# 2013-2014 Full-Time Faculty Handbook

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SECTION I. HISTORY AND MISSION

History of Marymount Manhattan College
Marymount Manhattan College is one of six colleges founded in the United States by the Religious of the Sacred Heart of Mary, an organization dedicated to providing educational access and excellence at the undergraduate level. The College was originally established in 1936 as the city campus of Marymount College in Tarrytown, New York. In 1961, the College was independently chartered by the Board of Regents of the State of New York and separately incorporated as Marymount Manhattan College.

Throughout the history of the College, students have majored in a variety of academic disciplines under the guidance of faculty who have demanded rigorous standards and who have strongly encouraged the development of responsible and thoughtful citizens.

In recent years the College has attracted a larger and more diverse student body, and as a result has developed a range of innovative program offerings. Since becoming an independent college in 1961, Marymount Manhattan has opened its classrooms to and shared its resources with students of all ages and extended its campus on site and in outreach to the larger community.

As a small college located in the heart of New York City, Marymount Manhattan achieved robust institutional growth during the 1990s. In this decade enrollment grew by leaps and bounds. As a result, new programs were launched, new faculty was hired, and existing programs were strengthened. High-tech facilities were constructed in the theatre, dance, biology, and communication arts areas, and the campus became computer networked.

In 2001, the College opened a major residence building on East 55th Street that accommodates 500 students, and completed a major renovation of the Shanahan Library. The Ruth Smadbeck Center for Communication and Learning was relocated and the Center for Student Services was created in 2003. State of the art technology enhanced classrooms were added in 2005 and 2007. In September 2008 the College opened the Lowerre Family Terrace, a rooftop garden atop the roof of the Theresa Lang Theatre. This park-like space offers students and all members of the community an outdoor oasis removed from the bustle of city life below. The student commons opened in September 2009, along with refurbished facilities for dining, and a new rehearsal space for dance students. In July 2013, the College opened the Faculty House just a few doors away from the 71st Street entrance, to provide comfortable space for 27 faculty members. Finally, in September 2015, the College will add a second Residence Hall, for 270 students, at Cooper Square in the East Village. Despite the structural changes, the most remarkable feature of the College remains its social and cultural diversity, along with the shared commitment of faculty, staff, and students to the educational goals and mission of the institution.

Mission Statement
Marymount Manhattan College is an urban, independent liberal arts college. The mission of the College is to educate a socially and economically diverse population by fostering intellectual achievement, career development, and personal growth.

Inherent in this mission is the intent to develop an awareness of social, political, cultural, and ethical issues, in the belief that this awareness will lead to concern for, participation in, and improvement of society.
To accomplish this mission, the College offers a vigorous academic program in the arts and sciences for students of all ages, giving particular consideration to the individual. Marymount Manhattan College also seeks to be a resource and learning center for the metropolitan community.

**Liberal Learning at Marymount Manhattan College**

Marymount Manhattan College endorses the Statement on Liberal Learning prepared by the Association of American Colleges and Universities, which describes a liberal education as

> “one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture, and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.”

As a college located in the heart of New York City, Marymount Manhattan College seeks to promote the intellectual, artistic, ethical, and social development of each student through a curriculum that emphasizes the connections among the arts and sciences, and through the exploration of these connections on our campus in New York City.

As a student-centered college, MMC seeks to graduate individuals who are thoughtful, articulate, and curious. The College promotes intellectual, artistic, and scientific achievement, critical thinking, civic engagement, and personal growth. Through its faculty, course offerings, co-curricular activities, and special events, the College fosters a capacity for lifelong learning that is the hallmark of the liberal arts. MMC graduates are given the tools to adapt their knowledge, skills, and sense of responsibility to new settings and challenges. They can communicate effectively, as well as express themselves creatively. They are able to make the connections between human nature and values, the physical world, societies and the histories and structures of particular civilizations, the literary arts, and the fine and performing arts. Marymount Manhattan College remains committed to the values of liberal learning and academic freedom, and the principles of intellectual, scientific, and creative inquiry.

MMC believes that a liberal education, with its characteristic emphasis on critical thinking, written and oral communication, historical awareness, and creative expression, best prepares students for the twenty-first century.

**Accreditation**

Marymount Manhattan College, a four-year college of post-secondary education, is accredited by the Middle States Commission on Higher Education, the regional accrediting body of the Middle States Association. The Board of regents of the University of the State of New York independently chartered MMC to grant degrees.

The College is a member of numerous organizations concerned with the advancement of higher education, including the American Council on Education, the Association of American Colleges and Universities, The Council of Colleges of Arts and Sciences, Council of Independent Colleges, Hispanic Association of Colleges and Universities, the Association of Governing Boards of
Universities and Colleges, the National Association of Independent Colleges and Universities, and Faculty Resource Network at New York University, and the College Board.

