

Policy 1.12 College Discovery

1 Purposes and Objectives

The overall mission of the College Discovery Program is to provide college support services to academically and economically disadvantaged students in order to enhance their opportunity for a higher education, and to increase the level of education, social mobility, and vocational capability in our City and State. (BTM,1994,06-27,007,_D)

In fulfilling this general mission, College Discovery has the following purposes and objectives (BTM,1994,06-27,007,_D):

- a) Provide at each community college, through special funding, a permanent and structured program of comprehensive support services to selected students with specifically defined educational and economic needs to aid them in achieving a quality college education and expanded career options
- b) Provide, through special program funding, a range of support services:
 - (i) Comprehensive counseling
 - (ii) Orientation courses
 - (iii) Integrated tutoring
- c) Provide, through the resources of the college, basic skills in conjunction with tutorial services
- d) Provide, through the resources of the University, summer and intersession programs
- e) Promote coordination and articulation between the College Discovery and Development Program in the high schools and the College Discovery Program at the community colleges
- f) Promote the advancement of College Discovery graduates into baccalaureate and upper division programs in the senior colleges through the SEEK Program
- g) Promote understanding among the faculty and administration of each community college with respect to the purposes set forth in this policy and acceptance of this policy as being central to the mission of the University

2 Definitions

2.1 College Discovery Program

The College Discovery Program is to be considered, and is hereby defined as, one of the major programs of the University and of each of its community colleges. The College Discovery Program is hereby defined as the totality of the University's activities and involvement with those students admitted as College Discovery students, including the process of recruitment, selection, admission, orientation, advisement, counseling, tutoring, financial assistance, remedial, developmental and compensatory instruction, and regular instruction from admission to graduation. With final responsibility vested in the Chancellor, the Vice Chancellor for Academic Affairs and the Presidents, subject to the terms and provisions of this policy, the college administrations, faculties and staff, the campus College Discovery Programs, and the Office of Special Programs in the University's Office of

Academic Affairs, shall each, as appropriate, be considered responsible and accountable for the operation and administration of the Program. (BTM,1994,06-27,007,_D)

The special aspects and components of the College Discovery Program shall consist of the following (BTM,1994,06-27,007,_D):

- a) Counseling and advisement services in the course of admitting students
- b) Special diagnostic testing, tutoring, counseling, and advisement services for enrolled students
- c) Intensive remediation in basic skills, developmental and compensatory courses, and summer classes for such students
- d) Necessary supplementary financial assistance, including the cost of books and necessary maintenance in accordance with criteria and guidelines promulgated by the University and approved by appropriate external authorities
- e) Administration, accounting, research, monitoring and evaluation services provided by the University's Office of Special Programs

2.2 The College Discovery Program (College Unit)

The College Discovery Program is the academic and administrative unit on each community college campus responsible for the operation and conduct of particular components of the College Discovery Program: counseling services, orientation courses for entering program students and the College Discovery Component of the University Skills Immersion Program. It is also the unit responsible for monitoring instruction, tutoring, and summer programs, for College Discovery students, in cooperation with other college administrative offices, in a manner to be specifically described in the Academic and Fiscal Accountability Plans of each college. (BTM,1994,06-27,007,_D)

2.3 Budget

The College Discovery budget is that portion of the University budget that consists of special funds provided under the terms of the State's Higher Education Opportunity Act, and other funds provided through the community college budget for the special functions and purposes described in the Act and in other relevant local legislation. These consist of funds for counseling, tutoring, and student stipends. (BTM,1994,06-27,007,_D)

2.4 Program Student Status

College Discovery students are, and must be, full-time students, with full-time status defined as a minimum course load of at least twelve credits/equated credits, or whatever is considered equivalent at community colleges using other than a standard semester calendar. The combination of credits/equated credits must conform to Federal and State guidelines for full-time status. All College Discovery students must be matriculated in a degree program from the time of their first enrollment. Under extenuating circumstances, College Discovery students may obtain part-time status. Students attending part-time must enroll for at least six semester hours or the equivalent per term, except for graduating seniors. Part-time status is granted for one semester and can only be extended by a waiver granted by the Vice Chancellor for Academic Affairs or his or her designee. (BTM,1994,06-27,007,_D)

2.5 Developmental Education

Developmental education services for College Discovery Program students shall be defined as those instructional activities designed to facilitate the development of basic skills and basic academic knowledge and disciplines required to build a bridge between pre-college capability and successful performance in college-level academic course work. Remediation is to be defined as the phase focused on the acquisition of the basic skills in reading, writing, mathematics and speech. In developmental courses, primary emphasis shall be given to the development of comprehensive basic verbal, reading, writing and mathematical skills. Developmental education may include, but need not be limited to, structured courses, workshops, seminars, and study labs, among other pedagogic approaches. Academic credit shall be given only to the extent that college level material is integrated into such instructional modalities as courses, seminars and workshops. (BTM,1994,06-27,007,_D)

The total number of credits toward graduation to be awarded to any student for any number or combination of the above-defined courses shall be determined by each community college. These courses shall be provided by the appropriate departments of the college. (BTM,1994,06-27,007,_D)

2.6 Compensatory Courses

Compensatory courses are all non-remedial credit-bearing courses that have compensatory excess hours attached. Compensatory excess hours are all contact hours of a remedial nature in excess of the course credit weight attached to a non-remedial course. For FTE computation, credits assigned to courses are counted as credits, and excess hours in compensatory courses are counted as equated credits. (BTM,1994,06-27,007,_D)

