs.

2. Metro Cards

If you are under the age of 21 and provide the documents listed below, the program will provide you with metro cards. Proof of new address must be submitted for students who have moved since the last school year. Any utility bill can be used to verify change of address. To be eligible for Metro Cards you must also meet the following other criteria:

1. You live more than 1/2 mile but less then 1-1/2 miles from the school (for a half fare card).

2. You live more than 1-1/2 miles from the school (for a full fare card).

If you live less than 1/2 mile from school, you are not entitled to a Metro Card.

Metro Cards should be kept in a safe place at all times. The NYC Board of Education makes all decisions on students' eligibility for Metro Cards. After the passes/cards have been issued, the student is responsible for the transportation pass/card. If you lose your Metro card, you must report the lost card immediately by calling the CUNY catch office at (718 482-5128. The program will make every effort to get you a new card as soon as possible.

3. College Photo ID

The program will make arrangements for you to receive a photo College ID. You are required to display your ID. Therefore, it is important that you secure this document and wear it as long as you are on the College premises. A fee of $10 will be charged to you to replace Your ID must

H. Evaluations

You will receive a Progress Report twice during the school year: January and June. Otherwise, teachers will provide you with regular feedback on your progress after
quizzes, GED Predictor and other tests. Your attendance and your completion of homework will be important factors of how well you will perform on the academic tests. Your participation in classes as well as your behavior will also affect your success in the program.

In December and in May, you will be asked to evaluate the overall CUNY Catch program anonymously. The purpose of this evaluation is to provide the program staff with feedback on what you like most and least and what recommendations you have to make the program better.

The program will make an effort to have students use the CareerZone Website (see page 9) to develop student ePortfolios where they will be able to include their test scores, resumes, career and college exploration results, special class projects and a self-assessment of their own progress in the CUNY Catch program.

I. Students’ Rights and Responsibilities

1. Students’ Rights

The goal of the CUNY Catch program is to foster a sense of mutual respect among students and staff for the good of all concerned. The cooperation of all members of the school community will ensure that a rich learning experience and educational excellence can be achieved for every student. All students are guaranteed the right to express opinions, support causes, organize and assemble to discuss issues. Every student has the right to be treated fairly in accordance with the rights set forth in this document. In addition, as a student in the CUNY Catch Program, you have a right to:

- be in a safe and supportive learning environment, free from discrimination, harassment and bigotry;
- receive courtesy and respect from others regardless of age, race, creed, color, gender, religion, national origin, sexual orientation, disability, culture and political beliefs;
- receive a written copy of your rights and responsibilities as a student as well as the program's rules, regulations, penalties, attendance, academic and other policies and procedures, early in the school year or upon admission to the program;
- be informed about the General Educational Diploma (GED)Tests and GED Practice Tests requirements and information on assistance by the program courses and other activities to meet those requirements;
- be informed about required health, high school and other documents;
- receive professional instruction in the CUNY Catch classes;
- know the grading criteria for each subject area and/or course offered by the program and to receive grades for school work completed based on established criteria;
- be informed of educational progress and receive periodic evaluations both informally and through formal progress reports;
- access to review your education records in the program upon request. The right to review your records is always accorded to your parent/guardian if you are under the age of 18.
- confidentiality in the handling of your student records maintained by the program;
receive guidance, counseling and advisement for personal, social, educational, career and vocational development;
be represented by your peers in disciplinary actions;
publish school newspapers and school newsletters reflecting the life of the school and expressing student concerns and points of view consistent with responsible journalistic methods and subject to reasonable regulations. The publications must not be obscene or cause substantial disorder or invade the rights of others.
wear political or other types of buttons, badges or armbands, except where such material is obscene or causes substantial disorder or invades the rights of others;
be secure in your person, papers and effects and to carry in the school building personal possessions which are appropriate for use on the premises;
be free from unreasonable or indiscriminate searches, including body searches;
be aware that corporal punishment is prohibited;
know what is appropriate behavior and what behaviors may result in disciplinary actions;
be counseled by members of the program staff in matters related to your behavior as it affects your education and welfare within the program;
receive written notice of the reasons for disciplinary action taken against you in a timely fashion;
due process of law in instances of disciplinary action for alleged violations of program regulations for which you may be suspended or removed from class by your teachers;
know the procedures for appealing the actions and decisions of school officials with respect to your rights and responsibilities as set forth in this handbook;
be accompanied by parent/adult in parental relationship and/or representative at conferences and hearings;
the presence of school staff in situations where there may be campus security or police involvement; and
answer or explain in writing any material entered in your student records.

You or an invited guest has the right to advocate positions without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view.

2. Student Responsibilities
Responsible behavior by each student is the only way in which the rights set forth in this document can be preserved. Violation of some of these responsibilities may lead to disciplinary measures. Students have a responsibility to:
attend classes regularly and punctually and make your best effort to achieve in all areas of your education;
be prepared for class with appropriate materials and completed homework;
help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol;
behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn;
share information with school officials regarding matters which may endanger the health and welfare of members of the school community;
• respect the dignity and equality of others and refrain from conduct which denies or
impinges on the rights of others;
• show respect for school property and respect the property of others, both private and
public;
• be polite, courteous and respectful toward others regardless of age, race, creed, color,
gender, religion, national origin, sexual orientation, physical and/or emotional
condition, disability, political beliefs, and refrain from making slurs based on these
criteria;
• use non-confrontational methods to resolve conflicts;
• work with school staff in developing broad extracurricular programs in order to
represent the range of physical, social and cultural interests and needs of students;
• observe ethical codes of responsible journalism;
• refrain from obscene and defamatory communication in speech, writing and other
modes of expression in your interactions with the college community;
• express yourself in a manner which promotes cooperation and does not interfere with
the educational process;
• bring to school only those personal possessions which are safe and do not interfere
with the learning environment;
• be familiar with the school discipline code and abide by school rules and regulations;
• provide leadership to encourage fellow students to follow established school policies
and practices;
• keep parents informed of school-related matters, including progress in school, social
and educational events, and ensure that parents receive communications which are
provided by school staff to students for transmittal to your parents especially if you
are under the age of 18.

J. Attendance, Affirmative Action and Sexual Harassment Policies

1. Attendance and Punctuality

For the program to prepare you to pass all five- (5) areas of the GED tests, you would
need every minute of every class to increase your chances. It is therefore of the utmost
importance that you attend classes every scheduled day on time. **If you miss three- (3)
consecutive days without contacting the office at (718) 482-5391, the program will
assume that you have withdrawn from the classes and you will not be allowed to
continue in the program.** Our position is that if we could work so hard to provide these
free services for you - the least you could do is give us a call. You should expect the
same response if you fail to show up for a job and do not call in. It is important that you
do **not** schedule appointments to see doctors, probation officers, etc. during school time.
If you need help in this matter, speak to a Counselor in the office to help you reschedule
an appointment.

If you miss more than one day in any week of classes, your absence will send up a red
flag, which will say to our staff that you are no longer as interested in preparing to earn a
GED. Or your absence may tell us that although you still want a GED, you may have to
take care of personal business before you could benefit from our program. It may be in your best interest to speak with the Guidance Counselor or a Transitional Counselor.

If you are under 18 years of age, a parent or guardian must approve your leaving classes early. If you miss classes for more than a day because of illness, you must bring in a doctor’s note. For absences because of other reasons, you must bring in the appropriate documents. It is recommended that you secure the telephone number or e-mail addresses of other students in your classes so that you may know about any missing class work or homework if you are ever absent.

Your class schedule will include a 10-minute break between classes. You should use this time for any personal matters. However, it is your responsibility to be in the next scheduled class on time. Failure to follow the program's attendance and punctuality requirements will jeopardize your status in the program.

2. Affirmative Action Policy

LaGuardia Community College is committed to the principles and spirit of affirmative action and equal opportunity. LaGuardia Community College recognizes its obligation to provide students with equal consideration when seeking admission, financial aid, and access to student services, academic and athletic programs. The Affirmative Action Program encourages positive practices and ensures equitable disciplinary procedures for any member of the college community who engages in harassment on the basis of race, sex, sexual orientation or disability, or any individual who reports such an incident.

The President, as Chief Executive Officer, has overall responsibility for the Affirmative Action Program. The President has designated the responsibility for the Affirmative Action Program to the Affirmative Action Officer, Jemma Lacaille, Affirmative Action Officer/Equal Employment Officer, Room E-513, (718) 482-5050.

3. Policy against Sexual Harassment

LaGuardia Community College does not condone and will not tolerate sexual harassment. Sexual harassment occurs when “unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature” are made a condition of employment or student status, are used in decisions affecting an employee or student, affect an employee’s work performance or student’s academic performance or create an overall intimidating, hostile or offensive working environment or student environment.

Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the College. The College has establish procedures to ensure that investigations of allegations of sexual harassment are conducted promptly, fairly, thoroughly, and as
confidentially as possible under the circumstances, and that appropriate corrective and/or
disciplinary action is taken as warranted by the circumstances when sexual harassment is
determined to have occurred. Members of the College community (including CUNY
Catch students) who believe they are harassed under this policy are strongly encouraged
to report the allegations of sexual harassment as promptly as possible. Delay in making a
complaint of sexual harassment may make it more difficult for the college to investigate
the allegations.