The College Seal
With the granting of the absolute charter to Marymount Manhattan College on February 24, 1961, a new coat of arms and college seal were commissioned based on the original seal of Marymount College, in Tarrytown, New York. The center portion of the seal is the coat of arms, which is divided by a diagonal band of thirteen stripes of alternating red and white, indicating that the college is a foundation of the Religious of the Sacred Heart of Mary in the United States. Above this band, a flaming heart is surrounded by roses and pierced with a sword – the emblem of the Religious of the Sacred Heart of Mary. The three fleurs-de-lis below the band commemorate the French origin of the Religious founded in Beziers, France in 1848. Two beavers, derived from the seal of New York City, face the Latin Cross of Botonny, which is the emblem of the Catholic faith. The star Rayonnant, surmounting the cross, symbolizes the Blessed Virgin, who is the patroness of the College. The Griffin, on the left, is the heraldic symbol of agility and eternal vigilance. The Lion Rampant, on the right, signifies strength. The College Motto, “Tua Luce Dirige” (“Direct Us By Thy Light”), is displayed in the banner across the lower portion of the seal. The College’s Latin name, Collegium Mariamontis Manhattanensis surrounds the seal.

The College Mascot
The College’s mascot, the Griffin, is the heraldic symbol of agility and eternal vigilance. The Griffin is pictured on the seal of the College and is the name of the College’s yearbook.

The College Motto
“Tua Luce Dirige” translated from Latin means “Direct Us By Thy Light.”
SECTION II. ORGANIZATIONAL STRUCTURE

Administration

Board of Trustees
The Board of Trustees is responsible for the development of the College and the maintenance of conditions that contribute to the welfare of students and the effectiveness of the faculty and administration. The Board establishes the policies of the College, works to support its academic achievements, oversees its finances, authorizes and supervises the expansion of programs, consults with and advises the President of the College, and, when necessary, acts as a final court of appeals in decisions involving the dismissal of members of the faculty or student body. The Board is responsible for making all final decisions concerning faculty promotion and tenure, acting in consultation with the President of the College and based upon the recommendation of the Vice President for Academic Affairs/Dean of the Faculty and the Committee on Promotion and Tenure. Trustees are selected on the basis of their interest in the College, their areas of expertise, and their commitment to participating on the Board so as to enable the College to fulfill its purpose and mission.

The President of the College
The chief administrative officer of the College is the President, who is responsible to the Board of Trustees for the overall management of the College. The President also serves as a member of the Board of Trustees.

The President’s major responsibilities include the following: making faculty appointments and setting faculty duties; preparing annual budgets; signing and delivering diplomas for academic and honorary degrees; establishing individual salaries based on a salary scale agreed on by the Board of Trustees and have the final authority on internal affairs of the College.

Vice Presidents
On the recommendation of the President, the Board of Trustees may appoint one or more Vice Presidents to supervise the respective administrative divisions of the College. At present there are Vice Presidents for Academic Affairs, Finance and Administration, Student Affairs, College Relations and Advancement, and Institutional Research.

The Academic Dean
The Vice President for Academic Affairs (VPAA) and Dean of the Faculty is responsible to the President for the development and administration of the College’s academic programs and is the chief academic officer of the College. The Academic Dean promotes the intellectual development of faculty and students; reviews current and future faculty needs; facilitates academic fund-raising efforts; submits recommendations to the President for the employment, promotion or dismissal of faculty members; and ensures that all rules affecting the fulfillment of academic requirements are carried out. The work of the VPAA is supported by a number of Deans and administrative Directors.

The Division Chair
The Division Chair oversees the academic programs and activities within the division and reports to the Vice President for Academic Affairs and Dean of the Faculty. In consultation with the faculty, the Vice President for Academic Affairs recommends the appointment of a Division Chair to the President. In most cases, Division Chairs will be full-time tenured faculty members
and typically will be appointed for a period of three years. Chairs may be reappointed by the President after appropriate consultation with the Vice President for Academic Affairs and the divisional faculty. Division Chairs receive a 2-course release during each of the fall and spring semesters and receive a $4,000 stipend for the summer.

The Department Chair
A Department Chair, who collaborates with the Division Chair, is appointed to manage programs of study that support a major and result in the awarding of a degree. In consultation with the faculty, the Division Chair recommends the appointment of a Department Chair to the Vice President for Academic Affairs and Dean of the Faculty for a term that serves the needs of the department. Department Chairs may be reappointed by the VPAA and Dean of the Faculty after appropriate consultation with the Division Chair and faculty.

The Program Coordinator
Programs that support coursework leading to the completion of a minor or the completion of requirements in the general education curriculum are managed by a Program Coordinator who collaborates with the Division Chair. In consultation with the faculty and the VPAA and Dean of the Faculty, the Division Chair appoints the Program Coordinator for a term that serves the department/program. Program Coordinators may be reappointed by the Division Chair after appropriate consultation with the faculty and the VPAA and Dean of the Faculty.

Officers of the Faculty Council
(Article II of the College By-Laws)
For a complete description of the duties of each of the officers of the Faculty Council, please see Appendix F.1: College By-Laws Document.