2.7 Tutoring

Tutoring is the provision of supplementary instruction at all levels and in all courses for College Discovery Program students requiring such assistance. Tutoring shall be provided on a regular basis to College Discovery Program students with deficiencies in skills or those who lack the appropriate academic background for essential course work. Tutoring shall be provided by tutors recommended by instructors of the pertinent subject and certified by the chairperson of the appropriate department or by his or her designee(s) as qualified to tutor in the subject. (BTM,1994,06-27,007,_D)

2.8 Counseling

Counseling is the provision of academic, personal, financial, and other support related services by professionally trained counseling personnel. Counseling shall be concentrated on the maximization of the academic potential, performance, and progress of the College Discovery student. (BTM,1994,06-27,007,_D)

2.9 Financial Aid

Student financial assistance is the provision of necessary financial support, to the extent possible, to enable the economically disadvantaged student to attend college on a full-time basis. The primary responsibility for the packaging and awarding of financial aid to College Discovery students shall be vested in the College Financial Aid Office. The College

Discovery Program shall perform liaison functions, College Discovery student advocacy, and shall coordinate functions with regard to the financial aid of individual students and the interpretation of policy. (BTM,1994,06-27,007,_D)

3 College Plans

Each community college President shall annually submit to the Chancellor, through the Vice Chancellor for Academic Affairs, two college plans covering the College Discovery Program for the ensuing year, a college Academic Plan and a college Fiscal Accountability Plan. (BTM,1994,06-27,007,_D)

Among the major objectives of these required college plans are to (BTM,1994,06-27,007,_D):

- a) Ensure that the common purposes of the Program are served and the objectives of each individual plan can be monitored and evaluated
- b) Encourage innovative educational approaches that address the needs of the educationally disadvantaged
- c) Permit, within the framework of relevant education law and this policy, justified diversity and flexibility in organization and structure arising from the differences among the community colleges

The plans shall contain a precise description of both administrative and academic management for the Program in budgetary, personnel, and management terms. The plans shall include provisions for the College Discovery Component of the University Skills Immersion Program. (BTM,1994,06-27,007,_D)

These college plans shall be in a form and contain such detailed elements as shall be outlined by the Chancellor. (BTM,1994,06-27,007,_D)

The preparation of these college plans shall be the direct responsibility of the president. The plans shall be submitted in accordance with a timetable provided by the Chancellor through the Vice Chancellor for Academic Affairs.

The two plans are to contain the following items. (BTM,1994,06-27,007,_D)

3.1 Academic Plan

The college Academic Plan shall cover the provision of all components of the College Discovery Program as defined in this policy, as well as the remedial, developmental, compensatory and regular instruction provided to College Discovery students by the college. It shall also reflect the provisions of the New York State Higher Education Opportunity Program Act, appropriate budget requirements, and policies promulgated by and through the University. (BTM,1994,06-27,007,_D)

3.2 Fiscal Accountability Plan

The college Fiscal Accountability Plan shall describe the system at the college for receiving, disbursing, and reporting on the use of College Discovery funds, in accordance with legal requirements, City and State Budget and audit requirements, and the requirements of this

policy. It shall also report the payroll titles, salaries, and functional titles and duties, of current staff and those proposed for the upcoming year. (BTM,1994,06-27,007,_D)

The Chancellor, through the Office of the Vice Chancellor for Academic Affairs, may accept the plans, or require modifications based on the legal requirements of external authorities or the requirements of this policy. (BTM,1994,06-27,007,_D)

These plans, upon approval by the Chancellor, shall be reported to the Board of Trustees Committee on Student Affairs and Special Programs and the Board of Trustees Committee on Academic Affairs through the University's General Plan for the Special Programs. (BTM,1994,06-27,007,_D)

4 Academic Plan

As prescribed in content and form by the Chancellor, each community college President shall submit to the Chancellor, through the Vice Chancellor for Academic Affairs, an Academic Plan that contains the elements outlined in this policy. The Plan shall also include provision for the summer session offerings referred to in this policy. (BTM,1994,06-27,007,_D)

Since the prime objective of this policy is to promote the improvement of educational outcomes for College Discovery Program students, it is required that each Academic Plan approved by the Chancellor contain a description not only of the special courses to be offered but also a statement of their articulation with relevant regular college course offerings and a specification of all programmatic services defined in this policy, such as compensatory education and tutoring and the mode of their offering and availability. (BTM,1994,06-27,007,_D)

In summary, the Plan shall (BTM,1994,06-27,007,_D):

- a) Detail the specific academic goals of the particular College Discovery Program at the college and the means to be used to achieve them
- b) Describe the educational content of the Program
- c) Contain provision for a sufficient number of quantifiable indicators of student achievement to facilitate evaluation

A description of remedial, developmental, and compensatory course offerings, provided to College Discovery students by the college shall be included in the Academic Plan. (BTM,1994,06-27,007,_D)

A description of the College Discovery Component of the University Skills Immersion Program and any special summer school offerings in basic skills, and in developmental and compensatory courses and programs shall also be included in the Academic Plan. (BTM,1994,06-27,007,_D)

The Plan shall describe tutoring and counseling services that are provided to College Discovery students from the time of their admission to graduation. (BTM,1994,06-27,007,_D)