The President, as Chief Executive Officer of the College is committed to and supportive
of the Affirmative Action Program. The Affirmative Action Officer has overall
responsibility for ensuring compliance with Sexual Harassment rules and regulations.
Information, complaints, and concerns from students and employees should be directed to
the Coordinator of the Sexual Harassment Panel, Irma Lynch Patterson, Room E-114,
(718) 482-5628, or to the Deputy Coordinator, Maria Riggs, Room E-509C, (718) 482-
5074, or to any other member of the Sexual Harassment Panel. All inquiries, complaints
and concerns will be kept confidential. For detailed information visit:
http://www.lagcc.cuny.edu/policies

4. Expected Classroom Behavior

In the classroom you are expected to
- come to school physically and emotionally prepared for classes
- bring a notebook and a sharpened pencil or a pen to classes every day
- share notes (when asked to do so by the teacher),
- agree to disagree
- not laugh at the answers of others
- allow others to speak without interrupting them
- avoid any cross talking
- try to stick to the subject
- raise your hands when you wish to ask questions
- not bring in any food, drinks
- not use cell phones, walkman, beepers or electronic games

See also the General Rules and Regulations below.

5. School’s Dress Code:

While you in school, you must comply with the following dress code:

- Shirts and blouses must be continuous from neckline to waist. The entire mid-section
cannot show.
- Clothing with vulgar language, obscene pictures, weapons, drug/alcohol or drug
paraphernalia and tobacco products is prohibited.
- No see-through clothing is allowed.
- Pants should be secured at waist: there will be no tolerance of pants sagging below the waist to expose undergarments.
- No hats unless for religious or health reasons.
- No sunglasses unless prescribed.

6. Off-Limits Area
You will not be allowed on the third floor of the C-building during CUNY Catch class periods. This rule is an outcome of an agreement between the Division, the College and the Frank Sinatra High School. Until this agreement changes, the third floor of the C-building is off limits to you.

7. General Rules and Regulations
LaGuardia Community College is committed to ensuring that our school is a place where students learn, and faculty and staff members work in a safe, secure and orderly environment. Standards of behavior with which all students are expected to comply are essential to achieving this end. The standards set forth in this handbook apply to behavior in school during school hours, before and after school, while on school property, at all school-sponsored events and on other-than-school property when such behavior can be demonstrated to endanger the health, safety, morals, or welfare of the College community. Students who engage in misconduct, which is not listed, are subject to appropriate disciplinary measures by the program based on violation of school rules. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the 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, facilities or services. To ensure that you are aware of standards of behavior, school rules are included in this Student Handbook. Also included is a range of possible disciplinary responses that may be imposed by a teacher, the Director, an adjudicator, a Discipline Committee or the Vice President of the Division of Adult and Continuing Education. Any violations you commit will be noted in your student file.

If you are under the age of 18, the program will notify your parent/guardian if you violate the program's Discipline Code or school rules. However, for more serious violations or if you are believed to have committed a crime the College Security or the police may be summoned.

K. Complaint and Disciplinary Procedures

1. Procedures for Students’ Complaints
Any charge, accusation, or allegation, which is to be presented against you, and which, if proved, may subject you to disciplinary action, must be submitted to the teacher or the CUNY Catch Program Director or designee by the person making the charge against you.
The teacher or other CUNY Catch representative will try to resolve the complaint by mutual agreement. If you plead guilty, the representative will consider which penalty is appropriate. Only the Vice president of the Division, on the recommendation of the Adjudicator or the Disciplinary Committee may penalize you with suspension or expulsions. If you do not plead guilty of the allegation, then the Program representative will conduct a preliminary investigation to determine whether disciplinary charges should be preferred or. You will be advised about the charges against you and the staff member will consult other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, the complaint may be dismissed if there is no basis for the allegation or that the complaint does not warrant disciplinary actions in which case the individuals involved will be notified that the complaint has been dismissed. Based on the investigation, formal disciplinary charges may be made or the complaint may be referred to a Division’s Adjudicator or the Disciplinary Committee.

If formal charges are made against you, notice of this charge will be personally delivered to you or mailed at the address listed in the CUNY Catch Office by the Division’s Adjudicator or Disciplinary Committee. You will be notified of the charge and of the time and place of the hearing, which will be scheduled within a reasonable time following the filing of the charges by the CUNY Catch staff member. The notice will include a statement of the charge against you and that anything you say at the hearing may be used against you. The notice will also state that you have the right to represent your side of the story, to present witnesses and evidence on your behalf, to cross-examine the witnesses presenting evidence against you, to remain silent without assumption of guilt, or to be represented by legal counsel or an advisor at your expense.

2. Disciplinary Procedures for ACE Programs

The Division of Adult and Continuing Education (ACE) has established the following procedures to respond to violation of the program’s rules and regulations:

If you violate program standards of procedure or behavior, and said behavior is not considered to endanger yourself or another person, CUNY Catch will follow the procedures as described below:

If the problem occurs in a classroom setting, the teacher should take you aside during or after class for a teacher/student conference. The purpose of this action is to discuss the problem, attempt to determine the cause of the problem, reiterate the acceptable behavior and to encourage you to mend your ways and not repeat the behavior again.

The appropriate teacher or staff person involved in or observing the incident will prepare a written record describing the incident. There will also be a written record of all subsequent formal meetings or discussions related to the incident.
A second violation might require intervention by a CUNY Catch representative and another effort will be made to get at the cause of the difficulty and perhaps a written warning of further consequences. Depending on the nature of the violation you commit, your third violation could result in a referral for further counseling, attendance to another academic or vocational or other program, referral to a designated ACE Adjudicator or perhaps a direct referral to the Divisional Disciplinary Procedures Committee.

If, as a result of your misbehavior, your participation in the CUNY Catch program is temporarily interrupted, your situation will be reviewed as expeditiously as possible in order to limit the disruption of your studies.

If you behaves in a way which places other students or staff in physical danger, and it is deemed that it is no longer safe for you to remain on the premises of the college or program location, you can be asked to leave the program temporarily while a decision is made about further action to be taken. If you are unwilling to leave voluntarily, Security (or Public Safety) will be called.

An appeal from the decision of the Non-Credit Faculty-Student Disciplinary Committee may be made to the Vice President who may confirm or decrease the penalty but not increase it. His/her decision shall be final.
### L. CUNY Catch and College Directories

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Telephone</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samuel E. Farrell, II</td>
<td>Administrative Director</td>
<td>(718) 482-5391</td>
<td>C366</td>
</tr>
<tr>
<td>John Chiarkas</td>
<td>Program Director</td>
<td>5326</td>
<td>C238E</td>
</tr>
<tr>
<td>Franklin Marin</td>
<td>Sr. Program Associate</td>
<td>5316</td>
<td>C238G</td>
</tr>
<tr>
<td>Guadalupe DeLaCruz</td>
<td>Administrative Assistant</td>
<td>5128``</td>
<td>C238</td>
</tr>
<tr>
<td>Diamar Gonzalez</td>
<td>Administrative Assistant</td>
<td>5386</td>
<td>C366</td>
</tr>
<tr>
<td>Mohamed Hassan</td>
<td>Counselor</td>
<td>5100</td>
<td>C238</td>
</tr>
<tr>
<td>Roselyn Santillan</td>
<td>Counselor</td>
<td>5320</td>
<td>C238</td>
</tr>
<tr>
<td>Yvette Byas</td>
<td>ASHS Para Professional</td>
<td>5101</td>
<td>C328i</td>
</tr>
<tr>
<td>Victoria Ebunyebe</td>
<td>ASHS Instructor</td>
<td>5930</td>
<td>C238H</td>
</tr>
<tr>
<td>Marina Espaillat</td>
<td>ASHS Instructor</td>
<td>5319</td>
<td>C238B</td>
</tr>
<tr>
<td>Nazario Gonzalez</td>
<td>ASHS Instructor</td>
<td>5319</td>
<td>C238B</td>
</tr>
<tr>
<td>Mary June Davis</td>
<td>ASHS Guidance Counselor</td>
<td>5322</td>
<td>C238A</td>
</tr>
</tbody>
</table>

#### LaGuardia College Departmental Listing

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone No</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Office</td>
<td>7206</td>
<td>M147</td>
</tr>
<tr>
<td>Bookstore</td>
<td>5579</td>
<td>MB05</td>
</tr>
<tr>
<td>Bursar's Office</td>
<td>7226</td>
<td>MB55</td>
</tr>
<tr>
<td>Career &amp; Transfer Center</td>
<td>5185</td>
<td>C266</td>
</tr>
<tr>
<td>Center For Veterans, Youth &amp; Adults Programs</td>
<td>5391</td>
<td>C366</td>
</tr>
<tr>
<td>CUNY Catch/ Center For Community Education</td>
<td>5128</td>
<td>C238H</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>7218</td>
<td>MB10</td>
</tr>
<tr>
<td>Gym/ Recreation Department</td>
<td>5043</td>
<td>Gym</td>
</tr>
<tr>
<td>Health Center Office</td>
<td>5280</td>
<td>MB40</td>
</tr>
<tr>
<td>Library</td>
<td>5426</td>
<td>E101</td>
</tr>
<tr>
<td>Public Safety- (Center 3 East Lobby)</td>
<td>8063</td>
<td>C3-Lobby</td>
</tr>
<tr>
<td>Public Safety- (Center 3 West Lobby)</td>
<td>8053</td>
<td>C3-Lobby</td>
</tr>
<tr>
<td>Recreation Department</td>
<td>5044</td>
<td>MB31</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>7232</td>
<td>E242</td>
</tr>
</tbody>
</table>
M. OTHER HELPFUL CONTACTS

The Fortune Society: 53 West 23rd Street; Manhattan, NY 10010; Phone #: 212-691-7554; Contact: John Gordon; Website: [www.fortunesociety.org](http://www.fortunesociety.org)