Duties and Responsibilities of the Division Chair

Administration
1. Works closely with the VPAA and Dean of the Faculty and Associate Dean for Academic Affairs to implement the strategic plan of the college.
2. Seeks out opinions and strives for consensus among divisional faculty to arrive at a representative voice.
3. Communicates to divisional faculty the work of the Academic Policy Committee and represents the voice of divisional faculty at Academic Policy Committee meetings.
4. Coordinates the work of various Department Chairs, Program Coordinators and other administrative positions within the division.
5. Supervises the division office and the staff including the work-study students.
6. Prepares agenda for and presides over all divisional meetings. Forwards the minutes of all divisional meetings to the VPAA and Dean of the Faculty and the faculty of the division.
7. Manages the faculty advisement process in the division including faculty advisement assignments; orients faculty members to the advisement process, and when needed, resolves advisement/graduation problems in conjunction with Dean of Academic Advisement and the Registrar.
8. Recruits appropriate faculty for review of students’ Prior Learning Assessment student applications.
9. Prepares, in consultation with the divisional faculty, recommendations for the revision of departmental objectives, academic programs and course descriptions for the catalogue, in harmony with the mission/strategic plan.
10. Maintains and reviews all appropriate records of the division, including collection and review of syllabi for all divisional courses.
11. Mediates student and faculty complaints as appropriate.
12. Attends selected events as divisional representative (e.g., open houses, new faculty reception, graduation; Honors events; reception for accepted students.
13. Collaborates with the Office of College Relations to promote the reputation of the division on and off campus.
14. Oversees and coordinates the Department Chair’s oversight of relationships between the division and external organizations (e.g., accrediting organizations, consortia programs, articulation agreements, and professional organizations).
15. Approves the content of divisional promotional materials.
16. Serves as a member of the Academic Policy Committee and the Enrollment Management Committee.
17. Serves as liaison with other divisions and support units.
18. Collaborates with student affairs on the administration of student organizations.

Curriculum
1. Encourages and guides the development and improvement of the divisional curriculum in collaboration with departmental faculty on an ongoing basis.
2. Recommends divisional curricular proposals to the Curriculum Committee.
3. Coordinates program review and outcomes assessment for academic programs within the division.
4. Provides leadership in the development and implementation of learning goals and measures of outcomes assessment for academic programs within the division.
5. Prepares the schedule of courses in collaboration with Department Chairs and Program Coordinators in relation to student need, budget and curriculum integrity.
6. Develops a two-year course cycle in collaboration with program directors to facilitate student planning and ensure timely graduation of students.
7. Reviews and approves student requests for course substitutions, transfer credit, internships, independent study, course exemptions, study abroad, and permission to take courses at other institutions.
8. Consults with the faculty and librarian regarding acquisition of books and media for various program areas within the division.

Faculty and Staff
1. Encourages and recognizes faculty performance by fostering good teaching, scholarly writing and creative activity, professional development and service to the division and college.
2. Observes the work of faculty members within the division, especially of probationary faculty, and assists them in promoting the objectives of the College.
3. Evaluates tenure-track full-time faculty in consultation with Department Chairs and other appropriate faculty and makes recommendations to the Vice President for Academic Affairs and Dean of the Faculty for retention or dismissal (e.g., annual teaching observations; annual faculty review; Committee on Promotion and Tenure letter).
4. Recruits senior faculty to serve as mentors to tenure-track faculty members.
5. Makes recommendation to the Vice President for Academic Affairs and Dean of the Faculty on tenure, promotion, reappointment, faculty development grants, course releases, Sokol grants, leaves and fellowships, and administrative assignments.
6. Proposes the need for new faculty or staff members to the Vice President for Academic Affairs and Dean of the Faculty in September.
7. Oversees search committees for new full-time faculty and staff searches within the division.
8. Maintains a divisional file of office correspondence and evaluation documents for full-time faculty and staff.
9. Hires and orients part-time faculty in collaboration with full time faculty and the Vice President for Academic Affairs and Dean of the Faculty.
10. Oversees orientation of part-time faculty in collaboration with Department Chair, and Program Coordinator, faculty and Associate Dean.
11. Guides a process of evaluation of part-time faculty.
12. Supervises divisional support staff including selection, scheduling and evaluation.

**Budget, Planning and Other**

1. Manages division budgets with assistance from program directors and the Assistant Dean for Academic Administration.
2. Makes operational and capital budget requests and recommends strategic initiatives for the coming year.
4. Consults with the Director of Academic Administration and the Business Office on issues of insurance, space contracts, payroll, and off-campus activities.

**Selection of Division Chairs**

Division Chairs serve as the primary representative of the academic programs within the division and report to the Vice President for Academic Affairs and Dean of the Faculty. In consultation with the faculty, the Vice President for Academic Affairs recommends the appointment of the Division Chair to the President. In most cases, Division Chairs will be tenured and will be appointed for a period of three years. Chairs may be reappointed by the President with appropriate consultation from the Vice President for Academic Affairs and the faculty following the selection procedures outlined below. Newly appointed Division Chairs will normally begin on a part-time basis the first day of the Summer I term. The term for outgoing chairs will normally end the last day of the Summer II term.

**Selection Procedures**

1. At the November divisional meeting prior to the start of a new term, tenure-track and tenured faculty members will be provided with a list of the duties and responsibilities of a Division Chair and the policy and procedures for the selection of a Division Chair will be reviewed.
2. At the December divisional meeting faculty interested in serving as Division Chair will be identified and forwarded to the Dean.
3. During the time period between the December and February divisional meetings, faculty members and the Dean shall have an opportunity to meet individually with candidates for the position of Division Chair.
4. At the February divisional meeting the Dean will consult with tenure-track and tenured faculty members of the division with regard to the next Division Chair. Candidates for Division Chair will be excused from the meeting. At the meeting the divisional faculty will make their recommendation to the Dean.
5. No later than March 1 the Dean shall submit a recommendation for Division Chair to the President.
6. No later than March 15 the President shall appoint the Division Chair for a specified term.