The Plan shall describe procedures for the monitoring of compulsory attendance of College Discovery students in basic skills courses as established by Board of Trustees resolution and required by this policy. (BTM,1994,06-27,007,_D)

The Plan may include proposals for deviations from this policy. Any such proposed deviations shall be clearly identified, described in detail, and defined as experimental in nature, with the length of the experimental period specified. Each such proposal shall also contain provision for suitable evaluation mechanisms and an adequate description of the expected results of the experimental deviation or program innovation. (BTM,1994,06-27,007,_D)

The Plan, by use of the University's Skills Assessment Program and other appropriate measures, shall identify improvement in the academic capabilities and achievements of College Discovery Program students. Such academic progress indicators shall be used for the evaluation of programmatic success on each campus. (BTM,1994,06-27,007,_D)

The Plan shall contain provision for the monitoring of the academic components and the fiscal aspects of the Program that are conducted by the College Discovery Program Director, as appropriate, as well as those that are conducted by pertinent academic and administrative authorities. The following components shall be monitored (BTM,1994,06-27,007,_D):

- a) College Discovery funded components that are under the direct administration of the Program Director (BTM,1994,06-27,007,_D):
 - (i) Administration
 - (ii) Counseling
 - (iii) Freshmen orientation courses
 - (iv) The College Discovery Component of the University Skills Immersion Program
- b) Those College Discovery funded components that are administered through other college offices (BTM,1994,06-27,007,_D):
 - (i) Tutoring services
 - (ii) Financial assistance services
- c) Those components funded through the community college budget and provided to all students by departments of the college (BTM,1994,06-27,007,_D):
 - (i) Remedial courses
 - (ii) Compensatory courses

The Plan shall be subject to review and approval, and to subsequent monitoring and evaluation, by the Chancellor, through the Office of the Vice Chancellor for Academic Affairs, in cooperation with the Vice Chancellor for Budget and Finance. (BTM,1994,06-27,007,_D)

5 Fiscal Accountability Plan

As prescribed in content and form by the Chancellor, each community college president shall submit to the Chancellor a Fiscal Accountability Plan containing the elements outlined in this policy. (BTM,1994,06-27,007,_D)

The Fiscal Accountability Plan shall describe the projected pattern of expenditures for the College Discovery Program, including the projected percentage of College Discovery Program and college funds to be allocated to each of the support services, and the projected means of

tracking such expenditures. The projected pattern of expenditures of College Discovery and non-College Discovery funds shall include, but not be limited to (BTM,1994,06-27,007,_D):

- a) Academic credit instructional costs
- b) Other instructional costs
- c) Remediation
- d) Counseling
- e) Supplemental financial assistance
- f) Research and evaluation
- g) Administrative costs (including financial aid personnel)
- h) Tutoring
- i) College Discovery Summer Program Component of the University Skills Immersion Program
- j) Intersession Program costs

If it is proposed that the College Discovery Program and other college program activities be combined in particular courses or programs, the Plan shall specify the exact extent, for funding purposes, of the participation of College Discovery Program students or faculty in the combined activities. Any exchange of funds and/or services must be in consultation with, and approved by, the Vice Chancellor for Academic Affairs or his or her designee and the campus College Discovery Program Director. (BTM,1994,06-27,007,_D)

The Plan shall include information on projected exchanges of either funds or services. (BTM,1994,06-27,007,_D)

The Plan shall contain provision for monitoring the fiscal aspects of the Program by the College Discovery Program Director, as appropriate, as well as by pertinent fiscal and administrative authorities. (BTM,1994,06-27,007,_D)

The Plan shall be subject to review and approval, as well as to subsequent monitoring and evaluation, by the Chancellor through the Office of the Vice Chancellor for Academic Affairs in cooperation with the Vice Chancellor for Budget and Finance. (BTM,1994,06-27,007,_D)

6 Monitoring, Reporting, and Evaluation

It shall be the president's responsibility in each college to monitor the implementation, application, and enforcement of this policy, and of that college's approved Academic Plan and Fiscal Accountability Plan. He or she shall take whatever steps are necessary to fulfill this responsibility, including such delegations of responsibility as he or she deems necessary, and shall submit reports on the same to the Chancellor, the Board of Trustees Committee on Student Affairs and Special Programs, and the Board of Trustees Committee on Academic Policy, Program, and Research, as part of the periodic reports referred to below. (BTM,1994,06-27,007,_D)

The College Discovery Director shall be generally responsible for monitoring and reporting to the President, from the perspective of the College Discovery Program, on the implementation of this policy, and specifically on the academic progress of all College Discovery students and their receipt of all college and College Discovery Program funded services for which these students

are eligible. The Academic Plan, along with the Fiscal Accountability Plan, shall specify the means whereby these monitoring responsibilities are to be discharged. (BTM,1994,06-27,007,_D)

The results of such monitoring shall be reported to the Chancellor who shall periodically forward such reports to the Board of Trustees Committee on Student Affairs and Special Programs and the Board of Trustees Committee on Academic Policy, Program, and Research. It shall be the responsibility of the Vice Chancellor for Academic Affairs, at the direction of the Chancellor, to see that the necessary reporting and monitoring are carried out on each campus. (BTM,1994,06-27,007,_D)