Counseling, referrals to vocational training, job placement, tutoring in preparation for the high school equivalency diploma (GED), basic adult literacy, ESL (English as a second language), and substance abuse treatment

Federation Employment and Guidance Service: 315 Hudson Street; Manhattan, NY 10013; Phone #: 212-366-8400

Programs in job training and vocational guidance

Literacy Partner: 30 East 3rd Street (6th floor): Manhattan, NY 10016
Phone #: 212-725-9200; Contact: Mr. Titus

Tutors for adults and teenagers (ages 18 and older) Helps prepare for Per-GED testing

Covenant House/ Under 21 New York: 460 West 41st Street; Manhattan, NY 10036
Phone #: 212-613-0300: Contact: Diana Holmes
Open 24 hours, walk in center for adolescents

Medical, social, educational/ vocational, psychological, legal and family services, short term residential program with capacity for emergency care, also sexually abused and runaway youth

Public Benefits Resource Center
105 East 22nd Street
Manhattan, NY 10010
Phone #: 212-614-5552
Information on benefits and questions on food stamps, Medicaid, Medicare, public assistance, social security benefits, SSI and much more

Youth Counseling League
386 Park Ave South
Manhattan, NY 10016
Phone: 212-481-2500

Works with youth from ages 12-21 and is designed to serve younger people and families who cannot afford higher fee charging clinics

Domestic Violence Hotline
Phone #: 1-800-942-6906
Referrals for local services of domestic violence center
**Barnes & Noble Bookstore:** 6th @ 22nd 675 6th Avenue; New York, NY 10010  
Phone #: 212-727-1227  
Provides a large collection of books including GED books and guides

**J-Cap:** 116-30 Sutphin Boulevard; Jamaica, Queens 11434  
Phone #: 718-322-2500  
Contact: Vickie Figueroa  
(For youths 18 and over)  
A drug free residential program that has educational and vocational guidance, medical and psychological services

**Register to Vote:** 212-886-3800  
For applications for you to register to vote

**Violence against Women, Self-Defense/Battered Women**  
Phone #: 800-621-4673  
This is a hotline for women who have experienced violence in there household. They provide counseling and referral services.

**The Gay and Lesbian Hotline**  
Phone #: 888-843-4564  
Referrals, peer counseling and information on AIDS groups

**Counseling:** 55 5th Avenue 13th floor; Manhattan, NY 10003  
Phone # 212-675-5070  
Counseling for financial or credit problems

**How to travel around New York City**  
Phone #: 718-330-1234
PART III: LaGuardia Community College Credit Program and Services

A. Applying to College

CUNY Catch students who would like to attend LaGuardia or another CUNY school should speak with a counselor in the office (C238). To be eligible to attend college you must have your GED and your transcript and you must apply. We also recommend that eligible students complete financial aid forms to cover the tuition and other costs. There is a $40 application fee, which must be submitted with your completed college application. Your work on the CUNY Catch career and college planning activities will help you decide on a career of interest and an appropriate college major.

B. Entrance Testing Policies

Once you are accepted by the College, you will be scheduled for Freshman Skills Assessment Program (FSAP) Tests. The FSAP is a series of tests in reading comprehension, mathematics and language and writing skills. These tests will be used to assess how ready you are for college level academic work. Based on the results of these tests, you may be required to take remedial or developmental courses to strengthen these basic academic skills. Once you have completed coursework in these areas, you will be tested again on another version of the test. Successful retesting certifies your academic skills and this will be an important part of your academic record.

C. College-wide Grading Policy

At LaGuardia Community College, all students are encouraged to achieve their highest potential by acquiring knowledge and developing skills that lead to success both in the classroom and in the modern workplace. Academic progress is measured by the students’ mastery of the course as demonstrated by their ability to write clearly and accurately, discuss, compute, analyze and draw logical conclusions among concepts. All students are expected to prepare for and attend class regularly, to complete assignments thoroughly and on time, and to participate thoughtfully and constructively in class discussions. Further information on grading is contained in the college-wide attendance policy, plus and minus grading policy, departmental grading policies and course syllabi.

The following grading symbols are included in the calculation of Grade Point Average (GPA):

- **A-, A = 90-100**
- **B-, B, B+ = 80-89**
- **C-, C, C+ = 70-79**
- **D-, D, D+ = Lowest passing grade (see D grade policy below)**
- **F = Failure (see F grade policy below)**
- **FIN = Failure from incomplete (see note below)**
- **WU = Unofficial Withdrawal (see note below)**

**D grade policy**

Since Fall 1983, students who receive a “D” grade may wish to repeat a course in an attempt to upgrade the skill level achieved. Repeated courses, however, cannot be used to determine students’ eligibility for TAP. Each department has its own guidelines and
procedures for students who wish to repeat a “D” grade, and not every department allows
repetition of course work. Special permission must be obtained from the appropriate
academic department prior to repeating the course.

**Note:** For the purposes of TAP, courses repeated through the D Grade Policy will not be
counted when determining the student’s full-time or part-time financial aid eligibility.

**Repeat Policy**

Students may not repeat a course which they have successfully completed with a grade of
“A,” “B” or “C” or any other passing grade.

**F grade policy**

In CUNY, any student who earns an academic grade of “F,” or an administrative failing
grade (“WU” or “FIN”), and subsequently retakes the course and receives a grade of “C”
or better, will no longer have that “F,” “WU,” or “FIN” grade computed into the grade
point average subject to some provisions.

**R grade policy**

After Spring 1990, students who register for a course in which they have previously
received two or more “R” grades are not eligible to receive an additional “R”. Students
who do not pass the course in their third or subsequent attempt must be given a grade of
“F”. However, the instructor can submit an appeal on behalf of the student to the
department chair. For the purpose of TAP, courses repeated through the R grade policy
will not be counted when determining the student’s full-time or part-time financial aid
eligibility.

**D. Grade Point Average (GPA)**

The GPA is a numerical computation of a student’s academic record and is used to
determine graduation eligibility, graduation honors, and inclusion on the Dean’s List,
probation and suspension. The GPA is also used to determine continued eligibility for
some financial aid programs. The GPA is calculated per semester by using the following
criteria.

**How to Compute Your Grade Point Average (GPA)**

<table>
<thead>
<tr>
<th>Grades Earned</th>
<th>Numerical Value</th>
<th>Credits Attempted</th>
<th>Minimum GPA for Good Academic Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>0 to 12.5</td>
<td>1.50</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>13.0 to 24.5</td>
<td>1.75</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>25 or more</td>
<td>2.00</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Numerical Value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F, WU, FIN 0.00 (do not calculate these grades into GPA if you took the course again and passed with a C grade or higher.
Inc, W, Z, U, S, R grades are not calculated into the GPA.

To calculate your GPA, list all the courses you have taken at LaGuardia and write the grade you earned. Using the chart above, write the numerical value for each grade. Next write the number of credits each course is worth. Using a calculator, multiply the value and credits and write the answer in the quality points column. Take the total number of credits and divide them into the total number of quality points to reach your correct GPA.

**SAMPLE CALCULATION**

<table>
<thead>
<tr>
<th>List All Courses</th>
<th>Grade Earned</th>
<th>Numerical Value</th>
<th>x Credits</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>A-</td>
<td>3.70</td>
<td>x 3</td>
<td>11.1</td>
</tr>
<tr>
<td>MAT 200</td>
<td>C</td>
<td>2.00</td>
<td>x 4</td>
<td>8.0</td>
</tr>
<tr>
<td>SSS 100</td>
<td>B-</td>
<td>2.70</td>
<td>x 3</td>
<td>8.1</td>
</tr>
<tr>
<td>HUC 101</td>
<td>D+</td>
<td>1.30</td>
<td>x 3</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Divide 31.1 by 13 for the answer of 2.39. This student’s GPA is a 2.39 and a total of 13 credits.

**E. Academic appeals/change of grade**

A student who wants to appeal a grade should contact his or her instructor to discuss the grade. If no equitable solution is reached, the student may then go to the instructor’s department chairperson for consultation. If no agreement is reached, the student has the option of appealing the case in writing to the chairperson of the Academic Standing Committee. The decision of the Academic Standing Committee is final. Students who wish to appeal final grades must file a written appeal within six months following the session in which the course was taken, including requests for medical leaves of absence.
However, when a medical leave prohibits a student from returning to the College the following semester, the student has six months from the semester the student readmits to file the written appeal. Appeal forms are available from the Counseling Offices. Note: Grades of “W” and “WU” cannot be altered by instructors or chairpersons. They can only be changed by appealing to the Academic Standing Committee. Grades of A, B, C, D, F, FIN, INC, R, Z, or @ may be changed by instructors with permission from the department chairperson. The Registrar will review all cases in which changes where more than one grade level is involved, e.g. “C” to “A”, “B” to “D”, “F” to “C.”

F. Probation

Students who do not meet the minimum grade point average (GPA) are placed on academic probation. They are given one semester to achieve the minimum grade point average required as per the college’s retention policy before they were placed on probation. During this probationary period, students who make satisfactory academic progress will continue to maintain their academic standing with the college and their concurrent eligibility for financial aid. If the minimum GPA is not achieved, students may be suspended from the college. However, in order to allow students to file appeals (due to constraints associated with the calendar), there is a one semester delay concerning suspensions.

Probation Workshops
Counselors from the College Discovery and Personal Counseling Clusters offer workshops and specialized counseling sessions to students on academic probation. They help students understand the college’s retention policy and develop strategies for academic success.