Duties and Responsibilities of Department Chair

1. Works closely with the Division Chair to implement the strategic plan for the division.
2. Prepares agendas for and presides over departmental meetings. Forwards the minutes of departmental meetings to the Division Chair.
3. Prepares schedule of courses for all sessions in relation to student need and curriculum integrity and recommends them to the Division Chair.
4. Prepares, in consultation with the departmental faculty, recommendations for the revision of departmental objectives, academic programs and course descriptions for the catalogue.
5. Works with the Division Chair in interviewing, orienting and mentoring adjunct faculty members for the department.
6. Encourages the development and improvement of the departmental curriculum in collaboration with faculty on an ongoing basis and its effect on student learning.
7. Works with the Division Chair in the supervision of full-time faculty searches within the department.
8. Oversees relationship between division and external organizations (e.g., accrediting organizations, consortia programs, articulation agreements, and professional organizations).
9. Recommends to the Division Chair the content of promotional departmental materials.
10. Assists and advises the Division Student Recruiter.
11. Attends selected events as departmental representative (e.g., open houses, receptions for honors students, receptions for accepted students).
12. Advises the Division Chair as to the budget, faculty, and facilities and equipment in the department. Participates in planning of short-term and long-term use of space.
13. Mediates student and faculty complaints as appropriate.
14. Reviews the course evaluations for adjunct faculty within the department.

Selection of Department Chairs

Department Chairs serve as the primary representative of the academic department and collaborate with the Division Chair. In consultation with the faculty, the Division Chair recommends the appointment of the Department Chair to the VPAA/Dean, normally for a three-year term. The Department Chair may be reappointed by the VPAA/Dean after appropriate consultation with the Division Chair and the department faculty.
Duties and Responsibilities of Program Coordinator

1. Works closely with the Division Chair to implement the strategic plan for the division.
2. Prepares agendas for and presides over department/program meetings. Forwards the minutes of department/program meetings to the Division Chair.
3. Prepares schedule of courses for all sessions in relation to student need and curriculum integrity and recommends them to the Division Chair.
4. Prepares, in consultation with the department/program, faculty recommendations for the revision of departmental objectives, academic programs and course descriptions for the catalogue.
5. Works with the Division Chair in interviewing, orienting and mentoring adjunct faculty members for the department/program.
6. Encourages the development and improvement of the department/program curriculum in collaboration with faculty on an ongoing basis and its effect on student learning.
7. Works with the Division Chair in the supervision of full-time faculty searches within the department/program.
8. Oversees relationship between division and external organizations (e.g., accrediting organizations, consortia programs, articulation agreements, and professional organizations).
9. Recommends to the Division Chair the content of promotional department/program materials.
10. Assists and advises the Division Student Recruiter.
11. Attends selected events as department/program representative (e.g., open houses, receptions for honors students, receptions for accepted students).
12. Advises the Division Chair as to the budget, faculty, and facilities and equipment in the department/program. Participates in planning of short-term and long-term use of space.
13. Mediates student and faculty complaints as appropriate.
14. Reviews the course evaluations for adjunct faculty within the department/program.

Selection of Program Coordinators
Program Coordinators serve as the primary representative of the academic program and collaborate with the Division Chair. In consultation with the faculty, the Division Chair recommends the appointment of the Program Coordinator to the VPAA/Dean, normally for a three-year term. The Program Coordinator may be reappointed by the VPAA/Dean after appropriate consultation with the Division Chair and the department faculty.

(See Appendices A.1 & A.2 - Marymount Manhattan College and Academic Affairs Organizational Charts)
SECTION III: ACADEMIC STRUCTURE

Chairs and Program Coordinators

Accounting and Business Management
Accounting and Business Management, Division Chair, Vandana Rao

Fine and Performing Arts
Fine and Performing Arts, Division Chair, David Mold
- Art, Department Chair, Hallie Cohen
- Dance, Department Chair, Katie Langan
- Theatre, Department Chair, Mary Fleisher

Humanities
Humanities, Division Chair, Peter Naccarato
- Communication Arts, Department Chair, Laura Tropp
- Literature and Language, Department Chair, Cecilia Feilla
- Philosophy and Religious Studies, Department Chair, Mark Conard
- Creative Writing, Program Coordinator, Jerry Williams (On Leave AY13-14)
- Foreign Languages, Program Coordinator, Michael Colvin
- Interdisciplinary Studies, Coordinator, Peter Naccarato
- Journalism, Program Coordinator, Peter Scheafer
- Writing Seminar, Program Coordinator, Tahneer Oksman

Sciences
Sciences, Division Chair, Benedetta Sampoli Benitez
- Communication Sciences and Disorders, Department Chair, Ann Jablon
- Mathematics Department Chair, Steven Wat
- Natural Sciences, Department Chair, Judith Hanks
- Psychology, Department Co-Chairs, Cheryl Paradis and Linda Solomon

Social Sciences
Social Sciences, Division Chair, Manolo Guzmán
- History, Department Chair, Yu-Yin Cheng
- International Studies, Department Chair, Ghassan Shabaneh (On Leave Fall-2013)
- Political Science, Department Chair, Kent Worcester
- Social Work, Program Coordinator, Rebecca Sperling
- Sociology, Department Chair, Michelle Ronda
- Teacher Education, Department Chair, Alan Cohen

(See Appendix A.1 Academic Affairs Organization Chart)
SECTION IV: CURRICULUM PLANNING AND STUDENT LEARNING ASSESSMENT

Curriculum Planning

Faculty members are encouraged to work with their departments, division and college in the planning, maintenance, revision and creation of academic curricula. It is through such dynamic, faculty-centered development that Marymount Manhattan College can continue to offer engaging courses that drive and represent our dedication to a liberal education.