These reports shall focus on the implementation of the Academic Plan and the Fiscal Accountability Plan. They may also include data required for inclusion in the State mandated annual Final Report, such as (BTM,1994,06-27,007,_D):

- a) Credit accumulation
- b) Grade point averages
- c) Rate of movement of College Discovery Program students into the second and possible third year of their programs
- d) Rate of disbursement of College Discovery Program funds in the various functional categories

The president shall include in a covering statement his or her own assessment of the progress being made toward the realization of the purposes and objectives of the Program. (BTM,1994,06-27,007,_D)

7 Structure and Administration at the Campus Level

7.1 Components of the Program

There shall be a College Discovery Program at each of the community colleges. The Program, which shall be the overall responsibility of the President, faculty and staff of the college, shall include the following components (BTM,1994,06-27,007,_D):

- a) Remedial and developmental instruction in reading, writing, speech, English and mathematics provided by appropriate departments of the college
- b) A semester-length orientation course for entering program students
- c) A College Discovery Program Component of the University Skills Immersion Program
- d) Intersession classes
- e) Special tutoring
- f) Comprehensive counseling and advisement services
- g) Financial aid services performed in accordance with criteria and guidelines promulgated by the University, subject to approval by the appropriate external authorities
- h) Program administration
- i) Program research and evaluation

With respect to the instructional component of the Program, it is the intent of this policy that each involved college shall provide a clearly defined, specifically described, integrated, sequential curriculum designed to develop the basic skills of College Discovery students and progressively initiate these students in and prepare them for successful college level academic work. Intensive remedial and developmental instruction shall constitute the essence of such an integrated curriculum and is to be accorded the highest priority. The college shall place major emphasis on accelerating the movement of newly enrolled College Discovery students towards initiating and pursuing studies within the regular college curriculum. Compulsory attendance is mandated for College Discovery students in all remedial, developmental, and compensatory courses, for which they are registered. Comprehensive tutoring as part of, and coordinated with, intensive remedial and developmental instruction shall be provided to Program students. (BTM,1994,06-27,007,_D)

7.2 Unit Responsibilities

As part of the Program, each community college shall establish a College Discovery Program unit that shall be responsible for providing the following academic and support services (BTM,1994,06-27,007,_D):

- a) Counseling, including academic, personal, career, social and financial aid counseling to be provided exclusively for all enrolled College Discovery Program students
- b) A semester-long orientation course for all entering Program students
- c) Liaison and coordination with the college Financial Aid Office regarding financial aid services for College Discovery Program students
- d) Liaison and coordination with the appropriate departments of the college regarding their provision of basic skills instruction and tutorial services for College Discovery Program students
- e) A College Discovery Summer Component of the University Skills Immersion Program
- f) Liaison with the Intersession Program

7.3 Personnel and Organization

The College Discovery Program shall be an integral program of the college. The College Discovery Program budget shall provide funding for a Program Director, an assistant to the Director, counselors, and an administrative support person. All persons appointed as College Discovery counselors or administrators of the Program shall be appointed upon the recommendation of the department in which the Program is housed in accordance with the established procedures of the college. These personnel shall be assigned to work exclusively with the Program and its students. The College Discovery Program Director shall be consulted on all appointments and substitute assignments to the Program prior to such actions. (BTM,1994,06-27,007,_D)

With respect to appointment, reappointment, promotion, tenure, and certificates of continuous employment, instructional and counseling staff of the College Discovery Program, like all other University personnel, shall be subject to University provisions for

classroom observation (where appropriate), student evaluation (if appropriate), and annual evaluation. (BTM,1994,06-27,007,_D)

Annual evaluations of College Discovery Program personnel shall be conducted in cooperation with the College Discovery Program Director. The College Discovery Program Director shall either be designated to conduct the annual evaluation of College Discovery Program personnel by the departmental Personnel and Budget Committee, or assigned input into the procedure. (BTM,1994,06-27,007,_D)

7.4 College Discovery Director

The Director of the College Discovery Program in each community college shall be responsible for the College Discovery Program as defined in this policy . At the discretion of the president, he or she shall be recommended for appointment by the president to a professorial level title, subject to the by-laws and procedures of the Board of Trustees of the University. The Vice Chancellor for Academic Affairs shall report on this recommendation for appointment to the Board of Trustees Committee on Academic Affairs and the Board of Trustees Committee on Student Affairs and Special Programs. (BTM,1994,06-27,007,_D)

Such functions that the president may assign to the College Discovery Director, in addition to the primary functions specified in this policy, shall be germane and related to the primary functions and shall be described in the Academic Plan and the Fiscal Accountability Plan. In addition to the responsibility for administering the functions and services vested in the College Discovery Program, the Director shall also be responsible, under the President, in accordance with the Academic and Fiscal Accountability Plans, for monitoring all College Discovery funding, the support programs and services provided by various college departments to College Discovery students, and for the advocacy and representation of College Discovery students from admission to graduation. (BTM,1994,06-27,007,_D)

In recommending the appointment of a College Discovery Director to the Board of Trustees for its approval, the President shall consult with the appropriate College Discovery representatives and shall specify to the Board of Trustees Committee on Student Affairs and Special Programs and the Board of Trustees Committee on Academic Policy, Program, and Research through the Vice Chancellor for Academic Affairs, the methods of selection and consultation employed in the recommendation. (BTM,1994,06-27,007,_D)

7.5 Assistant To The Director

An assistant to the College Discovery Program Director shall be appointed and employed in the College Discovery Program. The assistant shall be assigned duties by the Program Director in any of the funded areas, including oversight responsibilities in the areas of financial aid, tutoring, research, evaluation and/or fiscal management. (BTM,1994,06-27,007,_D)

7.6 Counselors and Counseling

Counselors shall be appointed and employed in the College Discovery Program at such a ratio of counselors to students as is funded by the City. The counselors shall provide professional counseling in academic, career, personal, financial, and social, matters, with the major objective of furthering the student's academic potential, performance, and progress.