Retention policy

All students must achieve a minimum cumulative grade point average (GPA). Minimum

G. College Proficiency Tests

Beginning with those students admitted Fall 1999, all students admitted to the college will be required to pass the University Proficiency Examination, a three hour essay examination, after they have completed 45 credits and prior to graduation. The test is in two parts: Part 1 is a long essay in which students are asked to discuss in writing two reading selections they have been given, a long selection which they receive some time before the test and a shorter piece given out at the test: Part 2 is a test of Interpreting Information from Graphs and Tables.

The purpose of the test is to allow students to demonstrate the skills proficiency necessary to graduate from associate degree programs, transfer to a senior college and advance from the lower to the upper division of a senior college. The test must be successfully completed before any of these changes in status can occur. At present, the test is planned on being given once each session at a time to be determined in collaboration with the University’s central office.
This examination is an addition to the university requirements, and parts of its design and implementation are still under review. For further information on this test, or for any questions about testing and placement, please call the Testing Office, 718-482-5149.

(iii) Attendance

Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class sessions.

Note: Absences are counted from the first day of class even if they are a result of late registration or change of program.

H. Programs to Help you Do Well in College

LaGuardia offers a number of special learning opportunities to students prior to starting college, during their college careers as well as during the summer.

All incoming students are invited to meet with a counselor during the Orientation Program. Counselors provide an overview of the college and its various college resources, explain the placement test results, and assist students with selecting their academic program for their first semester.

The Quick Start Program offers special pre-college courses in reading, math, and writing for students whose placement test results indicate that they may benefit from such courses. If you think you might be eligible but have not received a letter, please call (718) 482-5408.

The College has the following programs to help you succeed while you are attending.

During Fall Session I and Spring Session I the college offers over 20 different kinds of learning communities. Learning communities provide students with an enriched learning experience as well as a supportive and friendly environment. If you are eligible for these programs, you will receive letters inviting them to participate. When you get a letter, be sure to respond quickly because the classes fill early. If you think you might be eligible but have not received a letter, please call (718) 482-5408.

Bridges to the Future Program provides opportunities for minority students to gain research experience in science, mathematics or computer science areas. Working closely with faculty mentors, students execute challenging research projects, attend unique research student seminars, and receive specialized counseling and other support services. In addition to research, the program facilitates transfer of community college students to further study in biomedicine and the sciences.

College Discovery Program, available at CUNY’s community colleges, provides eligible students with concentrated and specialized counseling, remedial instruction, tutorial services and financial aid stipends for educational expenses. You may be eligible for admission to the College Discovery Program if you meet the following criteria: economically and educationally disadvantaged, you graduated from an approved high school or attained a New York State high school equivalency diploma (GED) or their
equivalent, and you did not previously attend a college or university, and resided in New York City for at least one year prior to the first day of classes.

For you to be eligible for the College Discovery Program you must complete the College Discovery portion of the City University Undergraduate Freshman Application at the time you apply to the College.

The goals of the College Opportunity to Prepare for Employment (COPE) is to see that public assistance recipients graduate from CUNY schools more quickly, that their retention is improved, and that ultimately, they find employment. The curricula for each COPE Learning Community prepares students to pursue careers in Allied Health, Business and Computer Science or Human Services. COPE students enroll in one of the following learning communities: New Student House, Human Services Cluster, Career Pair, or Enterprise.

The Human Resources Administration (HRA) provides training related expenses (TREs) to COPE participants to assist with transportation and child care expenses. In order to remain eligible for TREs, participants must attend college full-time and make satisfactory progress towards their degree. For more information, students may visit the COPE Office, M-418 or call (718) 482-5479.

Established in 1971, the CUNY Baccalaureate Program (CUNY BA/BS) is the only university-wide alternate degree program that allows students, working with faculty mentors, to design a program of study tailored to their unique individual academic interests and goals. Students may take courses at any of CUNY’s 17 colleges and at The Graduate School. The program is administered by The City University of New York Graduate School and University Center. To be eligible for admission to the program you will need to have 15 college credits and a Grade Point Average (GPA) of at least a C+ (2.50). For further information contact the CUNY BA/BS campus coordinator at (718) 482-5395.

The Honors Experience is dedicated to providing an enriched educational experience to highly motivated students interested in transferring to four-year institutions. The ultimate aim is to equip honors students with the academic abilities and personal confidence needed to succeed at demanding public and private four-year colleges and universities. Honors students enroll in special sections of regular courses. Honors students are required to have a GPA of at least 3.2 in 12 or more credits, and to have the willingness to engage in more challenging academic work. For additional information, contact the honors coordinator, M-400, or call (718) 482-5400.

The overall goal of the LaGuardia AMP (Alliance for Minority Participation) is to ensure long-term capacity to produce significantly greater number of minority students in science, mathematics and engineering careers. Full-time students who are citizens or permanent residents and are black, Hispanic, American Indian, Alaskan native or native Pacific Islander, are eligible for AMOP
research assistantships. For more information or to request an application, contact the LaGuardia Activity Coordinator, M401 or call 718-482-5478.

**NASA’s Undergraduate Student Researchers Program**
This program is funded by a grant from NASA to increase the presence of underrepresented minority students and students with disabilities, who are US citizens in the fields of science, mathematics, engineering, or computer science. Students awarded this prestigious scholarship receive financial support in the form of tuition assistance, stipend, books, and program related student travel (professional conferences and summer research experience).
During the summer, the students are required to participate in a research project. An example of a research experience has been with the Goddard Institute for Space Studies. Students have been engaged in research activities in the investigation of stratospheric aerosols in the atmosphere of Jupiter. They have had to analyze data transmitted from Jupiter by the Voyager spacecraft.

**Supplemental instruction**, a non-remedial peer tutoring program available at the college since 1993, provides free tutoring in high-risk or difficult courses. When registering for a course or receiving advisement, you should ask if there is a Supplemental Instruction session being offered. For additional information, please call (718) 482-5637.

The following is a list of Enriched Off-Campus Summer Programs

**The Barnard-LaGuardia Intercollegiate Partnership Program** is residential and exchange program. It is a component of the Hughes Science Pipeline Project at Barnard College aimed at transferring quality students to study science at Barnard or other senior colleges.

The **Vassar College “Exploring Transfer” Program** is a free five-week summer program designed to give qualified LaGuardia students the opportunity to explore their transfer opportunities while experiencing education at a four-year residential college. Since 1985 over 200 LaGuardia students have benefited from this award-winning program, going on to continue their education at outstanding colleges like Vassar, Columbia, Yale, Middlebury, New York University, Clark, and Smith.

The **Study Abroad Program** provides LaGuardia students with an opportunity to earn up to six academic credits during Spring Session II while gaining invaluable experience living in a country and culture different from their own. Countries of destination include, but are not limited to, Denmark, Dominican Republic, Ecuador, England, Germany, Greece, Ireland, Puerto Rico, Senegal, and Spain. Applications for study abroad are due by December first. The selection process takes place in January. For further information, students may contact the Director of the Study Abroad Program at (718) 482-5715.

**I. The Cost for College**
Cost is an important consideration for most students when they are deciding which educational program is best suited to their goals and aspirations. The following information will help students calculate the cost of attending LaGuardia
Community College. By performing some basic calculations, students can develop their own “student budget.”

Generally, a student budget consists of the direct educational costs of tuition, fees, books and supplies, as well as those costs which are incurred by virtue of attendance, such as transportation and lunch. In addition, all students have costs related to recreation and personal expenses.

Developing a budget

Students who depend on some other person to provide a substantial portion of their support are generally defined as dependent students. For these students, the costs, defined below, represent the total out-of-pocket costs which result from college attendance. For self-supporting students, who do not depend upon some other person for support, the out-of-pocket costs must be considered in addition to the regular cost of living, which students incur as a result of being dependent upon their own resources. A general description of these living costs is described below.

Typical expenses

Following is an estimate of the educationally-related expenses students are likely to incur for a twelve-month period. It is possible that during students’ internship semester, their salary may cover some expenses. Most students receive some form of financial assistance to help meet these expenses.

Dependent and Certain Independent Students

Dependent students, those who receive assistance from family or other sources, can expect to pay $2,771.70 in annual tuition and fees. In addition, the following costs are estimated for the 2002-03 academic year: books and supplies $692, transportation $578, personal and lunch items $1,647, and room and board $2,520.

Independent Students

Independent students and dependent students living away from home for 12 months during the 2002-03 academic year can expect the following expenses in addition to $2,771.70 tuition and fees: books and supplies $692, transportation $578, personal and lunch items $3,304 and room and board $6,619.

Tuition

All fees and tuition charges listed in the college catalog and in any registration material issued by the college are subject to change by action of the university’s Board of Trustees without prior notice. In the event of any increase in the fees or tuition charges, payments already made to the college will be treated as partial payments and notification will be given of the additional amount due and the time and method of payment. Any student who has not paid the total fees and tuition by the time indicated in the Schedule of Classes will not be considered as registered and will not be admitted to classes.

In the event of an overpayment, the appropriate amount will be refunded. However, all students seeking refunds must complete a refund application before the refund process can begin. Tuition refund applications are distributed in the Registrar’s Office, M-101. TAP and other refund applications, such as PELL, are distributed at the Bursar’s window, basement of the Main Building.
Tuition per semester

Students must pay their tuition and fees or clear their accounts on the day they register. Students’ financial aid may be used to cover all or part of the total amount due.

New York City Residency

To qualify, students must have made New York State their principal place of abode for at least 12 consecutive months and resided in the NYC for at least 6 consecutive months immediately prior to the first day of classes. New York State residents who are not city residents must obtain a Certificate of Residence from their County Treasurer prior to registering. A new Certificate of Residence is required each school year.