To assist in the process of curriculum development there are several forms available to the faculty. Each form is applicable to a specific type of curricular development needed. All forms may be found in the Appendix of this handbook. Additional questions regarding curriculum development may be directed to the members of the Curriculum Committee.

(See Appendices D.1 through D.4, Curriculum Committee Documents for all Curricula Committee Materials Forms)

Student Learning Assessment

In addition to assigning grades for assessment of learning in individual courses, faculty engage in assessment of student learning at the program level. Doing so enables faculty to assess whether students are in fact achieving the learning goals of their respective majors/programs. Measuring student learning at the program level also enables faculty to determine what areas of the curriculum might be altered to improve student learning. Further, student learning assessment is required to maintain accreditation by the Middle States Commission on Higher Education which requires that student learning assessment be conducted at the program and institutional level. A variety of assessment measures including homework, papers, exams, presentations, projects, and performances measure the level of mastery of these goals for each student.

At the program level, student-centered learning goals have been generated by the faculty to articulate what graduates of these programs should be able to do as a result of completing the program. Direct and indirect assessment methods are designed by the faculty in each department and implemented to measure the level of student achievement of the program goals. Typically, program assessment takes place within the capstone course; however, faculty may wish to conduct program assessment earlier, at various points of program completion.

Assessment of student learning in the general education curriculum also occurs. Each general education requirement (writing, mathematics, disciplinary studies, and interdisciplinary perspectives) has an assessment program that helps faculty understand the strengths and weaknesses of the curriculum and of pedagogy.

Also at the institutional level, periodically a sample of first year and senior year students is asked to complete the National Survey of Student Engagement (NSSE). The NSSE asks students to indicate the degree to which they are engaged in various kinds of classroom and extracurricular activities. Established research into student learning shows that student engagement in classroom and extracurricular activities increases the likelihood that students will persist and succeed in their higher education endeavors. The College uses these and other data to assess students’ academic success.
There are various other assessments at the institutional level. Routinely, data on graduation rates and retention rates are collected and analyzed. When the data indicate a downward trend, then further research is conducted. For example, the exit survey completed by students who are leaving MMC without finishing a degree program has been redesigned to determine more specifically why students are not being retained.

Ideally, faculty and students should be familiar with the learning goals for their majors/programs. The learning goals for the majors/programs are listed below:

(See Appendix B.9 College Guidelines for Useful Information for Student Syllabus)

### Learning Goals (General Education)

<table>
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<th>Disciplinary Studies</th>
<th>Learning Goal</th>
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| **Studies in Creative Expression** | 1. Students will engage as informed observers or active participants in the visual, spatial, performing or creative arts.  
2. Students will describe processes by which works of art, media, performance and creative writing are created individually and collaboratively.  
3. Students will demonstrate critical listening, reading, seeing and writing skills, and the ability to articulate aesthetic responses. |
| **Studies in Literature and Language** | 1. Students will articulate their understanding of the role language plays as a system of communication and as marker of cultural expression and identity.  
2. Students will produce formal analyses of how oral or written language reflects the sociohistorical conditions that produce it.  
3. Students will apply a variety of theoretical frameworks to their analysis of written and oral language |
| **Studies in Natural Science and Math** | 1. Students will demonstrate higher-level critical thinking and quantitative reasoning skills.  
2. Students will integrate and apply principles of the natural sciences and mathematics.  
3. Students will demonstrate comprehension and will communicate scientific or mathematical knowledge. |
| **Studies in Psychology, Philosophy and Religious Studies** | 1. Students will identify, describe, and explain key terms, concepts, and distinctions central to the discipline of psychology, philosophy, or religious studies.  
2. Students will reconstruct and explain (in speaking and writing) various arguments concerning the foundations and applications of theories of human nature, knowledge, and/or value.  
3. Students will critically evaluate (in speaking and writing) |
| **Studies in Social Science, Business and History** | 1. Students will critically consume discipline-specific knowledge in social science, business, or history.  
2. Students will discriminate between a variety of research methods, and demonstrate an understanding of their advantages and limitations.  
3. Students will identify the economic, historical, political or social factors shaping the procedures, practices, and policies of collective existence. |
Learning

<table>
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<th>Perspective</th>
<th>Learning Goals</th>
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| Cultural Perspectives | 1. Students will demonstrate knowledge of the ways through which culture is produced.  
2. Students will demonstrate knowledge of how people participate in and are influenced by individual, group, and social action.  
3. Students will recognize their contribution to the production, consumption, and reproduction of culture. |
| Ethical Perspectives | 1. Students will identify ethical issues and controversies in various contexts.  
2. Students will analyze and articulate multiple perspectives on ethical issues.  
3. Students will construct arguments that are grounded in ethical and other analytical or scholarly perspectives in support of their own judgments |
| International Perspectives | 1. Students will demonstrate a comparative understanding of communities outside the United States.  
2. Students will identify and evaluate contemporary or historical issues from global perspectives.  
3. Students will demonstrate an awareness of international communities and perspectives to encourage engagement with the world and its citizens |
| Natural Science Perspectives | 1. Students will articulate and recognize the contribution of scientific developments to human endeavors.  
2. Students will demonstrate an understanding of the scientific method as it applies to the natural and physical world.  
3. Students will identify the relevant key aspects of the evolution of scientific thought.  
4. Students will gain experience working with empirical data. |
| U.S. Perspectives | 1. Students will identify and analyze issues central to the United States experience.  
2. Students will articulate and analyze the plurality of experiences in the United States.  
3. Students will demonstrate an understanding of the impact of diversity on the United States experience. |

Learning Goals (Majors/Programs)

[The learning goals of general education categories can be found in the College Catalogue.]