Counselors shall consult and maintain liaison with classroom instructors, and shall be responsible for monitoring student progress and class attendance to the extent possible. A precise register of contacts between students and counselors is to be maintained by the College Discovery Program. The Academic Plan may provide the same or similar encouragement and sanctions for student participation in counseling sessions as for class attendance. (BTM,1994,06-27,007,_D)

7.7 Faculty Qualifications

All faculty in the College Discovery Program shall have those qualifications or professional achievement and training required of faculty members in the rank of lecturer (full-time), instructor, assistant professor, associate professor, and professor, and be appointed through the regular channels of the college and the University. (BTM,1994,06-27,007,_D)

7.8 Faculty Evaluation and Review

Faculty of the College Discovery Program shall be evaluated in accordance with college and University procedures. The reviews and annual evaluations of counselors, conducted by either the College Discovery Director or the department chairperson, shall include reference to counseling effectiveness and sensitivity to the learning patterns of disadvantaged students and, where appropriate, also include reference to the academic content and substance of courses, such as the freshman orientation course that counselors may teach. (BTM,1994,06-27,007,_D)

7.9 Tutoring

Provision of sufficient tutoring services to Program students, from point of entry to graduation, shall be a key element of every campus College Discovery Program. A detailed description thereof, including provision for orientation and training, shall be part of each college Academic Plan, and provision for the maintenance of precise records of services shall be a part of the Fiscal Accountability Plan. The primary goal of these services shall be twofold, to provide (BTM,1994,06-27,007,_D):

- a) The individual academic support necessary to acquire the skills to complete required basic skills sequences
- b) The supplementary instruction required to maximize student performance at all levels and in all courses through Program completion

The College Discovery Program, through its Director, shall maintain liaison between the Program and the various tutoring centers of the college to ensure the provision of tutorial services to the College Discovery population. The College Discovery Program shall establish, in cooperation with the tutoring centers, an adequate record-keeping system that will provide data for required annual reports, audits, evaluation, research and other statistical reports as are requested by appropriate bodies. (BTM,1994,06-27,007,_D)

Tutoring shall be provided on a regular basis by qualified tutors. Peer tutors shall have a minimum 3.0 grade point average and shall be recommended and certified in the appropriate discipline by the pertinent academic department. In addition, a tutor shall be sensitive to the needs of College Discovery students and have the requisite interpersonal and communication

skills. Tutors shall be supervised and monitored by the tutoring centers in consultation with the College Discovery Program, and precise records of the tutorial services provided by each center shall be maintained. Periodic evaluations of the results of such services shall be provided. (BTM,1994,06-27,007,_D)

7.10 Research and Data Collection

Subject to appropriate funding, each campus College Discovery Program shall establish a research and data collection unit housed in College Discovery, which, under the supervision of the College Discovery Director shall among its assigned functions, be available to provide the data and research requirements of the University's Office of Special Programs. If campus College Discovery funding for a research and data collection unit is unavailable from the University or the colleges, the College Discovery Director, with the cooperation and support of other offices of the college, will be responsible for collecting the data for the College Discovery Campus Annual Report, The Academic and Fiscal Plans, and the General Plan for the Office of Special Programs. (BTM,1994,06-27,007,_D)

8 Structure and Administration at The University Level

8.1 Board of Trustees and Board of Trustees Committee on Student Affairs and Special Programs

The Board of Trustees is ultimately responsible for the policies, programs, personnel, and funding allocations of the College Discovery Program, subject to: (a) State and local law; (b) the regulations and requirements of the Regents and the State Department of Education; and (c) the requirements of State and City Budget Offices. (BTM,1994,06-27,007,_D)

The University's Office of Special Programs has been incorporated into the Office of Academic Affairs. The Vice Chancellor for Academic Affairs will report on Special Programs to both the University's Board of Trustees Committee on Student Affairs and Special Programs and the Board of Trustees Committee on Academic Affairs. However, the Board of Trustees Committee on Student Affairs and Special Programs is responsible, at the Board of Trustees' direction, for considering and making recommendations to the Board of Trustees on all policy matters for the College Discovery Program, under the terms of this policy and the By-laws, resolutions, and policy statements of the Board of Trustees. (BTM,1994,06-27,007,_D)

8.2 Chancellor

The Chancellor is responsible for the administration and operation of the College Discovery Program through the Presidents, faculties and staff of the colleges, and, in particular, for the central coordination of the Program, including the allocation and monitoring of College Discovery funding, under the direction of the Vice Chancellor for Academic Affairs. (BTM,1994,06-27,007,_D)

8.3 Vice Chancellor for Academic Affairs

The Vice Chancellor for Academic Affairs shall be responsible, under the direction of the Chancellor, for the central coordination of the College Discovery Program, and for the discharge of such responsibilities of the University's Office of Special Programs as are

specified in this policy and assigned to him or her by the Chancellor. (BTM,1994,06-27,007,_D)