New York City/New York State residents

Full-time matriculated students (12-18 tuition units) $1400.00/semester
Part-time matriculated students (fewer than 12 tuition units) $120/unit
Non-degree students $160/unit

Non-state residents, foreign students and undocumented students

Full-time and Part-time matriculated students $190/unit; Non-degree students $250/unit

Senior Citizens (60 or older) (Enrollment on space available basis)

Tuition waived; Student fee $70.00

Accelerated fees for students enrolling in more than 18 tuition units/semester

# of excess units Supplemental Fee; * 2 or fewer $100/semester; * 4 or fewer $230/semester; * 6 or fewer $460/semester; * more that 6 $690/semester

CUNY BA/BS Program

Tuition and student activities fees for all students in the CUNY Baccalaureate program are billed for and collected by the Bursar at their home college. Students are billed according to the fee schedule in effect at their home college.

Permit students

All tuition and student activities fees are payable to the “home” college in accordance with its fee schedule. No additional payment of tuition or fees is required at the college where the course is taken.

Tuition refunds

Tuition refunds are computed according to the date that the student drops a course or courses. Refund applications are available in the Registrar’s Office, E-242. In cases of Medical Leave of Absences, the refund is computed according to the effective date of the leave. Non-instructional fees are non-refundable, except when courses are cancelled by the college, a student’s registration is cancelled by the college, or if the student enters military, Peace Corps or Vista service.

Students who drop courses from their record during the Change of Program period are entitled to a refund according to the following schedule:

Students who have paid their full tuition prior to receiving award notification in the mail from the Tuition Assistance Program (TAP) are entitled; if in full attendance at the college, to a refund in the amount of the TAP award notification.
TAP refunds will be issued within 45 days after the college receives a certified TAP
roster from the State of New York. A postcard will be sent to each student entitled to a TAP refund with instructions on how and when to obtain this refund.

Other Refunds
The regulations concerning TAP also apply to all other refunds to which a student may be entitled. As a general rule, however, the college will process non-TAP and non-tuition refunds within six weeks of the submission of the request at the Bursar’s window.

Student Fees
These are non-refundable fees paid each semester of registration.

**Full-time students** (12 tuition units or more)
- Student Activity Fee/$55
- Consolidated Services Fee/$5
- University Senate Fee/$.85

**Part-time Students** (Less than 12 tuition units)
- Student Activity Fee/$30
- Consolidated Services Fee/$5
- University Senate Fee/$.85
- Senior Citizens (60 or older)
  - Student Fee/$65
  - Consolidated Services Fee/$5

**Non-instructional fees (not refundable)**
- Freshman Application/$40
- Transfer Application/$50
- Late Registration/$15
- Program Change/$10
- Transcript/$4 (Transcript sent free to CUNY. Cash or money order for all others.)
- Locker per year/$1

**Technology Fee**
- $37.50: Below 12 equated credits
- $75.00: 12 equated credits and higher

**J. Financial Aid**

At LaGuardia, every effort is made to help students overcome their financial hardship. The office of Student Financial Services, located in MB-10, is staffed by professional counselors who assist students in securing financial aid.

What follows is a description of some of the financial aid programs available to eligible students of all the colleges. Applications and additional information may be obtained in the Student Financial Services Office.

1. Federal Program: School Code 010051 (Pell)

All students applying for the following programs must complete the Free Application for Federal Student Aid (FAFSA) on the web or by submitting a paper application.
When students file a FAFSA, they are applying for Federal Pell Grants, Federal Supplemental Education Opportunity Grants, Federal Perkins Loans, Federal Work-Study and, Federal Direct Loans. You can also complete your FAFSA on the web by filling the online application located at: http://www.fafsa.ed.gov. When you file your FAFSA on the Web, you will be able to apply for TAP on the Web as well.

2. New York State Programs: School Code 1403 (TAP)

At CUNY, students applying for the following programs must complete the TAP/APTS application. This application will be mailed to CUNY applicants and students, after they complete a FAFSA. However if you complete your FAFSA on the Web you will be able to file the TAP on the Web as well. While on the FAFSA Confirmation Page, click on the link for New York State Residents located just above "Your estimated Expected Family Contribution (EFC) is:" on the FAFSA confirmation screen to call up TAP on the Web. When students file a CUNY TAP application, they are applying for: Tuition Assistance Program (TAP), Aid for Part-Time study, Part-Time TAP, Child of Veteran Award, Child of Deceased Police Officer/Firefighter, College Discovery, Vietnam Veterans Tuition Award, and Nursing Scholarship. Get more information about TAP by visiting: http://students.hesc.com

3. New York City Programs:

The Peter F. Vallone Academic Scholarship Program

Selection of recipients and allocation of awards:
New York City high school students who graduated with at least a "B" average and enroll in the City University of New York system within a Year of their high school graduation are eligible for consideration of the Peter F. Vallone Academic Scholarship Program. Students must file a FAFSA, enroll full-time and maintain a "B" average for continued eligibility in the program. Students enrolled at LaGuardia Community College must be registered in an Associate Degree program and are limited to six semesters of eligibility. Students must also have accumulated 39 credits by the end of their fourth semester in order to receive the award for the remaining two semesters. Award Schedule: Each year the amount of the award is dependent on the program appropriation in the annual City budget. Awards for the 2003 - 2004 academic year are $1000.00 ($500.00 per semester).

College Discovery (CD)

Application Procedures: Application is made by completing the appropriate section of the admission form available from the Admissions Office, M-147, and returning the form to the University Application Processing Center of The City University of New York. Students must also complete the FASFA and the CUNY TAP application. Award Schedule: The amount of financial assistance and other support provided to CD participants is dependent on need as determined by the CUNY Office of Student Financial Assistance and/or the individual college CD programs, within State guidelines.
4. Federal Pell Grants:

**Application Procedures:** The complete paper application takes at least six weeks to process while the Web application takes maximum three weeks to process. A processed Student Aid Report (SAR) will be sent to the applicant. The amount of the applicant's award is determined from the SAR by the office of Student Financial Services. Upon enrollment, funds are paid directly to the applicant or applied to the students' tuition bill.

**Selection of Recipients and Allocation of Awards:** The Federal Pell Grant is an entitlement program. Eligibility and award amounts are based on need rather than academic achievement. The applicants must demonstrate need and must attend their classes.

Financial need is determined by a formula applied to all applicants. It was developed by the U.S. Department of Education and is reviewed annually by Congress. The Expected Family Contribution (EFC) is calculated by this formula.

**Award Schedule:** 2003-04 awards range from $200.00 to $2,025.00 per semester. The amount of the award will be affected by costs of attendance and full-or part-time enrollment status. The Federal Pell award does not duplicate State awards.

**Rights and Responsibilities of Recipients:** Students must continue to make satisfactory academic progress in the degree program in which they are enrolled. Students must not owe any refunds on Federal Pell Grants or other awards paid, or be in default on repayment of any student loan.

Award payments made by checks are mailed to the student's address on file with the Financial Aid Office. Payment Schedules are also available in the Financial Aid Office. Students must attempt 24 credits during the academic year in order to earn the full Federal Pell award. Therefore, enrollment status for Federal Pell will be as follows: Full-time 12 credits (or equivalent); 3/4 time 9 through 11.5 credits (or equivalent); 1/2 time 6 through 8.5 credits (or equivalent); and less than half time 1.0 through 5.5 credits (or equivalent). Please see schedule of Classes for more information.

Federal Supplemental Educational Opportunity Grants (FSEOG)

**Selection of Recipients and Allocation of Awards:** The applicants must:

1) have exceptional financial need and be enrolled at least half-time (6 credits minimum).

**Award Schedule:** The awards can range from $400.00 to $800.00 in 2002-2003.

**Rights and Responsibilities of Recipients:** The student must continue to make satisfactory academic progress, and meet all the requirements for the Pell Grant.

5. Federal Perkins Loan (FPL)

**Selection of Recipients and Allocation of Awards:** Loans are available to students enrolled at least half-time (6 credits) in approved post-secondary institutions.

**Award Schedule:** Awards can range up to $4,000.00 for each year of undergraduate study. The total debt cannot exceed $15,000 as an undergraduate.

**Rights and Responsibilities of Recipients:** Continued eligibility is dependent on maintenance of satisfactory academic progress. The current interest rate of 5% is payable during the repayment process and begins six months after graduation or leaving school.
and may extend over a period of 10 years. Payment is not required for up to three years of active U.S. military service or service in the Peace Corps, VISTA, or similar national program.

Eligibility of Defaulted Borrowers: 674.2, .9(i) A borrower who defaults on a loan made under the Federal Perkins Loan Program is ineligible for further assistance until he or she has:

- voluntarily made six consecutive monthly payments; (payments obtained by income tax offset, wage garnishment, income or asset execution, or pursuant to a judgment are not "voluntary".)
- voluntarily made all payments currently due;
- repaid the full amount due, including any accrued interest, late fees, and collection costs;
- received a deferment or forbearance based on a condition that predates the borrower reaching a 240 or 270-day past due status;
- had the loan cancelled due to permanent and total disability;
- had the loan discharged in bankruptcy;
- had the loan forgiven due to a closed school situation; or
- repaid the loan in full under the compromise repayment provision under 674.33(e).

A defaulted Perkins borrower may use satisfactory repayment arrangements (i.e., the making of six consecutive monthly payments on time) to regain Title IV eligibility only once.