<table>
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<th>Department</th>
<th>Learning Goals</th>
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| Accounting | After completing the major in accounting, students will be able to:  
1. **Business and Accounting Functions:** Students will analyze and communicate information in the areas of financial, managerial, tax accounting and auditing as well as the core areas of business including marketing, finance and business. Students will identify, record and communicate financial information and provide an analysis and interpretation of financial statements. Students will use audit techniques to form and communicate an opinion on the reliability and assertions of financial statements. Students will apply different costing |
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<tr>
<th>Biology</th>
<th>After completing the major in biology, students will be able to:</th>
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| 1. **Critical Thinking:** Students will demonstrate critical thinking skills, including: identifying and applying assessment instruments and analytical tools to analyze significant problems and/or opportunities, formulating decision alternatives, selecting a preferred solution decision based on conceptual analysis, and developing an action plan for the successful implementation of the preferred solution to these problems/opportunities. | 1. Demonstrate knowledge of biology, chemistry, physics and mathematics  
2. Demonstrate understanding of natural sciences from both a contemporary and historical perspective  
3. Demonstrate enhanced critical thinking skills  
4. Integrate and apply scientific information  
5. Utilize research strategies to address scientific questions.  
6. Effectively communicate scientific principles orally and in writing.  
7. Actively participate in the scientific community.  
8. Demonstrate appropriate training for the pursuit of post baccalaureate careers, advanced degrees or professional programs. |
| 2. **Quantitative & Technological Skills:** Students will demonstrate critical quantitative and technological skills and knowledge enabling them to analyze and interpret business data to support optimization of managerial decisions. |                                                                                                                                                                                                                                                                   |
| 3. **Domestic & Global Environment:** Students will articulate the complexity and diversity of today’s domestic and global business environment and the impact of internationalization on business. |                                                                                                                                                                                                                                                                   |
| 4. **Communication Skills:** Students will demonstrate competency in writing and speaking effectively and professionally as well as interpersonal and team skills in the business environment. |                                                                                                                                                                                                                                                                   |
| 5. **Ethics:** Students will articulate current issues in business and ethics and demonstrate the integration of ethical analysis into the strategic management process. |                                                                                                                                                                                                                                                                   |
| Business Management                                                     | After completing the business management major, a student will be able to:                                                                                                                                                                                                                                                  |
| B.S                                                                    | 1. Business Functions: Students will apply their knowledge of marketing, finance, accounting, economics and management concepts to demonstrate a working knowledge of business methods and strategies.  
2. Critical Thinking: Students will demonstrate critical thinking skills, by using business analysis to implement solutions to problems/ opportunities.  
3. Quantitative & Technological Skills: Students will demonstrate quantitative and technological skills and knowledge by analyzing and interpreting data to support business decision making.  
4. Domestic & Global Environment: Students will articulate the complexity and diversity of the domestic and global business environment and the impact of internationalization on business.  
5. Communication Skills: Students will demonstrate competency in writing and speaking effectively and professionally as well as interpersonal and team skills in the business context.  
6. Ethics: Students will articulate current issues in business and ethics. |
2. Communication Skills: Demonstrate competency in writing and speaking professionally.  
3. Ethics: Integrate ethical analysis into the strategic management process.  
4. Diversity: Articulate the importance of diversity and demonstrate the value of |
<table>
<thead>
<tr>
<th><strong>Communication Arts</strong></th>
<th><strong>Dance</strong></th>
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<tbody>
<tr>
<td>As a result of completing the major in communication arts, students will be able to:</td>
<td>Upon completing the major in dance, students will be able to:</td>
</tr>
</tbody>
</table>
| 1. Demonstrate critical writing, thinking, public speaking, creative analytical, research and technical skills as media producers and as academic researchers  
2. Creatively analyze and criticize mass media and works of media art using appropriate vocabulary and express a creative ide using media tools  
3. Demonstrate an understanding of individual, group and organizational behavior, all of which are shaped through manifested in communication, with particular emphasis on how principles, models, theories and paradigms come to influence our global, social, psychological and behavioral decisions | BFA/BA  
1. Demonstrate, in movement, writing, and speech, critical engagement with practices, theories and histories of dance.  
2. Integrate creative, intellectual and physical approaches in the study of dance techniques, composition, production and performance, at a level commensurate to sustain and refine growth in the individual’s area of concentration.  
3. Practice discipline, reflection, communication, and collaborative skills commensurate with professional and post-graduate environments.  
4. Apply sophisticated kinesthetic and physical awareness to work in the discipline and to associated fields of artistic and knowledge production.  
5. Respond critically to choreographies and performances using integrated descriptive, analytical, interpretative, and evaluative skills.  
6. Employ creative and intelligent approaches, such as tolerance for ambiguity, negotiation, and the development of alternative courses of action, in addressing challenges of collective and individual processes.  
7. Propose strategies and techniques for arts advocacy and for the participation in the improvement of society through dance on a community, institutional and social level. |
<table>
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<tr>
<th>English and World Literatures</th>
<th>After completing the major in English, students will be able to:</th>
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<tbody>
<tr>
<td></td>
<td>1. Analyze a variety of world literature texts in several genres</td>
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<tr>
<td></td>
<td>2. Analyze texts from world literature using a variety of critical methods and approaches</td>
</tr>
<tr>
<td></td>
<td>3. Utilize a variety of research tools to situate their literary interpretations into a larger critical conversation</td>
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<tr>
<td></td>
<td>4. Write and present orally critical analyses of literary texts that frame within a broader historical and cultural context</td>
</tr>
</tbody>
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<tr>
<th>History*</th>
<th>Upon graduation, students will be able to:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. Students will demonstrate knowledge of the past gained through reading, writing, discussion and lectures;</td>
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<tr>
<td></td>
<td>2. Students will demonstrate understanding of their society in context of diverse time frames and perspectives</td>
</tr>
<tr>
<td></td>
<td>3. Students will read and think critically, write and speak clearly and persuasively, and conduct research effectively;</td>
</tr>
<tr>
<td></td>
<td>4. Students will demonstrate insight into human values in their own and other cultural traditions</td>
</tr>
<tr>
<td></td>
<td>*Adapted from the AHA (American Historical Association) “Liberal Learning and the History Major”</td>
</tr>
</tbody>
</table>