The central coordination of College Discovery academic and personnel matters, budget matters, and non-academic personnel matters, shall be effected under the direction of the Vice Chancellor for Academic Affairs in coordination and collaboration with appropriate University administrative offices, i.e., the Office of Student Development, the Office of Budget and Finance, and the Office of Faculty and Staff Relations. (BTM,1994,06-27,007,_D)

8.4 University Dean for Academic Affairs

The University Dean for Academic Affairs is responsible for assuring the quality of the College Discovery Program and its consistency with the mission of the University, the campuses, and the New York State Higher Education Opportunity Act. the University Dean is also responsible for the oversight of the University's Office of Special Programs and the College Discovery Programs at the seven community colleges. Oversight includes monitoring, reporting, research and advisement on the practices, procedures and policies affecting the Programs. (BTM,1994,06-27,007,_D)

8.5 Director of the Office of Special Programs

The Director of the Office of Special Programs, under the oversight and direction of the University Dean for Academic Affairs, shall be responsible for the oversight, direction and functioning of the University's Office of Special Programs and for the discharge of such functions as are vested in the University's Office of Special Programs by this policy or by the direction of the Chancellor and/or the Vice Chancellor for Academic Affairs. (BTM,1994,06-27,007,_D)

8.6 Office of Special Programs

The University's Office of Special Programs shall be part of the Office of the Vice Chancellor for Academic Affairs and shall report to the Chancellor through him or her. the University's Office of Special Programs shall be responsible for (BTM,1994,06-27,007,_D):

- a) The coordination, compilation, and preparation, of the College Discovery section of the General Plan for the Special Programs, the College Discovery Final Report, and such other reports as are required by the Chancellor, the Board of Trustees, and by external authorities. (BTM,1994,06-27,007,_D)
- b) The coordination of the monitoring, reporting, and evaluation processes set forth in this policy. (BTM,1994,06-27,007,_D)
- c) The initiation and conduct of research and evaluation of the College Discovery Program directed at programmatic improvements. (BTM,1994,06-27,007,_D)
- d) The coordination of campus research and data collection units, in consultation and coordination with the University's Office of Institutional Research and Assessment under the direction of the Chancellor. (BTM,1994,06-27,007,_D)

- e) The promotion of the exchange of information on research and development activities with and among the individual campuses. (BTM,1994,06-27,007,_D)
- f) The provision of assistance in program planning and development as a continuous effort aimed at enhancing program quality. (BTM,1994,06-27,007,_D)
- g) The promotion and conduct of University-wide training for College Discovery administrators and faculty. (BTM,1994,06-27,007,_D)
- h) Other functions, duties, responsibilities, and activities as may be assigned to it by the Chancellor and/or the Vice Chancellor for Academic Affairs. (BTM,1994,06-27,007,_D)

8.7 College Discovery Budget

The College Discovery Budget, as prepared for submission to funding authorities, shall be developed by the Office of Academic Affairs in consultation with the Presidents, and through them, with the campus College Discovery Directors and submitted to the Office of Budget and Finance as part of the University budget request process. Thereafter, any reallocation, modification or reduction of funds based on short-falls from the requested budget shall be determined by the Chancellor through the Office of Academic Affairs and the Office of Budget, and Finance with the individual campuses. Such allocations, modifications or retrenchments shall be in conformity with the purposes and criteria set forth in this policy and in consideration of the Fiscal Accountability Plan for the college in question. (BTM,1994,06-27,007,_D)

8.8 Research and Development

Leadership in research and development in basic skills and compensatory education for under prepared and disadvantaged students shall constitute a major responsibility of the Chancellor's Office and of the leadership of the College Discovery Program, both in the University's Office of Academic Affairs and on the campuses. To this end, funding should be provided for professional research and evaluation staff and consultants, as needed, to work in the University's Office of Special Programs and at the individual campus programs, as deemed appropriate in collaboration with the University's Office of Institutional Research and Assessment to (BTM,1994,06-27,007,_D):

- a) Assemble and analyze campus-collected and centrally-collected data. (BTM,1994,06-27,007,_D)
- b) Conduct special studies. (BTM,1994,06-27,007,_D)
- c) Help develop student progress criteria. These criteria shall be sensitive to the complex backgrounds and needs of College Discovery students, but based on "hard" data capable of utilization as progress indicators for College Discovery and other disadvantaged students, applicable to such students individually and in the aggregate. (BTM,1994,06-27,007,_D)

9 Student Eligibility

The College Discovery Program is designed to serve the student who is both educationally and economically disadvantaged. A disadvantaged student is defined as an individual from a low income household with potential for a successful higher education experience but who has not acquired all of the basic academic skills required to successfully compete in a higher education environment. Generally, a student who is eligible for the Program has not earned a Regents diploma, is from a high school that has a poor record for academically preparing students, has been tracked or scheduled into a general high school program, has earned a New York State approved General Equivalency Diploma (GED), has been out of high school for a number of years, or ranks low on traditional measures of college admissions criteria, such as high school average and class standing. (BTM,1994,06-27,007,_D)