Federal Perkins Loan Rehabilitation Program 674.39, .47(e)(5): Effective July 1, 2000

- Once a borrower has made twelve on time, consecutive monthly payment (as defined by the institution), a defaulted loan is rehabilitated. A borrower may rehabilitate a defaulted loan only once.
- Within 30 days of receiving a borrower's twelfth payment,
  - the borrower returns to regular repayment status;
  - the borrower's 12 payments are consider as the first year's payment under the 10-year repayment maximum; and
  - credit bureaus to which the defaulted loan was reported are notified to remove the default from the borrower's credit history.

Under a rehabilitation program, collection costs charged to a borrower may not exceed 24% of the unpaid principal and accrued interest.

NOTICE: If you have been awarded a Federal Perkins Loan for the 2003-2004 academic year, and accept this loan, you are required to bring to the Financial Aid Office (MB-10)
proof that you have completed pre-loan counseling on-line. Log on to the Financial Aid Office’s web page, http://www.lagcc.cuny.edu/FinancialAid click on Resources, then click on the link for Entrance & Exit for Perkins Loan.

Pre-loan counseling will give you the opportunity to review the terms of your loan and your rights and responsibilities once you have received the loan.

You will not receive your Perkins Loan check until you have completed the pre-loan counseling session and have completed the necessary forms. Please call (718) 482-7218 then press 4 to speak to the Perkins Loan Coordinator

6. Federal Work-Study Program (FWS)
   - Selection for Recipients and Allocation of Awards: The applicant must be enrolled at least half-time (6 credits or tuition units). Employment is reasonably available to all eligible students who are in need of financial aid in the institution. In the event that more students are eligible for FWS than there are funds available, preference is given to students who have greater financial need and who must earn a part of their educational expenses.
   - Award Schedule: The Financial Aid Office arranges jobs on campus or off-campus, with public or private nonprofit agencies, such as hospitals, for up to 20 hours a week, based on the availability of funds. Factors considered by the Financial Aid Office in determining whether, and for how many hours, the recipient may work under this program are: financial need, class schedule, and academic progress. Level of salary in 2002-2003 is $7.00 an hour.
   - Rights and Responsibilities of Recipients: Satisfactory academic progress must be maintained, and all the requirements of the Pell Grant must be met.

7. Federal Direct Loan Program (FDL) (http://www.ed.gov/DirectLoan)
   - Interest Rate Update (2002 - 2003)
     The interest rates for federal student loans disbursed between July 1, 2002 and June 30, 2003 are:
     - 3.46% During in-school, Grace and deferment
     - 4.06% During repayment
   - Application Procedures: Application is made through the Financial Aid Office by completing a Loan Origination Request Form. The applicant is required to first file and receive a response from a FAFSA. A counseling session and, the completion of a Direct Loan Entrance Interview Quiz are required. When the loan is approved, a promissory note is signed by the student. (The Direct Loan Entrance Counseling Quiz can be completed on the Internet at Entrance Counseling for Borrowers)
   (A Student loan Ombudsman office is available for assistance with loan problems at 1-877-557-2575 or http://ombudsman.ed.gov)
Selection of Recipients and Allocation of Awards: To be eligible for a Federal Direct Loan, a student must be:

- a U.S. Citizen or permanent resident alien.
- enrolled in or admitted as a matriculated, at least half time student (6 credits or tuition units).

Loan Schedule: The loan amounts vary and are based on class year: for example, $2,625.00 during the student's freshman year, $3,500.00 during the sophomore year, etc. All students are eligible to receive interest benefits on their loans unless they choose to waive them. Some students are eligible for a full interest subsidy on a subsidized loan during the time He/She is enrolled in school at least half-time, and for a following six month grace period before repayment must begin. An "Origination Fee" of 3% of the loan amount is subtracted in full at the time the check is issued.

Rights and Responsibilities for Recipients: Students may borrow at a relatively low interest rate (currently 3.46%) with no repayment as long as they remain enrolled at least half-time, and for six months after they cease to be at least a half-time student. Payment of the principal may further be deferred during study under a graduate fellowship program approved by the U.S. Commissioner of Education, during up to three years as a full-time Peace Corps or VISTA or similar national program volunteer. Six months after ceasing to be at least a half-time student, the borrower must make formal arrangements with the loan service to begin repayment. The following regulations apply:

- Depending on the amount of the loan, the minimum monthly payment may be at least $50.00 plus interest. Under unusual and extenuating circumstances the loan service, on request, may permit reduced payments.

- The repayment period varies and is dependent upon the repayment plan chosen. For example, the Standard Repayment Plan has a maximum period of ten years, and the Income Contingent Payment Plan has a maximum period of 25 years.

- Repayment in whole or part may be made at any time without penalty.

8. Federal Direct Parent Loan for Undergraduate Student (FDPLUS)

- Interest Rate Update (2002 - 2003)

- The interest rates for FDPLUS disbursed between July 1, 2002 and June 30, 2003 is 4.86%.

FDPLUS enables either natural or adoptive parents of dependent undergraduate students to borrow per child up to the cost of education, for each academic year at federally approved schools. The amount borrowed in any year cannot be greater than the cost of going to school during that year, minus all other financial aid received for the period of the loan. Costs that may be covered include tuition and fees, room and board, books, transportation, and an allowance for personal expenses. FPLUS loans for which the first disbursement was made on or after July 1, 1993 have no aggregate loan limit. Interest rates are variable and change every July 1st.
Repayment of the loan must begin within 60 days after the date funds are distributed. Borrowers have 10 years to repay. The loan service may charge an Insurance Premium of up to 4% on the loan principal. This premium is deducted from each loan disbursement. Application is made through the Financial Aid Office by completing a Loan Origination Request Form. Parents will be eligible for the same authorized deferments described in the Federal Direct Loan Program.

**Academic Requirements for Federal Aid (Title IV)**

Federal regulations stipulate that a student at LaGuardia Community College may remain eligible to receive Title IV assistance upon achieving at least a "C" average, or its equivalent according to the College’s retention policy, and accumulating credits towards the degree according to the following standards:

- **a)** a student's earned credits are equal to or greater than two-thirds of the credits the student has attempted at the institution;
- **b)** the credits a student has attempted are not more than 150% of the credits normally required for completion of the degree. If the standard in:

If a) and b) are not met, meeting the following conditional standard may retain eligibility:

- the credits the student has earned are equal to or greater than .875 of the total amount of credits attempted minus 21.

- Students who fail to meet the conditional status will lose Title IV eligibility. They may file a Financial Aid Waiver Appeal through the Academic Standing Committee. The decision of the committee is final.

**Special Value Courses:** To be eligible to receive Title IV, you must, according to Federal guidelines, be "making significant progress toward your degree", meaning that you must be earning credits at a sufficient rate. The federal guidelines for achieving full-time status in a semester do allow you to include, along with credits, the tuition units of the "special value" courses, but there is a limit: after you have registered (and received Title IV money) for thirty or more "special value" tuition units, Title IV programs will not pay for any additional "special value" courses. For example, if you register for Basic Writing 099 and Math 095, these two courses count for a total of 10.0 "special value" tuition units. If those units are used in calculating your Title IV award for the semester, you will have 20.0 "special value" tuition units remaining in your account.

If, however, you register for other, "non-special value" courses which make you full-time without using the "special value" tuition units, you would still have 30 "special value" tuition units in your account.

Once you have used up your 30 "special value" tuition units, you can only receive Title IV money for "non-special value" courses. Any future awards will be based on the credit values of regular courses only. It is therefore to your advantage to try to take "special value" courses along with regular courses, if you have met the prerequisites.

**Note:** Although ESL courses are listed as "special value" courses, those courses do not count toward the Title IV maximum.
**Probation:** Students who do not meet the college's minimum grade point average (GPA) will be placed on academic probation. They will be given one semester to achieve the minimum grade point average. During the probationary period students who make satisfactory academic progress will continue to maintain their academic standing with the college and their concurrent eligibility for financial aid.

**Additional Regulations:** For Federal Pell awards, students under 24 years old as of January 1st must prove their independence if they claim to be independent of their parents. They must also have unusual circumstances which must be documented.

Students are reminded that attendance is a requirement for receiving financial aid. Failure to attend classes could result in a reduction or loss of financial aid. If students charge tuition and/or books and attend classes, they are still liable for the costs and will be billed accordingly.

Permanent residents who have not had their status confirmed by INS must also submit a copy of their permanent resident card. Students who have an I-94, with the following endorsements, are no longer eligible for Title IV Aid: a) Adjusted Applicant, b) 245 c) 245 Applicant, d) Applicant for Permanent Residence, e) Voluntary Departure, and f) Deferred Action.

9. **Total Withdrawals and the Return of Title IV Funds:**

   The Higher Education Act of 1965 as amended in 1998 (Public Law 105-244) revised the rules to return Title IV funds (e.g. federal Pell) for students who completely withdraw from a term of enrollment. The new rules, which take effect in Fall 2000, assume that students earn their Financial Aid based on the period of time they remain enrolled. During the first 60% of the term, students earn Title IV funds in proportion to the time they are enrolled. If a student received more aid than he/she earned, the unearned portion must be returned to the Department of Education. If a student received less aid than the amount earned he/she may be eligible for a late disbursement.

   The portion of aid the student is entitled to receive is based on a percentage by comparing the total number of days in the semester to the number of days completed before the withdrawal. For example if you completed 20% of the semester, you would have earned 20% of your Title IV aid. If you received 100% of your Title IV aid you would have to return the unearned portion. The regulation stipulates that the amount to be returned is to be shared by the college and the student in proportion to the aid that each possessed. The college's share of the excess funds is the lesser of:

   - the total amount of unearned aid or,
   - institutional charges multiplied by the percentage of aid that was unearned.