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<tr>
<th>International Studies</th>
<th>Upon completing the major in international studies, students will be able to:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. Demonstrate a critical understanding of global politics, economic s and history</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate a cross-cultural understanding and be able to analyze and evaluate issues from a global perspective</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrate an understanding of international institutions and their role in the world</td>
</tr>
<tr>
<td></td>
<td>4. Demonstrate an ability to write well and conduct research</td>
</tr>
</tbody>
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<tr>
<th>Philosophy and Religious Studies</th>
<th>Upon completing the major in Philosophy and Religious Studies, students will be able to:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. <strong>Identify</strong> (in speaking and writing) concerns at the heart of human experience, especially those pertaining to the fundamental nature of reality, knowledge, and values;</td>
</tr>
<tr>
<td></td>
<td>2. Investigate, understand, and articulate (in speaking and writing) the way great thinkers and religious communities have addressed these issues throughout history;</td>
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<td></td>
<td>3. Explain (in speaking and writing) the nature and function of religion in individual life and human society, and historical and contemporary differences and similarities between religious systems; and</td>
</tr>
<tr>
<td></td>
<td>4. Respond to and evaluate (in speaking and writing) these concerns themselves, building on a firm foundation of cultural literacy, analytic method, and critical intelligence.</td>
</tr>
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<tr>
<th>Political Science</th>
<th>Upon completing the major in political science, students will be able to:</th>
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<tbody>
<tr>
<td></td>
<td>1. Critically reflect on and analyze contemporary political trends</td>
</tr>
<tr>
<td></td>
<td>2. Communicate effectively, both orally and in writing, about political topics and developments</td>
</tr>
<tr>
<td></td>
<td>3. Conduct qualitative and quantitative research on political topics</td>
</tr>
</tbody>
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<tr>
<th>Psychology</th>
<th>After completing the major in psychology major, students will be able to:</th>
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<tbody>
<tr>
<td></td>
<td>1. Demonstrate knowledge of diverse areas in psychology;</td>
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<tr>
<td></td>
<td>2. Evaluate and perform research;</td>
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<tr>
<td></td>
<td>3. In both written and oral presentation, communicate psychological material clearly and in appropriate format and style</td>
</tr>
<tr>
<td></td>
<td>4. Apply psychological content and skills to professional o pre-professional tasks</td>
</tr>
</tbody>
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<tr>
<th>Sociology</th>
<th>Students who graduate with a major in sociology should be able to do the following:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. Evaluate quantitative and qualitative research articles in the field</td>
</tr>
<tr>
<td></td>
<td>2. Design and implement valid, reliable, and ethically sound research that is original and empirical</td>
</tr>
<tr>
<td></td>
<td>3. Analyze social situations utilizing different theoretical perspectives implicit in sociological imagination</td>
</tr>
</tbody>
</table>
## Speech-Language Pathology and Audiology

Upon completion of the major in speech-language pathology and audiology, students will be able to:

1. Effectively demonstrate knowledge of a range of normal, different, and disordered functions of human communication system, across varied cultural contexts.
2. Exhibit critical thinking and problem solving skills in behavior, speech, and writing across genres.
3. Demonstrate scientific literacy as it pertains to the communication system by engaging in tasks such as research, and clinical and field related practica.

## Theatre Arts

Upon completing the major in theatre arts, students will be able to:

**BA/BFA**

1. Demonstrate comprehension of achievements in drama and theatrical production across a range of periods and cultures.
2. Demonstrate comprehension of the interdisciplinarity of theatre study and the collaborative nature of theatre production.
3. Demonstrate writing, oral communication, research, performance, and technical skills as foundations for building specific expertise in selected areas of concentration.
4. Draw on external resources for further study and work experience by utilizing museums, theatres, performing arts organizations, libraries, and other institutions in New York City and abroad.

### Academic Divisions: Course Differentiation Characteristics

The faculty of the various academic divisions and departments have identified the characteristics that differentiate 100-, 200-, 300-, and 400-level courses. They are presented below by division and, in some instances, by department.