Eligibility requirements for admission into the College Discovery Program must comply with the requirements of State law and regulations issued by the State Department of Education. The New York State Board of Regents requires that students be both economically and academically disadvantaged. The Regents define economic disadvantage, and the Board of Trustees of The City University of New York define academic disadvantage. (BTM,1994,06-27,007,_D)

9.1 General Requirements

A student eligible for benefits under the College Discovery Program must meet all of the following criteria (BTM,1994,06-27,007,_D):

- a) Be both economically and educationally disadvantaged according to criteria in this policy
- b) Be a high school graduate or have a New York State approved equivalency diploma or its equivalent
- c) Meet at least one of the following conditions (BTM,1994,06-27,007,_D):
 - (i) Have not previously attended a college or university—except in the case of students enrolled in the State University of New York's Educational Opportunity Program (EOP), or the independent colleges' Higher Education Opportunity Program (HEOP)
 - (ii) Be a veteran who has earned no more than eighteen credits of college-level work prior to entrance into the service—except for USAFI and service-connected University of Maryland credits
- d) Have resided in New York City for at least one year prior to applying to the University

9.2 Academic Eligibility Criteria for First-time Students

A student shall be deemed "educationally disadvantaged" upon application for admission and eligible for the College Discovery Program, if he or she satisfies any of the following four criteria (BTM,1994,06-27,007,_D):

- a) The student has received a New York State approved General Equivalency Diploma. (BTM,1994,06-27,007,_D)

- b) The student has earned a College Admissions Average (CAA) of less than eighty percent or a rank in class at the sixty-fifth or lower percentile. (BTM,1994,06-27,007,_D)
- c) The student has earned a CAA of eighty percent or above or a rank in class above the sixty-fifth percentile, yet has received either remedial or English language skills assistance in high school and is thus determined to have a continuing need for the range of support services that are available to students in the College Discovery Program. (BTM,1994,06-27,007,_D)
- d) The student has earned a CAA of eighty percent or above and is an applicant to a particular program of study, but the student lacks a high school sequence in mathematics or science normally required for such a program and is thus determined to have a need for the services available to students in the College Discovery Program. (BTM,1994,06-27,007,_D)

9.3 Economic Eligibility Criteria for First-time Students

For purposes of determining economic eligibility, a student must meet the economic eligibility criteria established by the New York State Commissioner of Education. The economic eligibility criteria apply to the calendar year prior to the academic year of the student's first entry into college. (BTM,1994,06-27,007,_D)

9.4 Student Financial Aid

Upon admission, all College Discovery students must meet the economic eligibility criteria as established by the Commissioner of Education. A first semester College Discovery student may be permitted to register prior to the verification of his or her economic eligibility if the student has complied with all requests to submit economic verification documents. Under no circumstances shall a student receive College Discovery funds during this provisional period. If, upon receipt and analysis of economic verification documents the student is deemed not to be economically eligible to participate in the Program, the student shall be so notified and removed from the College Discovery Program rolls. (BTM,1994,06-27,007,_D)

The established economic criteria will apply to students at the time of admission into the College Discovery Program. If the student's economic status improves in subsequent years, then an appropriate adjustment in the amount of College Discovery financial assistance shall be made to reflect the change in the student's need. However, his or her entitlement to receive other support services offered by the Program shall not be affected. (BTM,1994,06-27,007,_D)

In order to receive College Discovery funds and other support services, all first time freshmen in the College Discovery Program must apply for (BTM,1994,06-27,007,_D):

- a) A basic educational opportunity grant (Pell Grant) with the appropriate agency of the Federal Government or through the University student aid form for the academic year in which benefits are sought
- b) The Tuition Assistant Program (TAP) with the New York State Higher Education Services Corporation or through the University student aid form

Each college, through its college Financial Aid Office, shall be responsible for ensuring that all College Discovery students file for these forms of aid in accordance with the Rules of the Regents and the guidelines established by the University and approved by the State Division of the Budget. (BTM,1994,06-27,007,_D)

In order to be eligible for College Discovery financial aid and other support services, all College Discovery students must be full-time students. Full-time status shall be defined as a minimum course load of at least twelve credits/equated credits, or its equivalent. However, if due to personal or family responsibilities a student has to register part-time for a particular term, that student must receive approval to do so from the Program Director. Part-time status is granted for one semester and can only be extended by a waiver granted by the Vice Chancellor for Academic Affairs or his or her designee. This student may apply and receive financial aid for part-time students if he or she meets the economic eligibility criteria for such aid. A student is eligible for the Supplemental Tuition Assistance Program (STAP) if his or her minimum full-time course load—i.e., twelve credits/equated credits—includes fifty percent, or six hours, of non-credit remedial, developmental or compensatory coursework. For the purpose of TAP eligibility, a full-time College Discovery student is a student enrolled for at least twelve credits or a combination of credits and equated credits, three of which must be credit-bearing in the first semester of State supported TAP study, and six credits in the second and subsequent semesters of State supported TAP study. (BTM,1994,06-27,007,_D)

Each student who registers as a full-time student is expected to maintain a minimum course load of twelve credits or equated credits per semester including remedial, developmental and compensatory courses. However, a student may be granted permission during the semester to drop a course with no change to his or her stipend level, provided that (BTM,1994,06-27,007,_D):

- a) Such a drop is recommended by his or her counselor
- b) The recommendation is reviewed by the Financial Aid Office and approved by the College Discovery Director
- c) Proper authorization is kept on file
- d) The number of credits/equated credits does not drop below nine