   The college's share is allocated to the Title IV programs as determined by statute. The student's share is the difference between the total unearned amount and the college's share. This is also allocated to the Title IV programs as determined by statute. The law provides that any amount that the student returns to a grant program be reduced by half. The amount to be returned is also considered an overpayment and must be returned.
within 30 days to the Department of Education. If the student does not repay the overpayment in full or make a satisfactory payment arrangement within 45 days from the date of notification, the student will become ineligible for future Title IV funds.

Students who remain enrolled beyond the 60% point of the term are considered to have earned all their aid and do not have to return any Title IV funds.

10. Effects of Withdrawing on your Title IV Aid

**Federal Pell Grant** - If you withdraw from one or more of your classes after the first day of classes but before the official withdrawal date listed in the schedule of classes and remain with at least 1.0 tuition unit through 5.5 tuition units, the amount of Pell funds you receive for the session will be reduced. If this amount is less than the amount you charged or credited towards tuition/fees and a book voucher, you will immediately have to pay the difference to the Bursar's Office.

**Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan (FPL), Federal Work Study (FWS)** - If the class or classes you withdraw from by the official withdrawal date reduce(s) your enrollment status to less than half-time status (as described in the Schedule of Classes) you will not receive any funds for the session from these programs. If you work in the Federal Work Study Program, you must stop working the day you withdraw-officially or unofficially - to below half-time status.

**Federal Direct Loan Program (FDL)** - You must maintain at least a half-time enrollment status (as described in the Schedule of Classes) throughout the semester, otherwise you are not eligible for funds from the above loan programs. If you drop to less-than a half-time status, you immediately start using your grace period and must contact your loan service for an Exit Interview and repayment information.
INTAKE INTERVIEW AGREEMENT

Here is a list of information you need to remember from this intake interview:

1. You are scheduled to return to the CUNY Catch Office (Room C238) at 9:00 a.m. SHARP, on __________________________ for two- (2) hours of intake testing in reading and math. If you score at least 6.0 on the reading test, you will be scheduled for further testing (GED Predictor Tests) on __________________________ and on __________________________ at 9:00 a.m. SHARP each day. The GED Predictor Tests will take up to three- (3) hours on each day and you must be on time to take any of these tests. **We recommend that you aim to get here at least half-an-hour early to ensure that you are on time.** You must call our office at (718) 482-5128 if you are unable to make an appointment. If you are late, you will not be allowed to take the test and there is no guarantee that you will be rescheduled for any make-up tests.

2. If you pass the intake tests during the week of __________________________, you should be prepared to start classes on Monday thru Friday starting on __________________________, at 9:30 a.m. SHARP. You will be required to submit your high school transcript and discharge papers as well as an immunization record. If your intake reading score is below 6.0, you will be referred to another GED program.

3. You should try to use your time between this interview and your next scheduled CUNY Catch appointments to gather as much support as possible at home to help you get to the College on time. You should also use this time to take care of as much personal business as possible so that you will not miss any CUNY Catch program appointments or classes once they begin.

4. If you are accepted in the CUNY Catch program, you must follow the program rules and regulations. In general, you are expected to attend classes five- (5) days a week and behave like a serious student and not prevent others from learning in the classroom. You will be treated with respect and we expect you to be respectful of yourself, other students, teachers and other members of the College. You will receive a copy of the CUNY Catch Student Handbook with a full listing of the program rules, regulations and penalties by the end of the first week of classes.

Your signature below indicates that you understand the information listed above, that you promise to be here on time on the appointment dates, and that you will conduct yourself as a responsible student if you are accepted into the CUNY Catch program.

Student Signature ________________________________

Intake Counselor _________________________________

Date __________
ATTACHMENT C

DOCUMENTS FOR REGISTRATION

The following is a list – and the time frame in which they must be returned – of required
documents for registering with Auxiliary Services for High Schools:

1. For all students under twenty-one (21), who have previously attended a New York
City Public High School or Junior High School:
   (a) a photo ID (b) a discharge statement; a transfer statement for sixteen or seventeen
   year olds
   (c) a transcript (Including OSIS number) (d) Immunization Records, including TB
test, and (e) for sixteen-year olds, a copy of birth certificate (must turn seventeen (17)
before end of the current school year)
2. For all others who have previously attended a NYC Public High or Junior High
School after 1985:
   (a) a photo ID (b) a transcript (Including OSIS number) (c) Immunization Records
   (d) a recent TB test
3. For students who attended before 1985:
   (a) a photo ID (b) Immunization Records and (c) a recent TB test
4. For students entering a New York City Public School for the first (1st) time:
   (a) A photo ID (b) a physical examination including a recent TB Test

WHEN DUE

1 All TB tests are due within fourteen days (14) of registration.
   A positive TB test must have a chest x-ray within fourteen days for a total of
   twenty-eight days
2. All other immunizations are due at registration
3. All school documents (transcripts, discharge/transfer statement, OSIS numbers) are
due at registration.
4. Physical examinations are due at registration.

The State of New York requires all students born on or after January 1, 1957 to present
proof of immunity against measles, mumps, and rubella. Acceptable proof of
immunization must include two doses of measles vaccine and one dose of mumps and
rubella vaccine. Free immunization clinics through the Health Services Office are offered
periodically throughout the year to accommodate the students' obligations. Further
information is available from the Admissions Office, M-147, Health Services Office,
MB-40, and from on New York City Department of Health.
ATTACHMENT D

CONTRACT WITH STUDENTS

Center for
Community Education
CUNY Catch/ASHS Program

AGREEMENT OF PARTICIPATION

I ____________________________ TAKE PRIMARY RESPONSIBILITY FOR:

1. Being present for classes every day. I understand that I may jeopardize my status in the program if I miss more than one (1) day of classes in any week and that CUNY Catch may drop me from the program if I miss more than three (3) consecutive days in any week without contacting the office at (718) 482-5128.

2. Being on time and giving my best effort in the program.

3. Calling the CUNY Catch office at (718) 482-5128 if I will be absent or late.

4. Participating in all the CUNY Catch events including the end of semester and year activities.

5. Complying with the rules and regulations of the program as detailed in the CUNY Catch Student Handbook.

I UNDERSTAND THAT I MAY JEOPARDIZE MY STATUS IN THE PROGRAM IF I FAIL TO LIVE UP TO THIS CONTRACT.

<table>
<thead>
<tr>
<th>Student’s Signature</th>
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<td>Office Staff Member</td>
<td>Date</td>
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ATTACHMENT E

LaGuardia Community College
Division of Adult and Continuing Education
Center for Community Education
CUNY Catch/ASHS Program

PARENT/GUARDIAN AGREEMENT OF PARTICIPATION

As (- Parent – Guardian) of ____________________________, who is applying for the CUNY Catch Program, I promise that if s/he is accepted into the program, I will take responsibility for:

1. Encouraging his/her daily attendance on time - since a student’s status in the program will be jeopardized if s/he misses more than one- (1) day of classes in any week. I understand that CUNY Catch classes are scheduled Mondays to Fridays starting at 9:30 am and that the program may discharge students if they miss more than three (3) consecutive days in any week without contacting the office at (718) 482-5128. I also understand that s/he may be eligible for a Metrocard after five- (5) consecutive days of attendance.

5. Attending the program’s parent/guardian teacher meetings once I am given more than four-(4) weeks notice

6. Having her/him contact the CUNY Catch office at (718) 482-5128 as early as possible if s/he will be absent or late.

7. Assisting him/her in securing any documents s/he will need for registration, field trips, GED testing or any other event once I am informed of the document in a timely fashion by the CUNY Catch office.

5. Responding to the CUNY Catch Program’s recommendations or referrals to assist him/her in benefiting from the services provided. I understand that s/he must comply with the attendance, behavior and other rules and regulations of the program as detailed in the CUNY Catch Student Handbook.

I understand that I may increase the success of __________________________ in the program if I live up to this contract.

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<th>Parent/Guardian’s Signature</th>
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ATTACHMENT F
MORE INFORMATION ON THE GED TESTING PROCEDURES

What you will need on the day of the GED testing
On each day of GED testing, candidates must bring an admission notice, two proofs of identity (one must be a picture identification with a signature), two number 2 pencils and a ballpoint pen. For the two proofs of identity, **one must** be any of the following: a driver's license, valid passport (the picture must be recent so that it resembles you) **or** a non-driver's ID card issued through any New York State Department of Motor Vehicles Office, **or** a government issued ID which includes name, address, date of birth, signature and photograph. The second proof of identity **can** be a library card, credit card, birth certificate **or** a Social Security card.

Make sure you have the proper identification. **Do not** wait until the last minute to secure acceptable photo identification. Make arrangements to go to a Department of Motor Vehicles office to get a non-driver ID at least 4-6 weeks before you are scheduled to take the exam. **If you are unable to present positive proof of identity on the day of testing, you will not be allowed to take the GED exam.**

On the day of the exam candidates will be required to submit a US Demographics Form and a GED Options Form (from ASHS). You are not permitted to bring any of the following items to the seats in the testing room: calculators, tote bags, textbooks, overcoats, rulers, food items, notebooks, hats or other head coverings. Also, do not bring to the test electronic devices such as laptop computers, beepers, pagers, cellular telephones, radios, tape/CD players or hand-held video games. You must demonstrate that **ALL** electronic devices are switched off or placed in silent mode before handing in such items for safekeeping. (It is recommended that you leave all electronic devices at home.)

Candidates will complete the scannable (original) forms on the day of the test. Your CUNY Catch teacher will give you practice with bubbling in the information prior to the day of the exam. Make sure you take the completed copies of the scannable form to the test center on the day of the exam.

**How long candidates may need to wait for test results**

You will be sent a report of GED test scores as soon as possible after taking the test. If you receive a passing test score and meet the eligibility requirements, you will also receive your New York State High School Equivalency diploma. Keep in mind the fewer the number of errors you make on the test forms, the quicker the test results will be mailed out.
You should bring in your diploma and transcript to the CUNY Catch office so that we could congratulate you and make a copy of the documents for our files.

**What to do if the results do not arrive when expected**

If you do not receive your diploma, transcript or score report by eight (8) weeks after the test date, contact the New York State High School Equivalency Programs and GED Testing Office (see Section 1) for address and telephone number. [When writing, calling or e-mailing (GED@mail.nysed.gov)], please provide the following information: the first and last name you used on the day of testing; Social Security or test identification number; Candidate's date of birth; the name of the test center; and the date the candidate took the test. The CUNY Catch program will help you retrieve your GED documents from Albany.

Please note that if you need additional official copies of your transcript (a record of your passing GED test scores), you must contact the New York State High School Equivalency Programs and GED Testing Office in writing. The cost for a transcript is $4.00 and is non-refundable. **Please do not send cash.** Only money orders or certified checks payable to the “New York State Education Department” will be accepted.

**Duplicate diplomas**

The fee for a duplicate diploma with a transcript is $10.00 and is non-refundable. **Please do not send cash.** (Only money orders or certified checks payable to the “New York State Education Department” will be accepted.) A duplicate diploma will **not** be issued until two months after the original issue date.

**What to do when retaking all or part of the GED test**

If you do not pass all or any part of the GED test, you may repeat the entire test or selected parts of the test. **However, you must wait at least two (2) months before retesting.** A completed application is needed each time a candidate retests. When retesting, you must be at the test center on the first day of the test to receive instructions from the Chief Examiner. If a candidate retests before waiting for 2 months, the test will not be scored. Each test form has a two-letter code (i.e., IA, IB, and IC). You may not retest on a form or forms you have already taken. It is your responsibility to remember the two-letter form(s) of the test(s) you have previously taken.

Examination centers require that you show a transcript report from your last testing. This report will show the form(s) on which you have previously tested. A candidate is allowed to test only three (3) times during the same year. **Remember that if you retest on the same GED test form, the test will not be scored.**
APPENDIX G

DISCIPLINARY ACTIONS

1. Infractions

Level 1 Infractions – Insubordinate Behaviors
1. Failing to wear appropriate clothes;
2. Using cell phones, walkmans or beepers in the classroom;
3. Failing to deliver or return written communications between home and school;
4. Being late for school or class;
5. Cutting classes;
6. Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom or hallway); or
7. Engaging in verbally rude or disrespectful behavior

Level 2 Infractions – Disorderly Disruptive Behaviors
8. Smoking within the school buildings;
9. Gambling within the school buildings;
10. Using profane, obscene, vulgar, lewd, offensive or abusive language or gestures whether through oral, written or electronic communications;
11. Lying or giving false information to school personnel;
12. Misusing property belonging to others; or
13. Engaging in repeated Level 1 behavior

Level 3 Infractions – Seriously Disruptive or Dangerous Behavior
14. Being insubordinate; defying or disobeying the lawful authority of school personnel or school security officers;
15. Leaving classes or school premises without permission of supervising school personnel;
16. Using slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability;
17. Fighting/engaging in physically aggressive behavior;
18. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school;
19. Engaging in vandalism or other intentional damage to school property or property belonging to staff, students or others;
20. Falsely activating a fire alarm or other disaster alarm or making a bomb threat;
21. Engaging in sexual harassment (e.g., sexually suggestive comments, innuendoes, propositions or inappropriate physical contact of a sexual nature such as touching, patting, pinching);
22. Engaging in theft or knowingly possessing property belonging to another without authorization; or
23. Engaging in gang-related behavior (e.g., wearing gang apparel, writing graffiti, making gestures or signs)
24. Violating the College's Internet use policy, e.g., use of the Program's computers for pornographic viewing;
25. Posting or distributing libelous or defamatory material or literature or material containing a threat of violence, injury or harm;
26. Tampering with, changing, or altering a record or document of a school by any method, including but not limited to computer access or other electronic means
27. Intentionally obstructing and/or forcibly preventing others from exercising their rights to an education or to the college services;
28. Refusing to comply with the lawful directions issued by college representatives when they are acting in their official capacities. You are required to show your ID card when requested to do so by a college official
29. Occupying any college facilities unless you are authorized to do so. You may not block anybody's access from such areas.
30. Engaging in repeated Level 2 behavior

**Level 4 Infractions – Dangerous or Violent Behavior**
31. Engaging in intimidation, coercion or extortion or threatening violence, injury or harm to another or others
32. Engaging in threatening, dangerous or violent behavior
33. Participating in an incident of group violence
34. Threatening, while on school property, to use any instrument that appears capable of causing physical injury
35. Engaging in behavior which creates a substantial risk of or results in injury
36. Engaging in bullying behavior – threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practices, gender, sexual orientation or disability
37. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity
38. Committing arson
39. Inciting/causing a riot
40. Possessing or using any illegal drugs, alcohol or any controlled substances without appropriate authorization
41. Engaging in sexual harassment (e.g., sexually suggestive comments, innuendoes, or propositions, inappropriate physical contact of a sexual nature such as touching, patting, and pinching). Note: Students who engage in this behavior must be referred to the College's Sexual Harassment Committee (see page __ for additional information)
42. Engaging in inappropriate sexual conduct
43. Engaging in repeated Level 3 behavior

**Level 5 Infractions – Seriously Dangerous or Violent Behavior,**
44. Using force against or inflicting or attempting to inflict serious injury against other students, staff or other school personnel;
45. Selling or distributing illegal drugs or controlled substances
46. Having in your possession a rifle, shotgun, or firearm or knowingly have in your 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 college without written authorization.

47. Engaging in scholastic dishonesty, which includes but is not limited to:
   a. Cheating: copying from another’s test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test; substituting for another student or permitting another student to substitute for one’s self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test;
   b. Plagiarizing: appropriating another’s work and using it as one’s own for credit without the required citation and attribution;
   c. Colluding: engaging in fraudulent collaboration with another person in preparing written work for credit

2. Range of Possible Disciplinary Responses/Penalties

If you break any of the above rules, you shall be subject to the following range of sanctions:

For levels 1 & 2 infractions:

(a) **admonition** (an oral statement to the offender that you have violated University rules), or

(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);

For levels 2 - 5 infractions:

(a) **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 college regulation within a period stated in the letter of reprimand),

(b) **disciplinary probation** (exclusion from participation in privileges or extracurricular program activities as set forth in the notice of disciplinary probation for a specified period of time),

(c) **restitution** (reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages),

(d) **cooling off period** (exclusion from classes and other privileges or activities for a definite until a timely hearing/conference is scheduled with the Director, an Adjudicator, or the Divisional Disciplinary Committee. If your behavior places other students or staff
in physical danger, and it is deemed that it is no longer safe for you to remain on the premises of the college or program location, you may be asked to leave the program temporarily while a decision is made about further action to be taken. If you are unwilling to leave voluntarily, a College Campus Safety Officer will be called.

(e) suspension (termination of student status for an indefinite period as set forth in the notice of suspension. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion. See procedures for student suspension below:

(f) ejection and/or arrest by the civil authorities. Only the President of the College or the Vice-President of the Division may in emergency or extraordinary circumstances, temporarily suspend you. Prior to the commencement of a temporary suspension you, the College will give you an oral or written notice of the charges against you and you will be allowed to present your explanation of the matter. If your presence is considered to be a continuing danger to person or property or an ongoing threat of disrupting the academic process, then you may be suspended before you are given an opportunity to deny or explain your side of the allegation, which will be scheduled as soon as possible.

Any visitor who does not adhere to the above rules shall be subject to rejection, and/or arrest by the civil authorities.

The program may transfer you to another school if it feels that it is more appropriate to meet your needs.

3. Student Suspension
The practice for suspending a student who is engaged in a threatening situation is as follows:

a) The CUNY Catch Director, an Adjudicator or the College's Campus Safety Office can suspend you until the following day and you would be automatically scheduled to meet with the College representative (classified as a "cooling off period").

b) Upon meeting with the CUNY Catch Director or Adjudicator you will be given an opportunity to enter a plea.

c) If the Director or Adjudicator determines that your presence on campus poses a potential threat and wants you to remain suspended until an early hearing is scheduled (within seven business days), the Vice President must authorized the suspension. The Vice President's Office must send a certified notice to you, indicating that the suspension remains until a hearing is scheduled before the Adjudicator or Division's Disciplinary Committee. After the notice of suspension is sent, the Adjudicator or the Disciplinary Committee can send subsequent notices pertaining to the hearing process, your rights as a student at the hearing and the date, time and location of the hearing. The notice should include the specific details leading to the suspension and the rules that have been violated.

Their maybe cases when the Adjudicator may present your case to the Division's Disciplinary Committee. The Adjudicator must retrieve all evidence, documents and
witness statements pertaining to the case. The evidence is released to the members of the Disciplinary Committee at the actual hearing. At the conclusion of the hearing, all documents distributed for review must be returned to protect the confidentiality of the involved parties.

You have a right to review the documents pertaining to the case and you also have a right to be represented by a peer during any of the above hearings.