Full-time students on academic probation will retain the full financial aid and academic support services of the Program. Students who are placed on academic probation with a part-time course load will retain the full academic support services of the Program. This student may apply for and receive financial aid for part-time students if he or she meets the economic eligibility for such aid. A graduating student, whose degree requirements would be met with less than the minimum course load requirements, may be permitted to register for only those courses that are required for graduation. That student will also retain the full academic support services of the Program. (BTM,1994,06-27,007,_D)

10 Period of Student Funding Eligibility

A student is allowed six semesters of opportunity program eligibility, two college summer sessions, the College Discovery Summer Program Component of the University Skills

Immersion Program, and intersessions, for the completion of a two-year associate degree program. (BTM,1994,06-27,007,_D)

When a College Discovery student has utilized STAP during his or her career, that student would be entitled to one or two additional semesters of College Discovery financial aid support (depending on the number of semesters the student received STAP). (BTM,1994,06-27,007,_D)

When a College Discovery student has not been a STAP recipient but will be graduating upon completion of the seventh semester, that student would be eligible for College Discovery financial aid support in that seventh semester. (BTM,1994,06-27,007,_D)

Requests for funding eligibility exemptions for individuals not otherwise covered by this policy, may be submitted to the Vice Chancellor for Academic Affairs or his or her designee. (BTM,1994,06-27,007,_D)

11 Retention Standards

Students in the College Discovery Program shall be subject to the individual college's retention standards. (BTM,1994,06-27,007,_D)

The probationary period for College Discovery students shall be a maximum of two consecutive semesters. Students who fail to achieve the required standards after the probationary period shall be dropped from the Program. The regular academic appeals procedure of each college shall consider individual cases and, taking into account the recommendation of the College Discovery Director, grant exceptions as warranted. (BTM,1994,06-27,007,_D)

The maximum length of time for a leave of absence shall not exceed three consecutive semesters. Where special circumstances warrant, requests for retention standards exceptions along with appropriate justification, shall be transmitted by the College Discovery Director to the University's Office of Special Programs for appropriate action. (BTM,1994,06-27,007,_D)

12 Student Attendance

Attendance by College Discovery students in remedial, developmental and compensatory courses is to be considered compulsory for those students enrolled in such courses. University policy requires compulsory attendance of all students enrolled in remedial, developmental and compensatory courses. (BTM,1994,06-27,007,_D)

13 College Discovery Student Rights and Responsibilities

Students in the College Discovery Program are recognized as matriculated, full and equal members of the student body of the college at which they are enrolled and are entitled to all the rights and privileges, as well as subject to all the obligations, of students at the college; and, as College Discovery students, are entitled to special services and also subject to special obligations. (BTM,1994,06-27,007,_D)

Subject to the provisions of this policy, the additional entitlements and responsibilities of College Discovery students include, but are not limited to (BTM,1994,06-27,007,_D):

- a) Access to College Discovery counseling and other support services throughout their career as College Discovery students
- b) Access to College Discovery funded tutoring on an as-needed basis, in relation to all of the student's course work at the college
- c) Access to financial support, including State special program funding, on an individual as-needed basis
- d) Compulsory full-time attendance in all basic skills, developmental and compensatory courses in which enrolled

14 Financial Aid Administration

The principal objective of student financial assistance is to provide the necessary financial support, to the extent possible, to enable the economically disadvantaged student to attend college. The college Financial Aid Office shall be responsible for the processing, awarding and overseeing of all financial aid to College Discovery students. The supervision of all financial aid for College Discovery students shall be vested in the Financial Aid Office in consultation with the College Discovery Director or his or her designee. (BTM,1994,06-27,007,_D)

The Financial Aid Director shall be responsible for verifying students' economic eligibility for admission into the College Discovery Program. He or she shall also be responsible for the packaging and awarding of financial aid to College Discovery students in accordance with the guidelines and criteria established by the University and the funding authorities. (BTM,1994,06-27,007,_D)

Appointments of Financial Aid Officers to work either primarily or exclusively on the packaging and documentation of financial aid awards for College Discovery students shall be made by the Financial Aid Director in consultation with the College Discovery Director. Such Financial Aid Officers shall report to and work under the direction of the Director of Financial Aid, but shall maintain liaison with the College Discovery Director or his or her assistant. They shall work in such places as are assigned by the Financial Aid Director; however, in that their primary duty shall be to provide services to College Discovery students, they shall also have an ongoing exchange with the College Discovery Director or his or her assistant. (BTM,1994,06-27,007,_D)

15 Annual General Plan and Annual Final Report

As required by the Higher Education Opportunity Act and the regulations of the Board of Regents, the University shall develop and submit to the State authorities an annual General Plan and an annual Final Report covering the organization, development, coordination, and operation of the College Discovery Program. The General Plan and Final Report shall include such information and data as may be required. (BTM,1994,06-27,007,_D)

The University's Office of Special Programs in the Office of the Vice Chancellor for Academic Affairs shall be responsible for the coordination, compilation, and final preparation of the annual College Discovery General Plan and the annual Final Report for submission to the State authorities, subject to approval by the Chancellor and the Board of Trustees. (BTM,1994,06-27,007,_D)

It shall be each President's responsibility to ensure the timely submission of campus information and data required for the General Plan and Final Report. (BTM,1994,06-27,007,_D)