### Accounting and Business Management

<table>
<thead>
<tr>
<th>100-Level</th>
<th>200-Level</th>
<th>300-Level</th>
<th>400-Level</th>
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<tbody>
<tr>
<td>Intro to databases, APA format – a basic intro to research.</td>
<td>Making connections as they compare/contrast theoretical models/conceptual frameworks.</td>
<td>Students ‘create’ a product, propose a thesis statement, or write/present a research/applied research paper that proposes a distinct point of view, while synthesizing/evaluating theories/concepts and examining evidence across fields such as accounting, economics and business.</td>
<td>Complete a major individual research/applied research capstone project that replicates practice and demonstrates depth and breadth in the field.</td>
</tr>
<tr>
<td>Develop writing and presenting (oral presentations also included when possible) skills. Provide grading rubrics for written and oral presentations. Use exemplars (examples of good papers/assignments) to clarify expectations.</td>
<td>Build research, analytical and conceptual skills through appropriate writing/and or oral presentation based assignments. Continue using exemplars and rubrics.</td>
<td>Discuss/analyze specific readings in addition to a text, including cases, scholarly articles, consumer behavior.</td>
<td>Present (scholarly or theoretical works) readings/applied research in a setting that replicates the workplace; example presenting an executive summary report or preparing and presenting an audit.</td>
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<tr>
<td>Integrate reading and analyzing business newspapers/journals.</td>
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<tr>
<td>Fine and Performing Arts</td>
<td>100-Level</td>
<td>200-Level</td>
<td>300-level</td>
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<tr>
<td>Provide an introduction to foundational skills and aesthetic literacy.</td>
<td>Are typically for the majors/minors in the discipline or more advanced sophomore-level courses in general education. Students develop foundational knowledge and aesthetic literacy through the study of concepts, history, and theory, and develop fundamental skills for the discipline.</td>
<td>Are advanced studies in the discipline in which students build on foundational knowledge and skills from 200-level courses. 300-level courses typically encompass historical periods and broader techniques, or more focused themes, and incorporate advanced writing, presentation, and creative skills.</td>
<td>Are advanced courses for majors and qualified minors wherein students demonstrate the scope and depth of their competency in their chosen field of study.</td>
</tr>
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<tr>
<th>Humanities</th>
<th>100-Level</th>
<th>200-Level</th>
<th>300-level</th>
<th>400-Level</th>
</tr>
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<tbody>
<tr>
<td>Communication Arts</td>
<td>Students are introduced to foundational concepts within the discipline. Upon successful completion of a 100-level course, students are able to recognize and articulate essential theories. In addition to becoming acquainted with basic theoretical propositions, students also embark on basic skill building. Level 100 courses also guide students in making logical and ethical critiques of basic communication arts concepts.</td>
<td>Courses offer a more complex survey of concepts and skills. Upon successful completion of a 200-level course, students are able to further utilize course material: applying theories across an array of contexts and building skills informed in part by 100-level courses. Intermediate critical thinking skills are fostered as students assess scenarios and develop arguments for the utility, functionality, and timeliness of communication arts concepts.</td>
<td>Students build from 100 and 200-level courses to have a more secure identity as practitioners of communication arts. Students become acquainted with primary sources and explore introductory research methods and methodology. Upon successful completion of a 300-level course, students will be able to appraise concepts at an intermediate to advanced level and defend the practicality and marketability of their growing skill set. Service learning opportunities introduced at the 300-level allow students’ creative and practical skills to develop.</td>
<td>Students use the skills learned in lower-level courses to create and contribute to the field of communication arts. Upon successful completion of a 400-level course, students further develop a sense of identity as communication arts practitioners, making initial yet significant contributions to their intended profession.</td>
</tr>
</tbody>
</table>

| Literature and Language | The lower-division General Education and discipline-specific courses emphasize foundational skills, and introduce key terms, concepts, and approaches in literary studies. The upper-division General Education and discipline-specific courses develop advanced research and writing skills and a more sophisticated application of critical approaches. |
• **Content:** Introduction of the key terms, concepts, and critical and theoretical approaches in literary studies.

• **Assignments:** Emphasis is on careful reading, critical analysis using literary and theoretical terms and concepts, and writing (quizzes, essays, midterm and/or final exams that total 16-20 pages of polished writing). Oral expression takes the form of in-class discussion, small-group work, and, frequently, a brief presentation.

• **Content:** Contextualization of key terms, concepts, and critical traditions in a more specific cultural or thematic area of literary studies.

• **Assignments:** Emphasis is on careful reading and critical analysis as well as on developing research skills using discipline-specific resources and writing using secondary sources (quizzes, essays, midterm and/or final exams that total 16-20 pages of polished writing). Oral expression takes the form of in-class discussion, small-group work, and usually a brief presentation.

• **Content:** A more advanced examination of the terms, concepts, and critical traditions in a focused area of study in the discipline (historical, regional, or thematic). In-depth study of primary literary texts and secondary source materials, including contemporary literary criticism and/or theory.

• **Assignments:** Emphasis is on careful reading, critical analysis, and writing using multiple secondary sources (quizzes, essays, midterm and/or final exams that total 25-30 pages of polished writing.) Students select their own research topic on a focused issue in the area of study, engage in research beyond the course readings, and produce a 10-15 page claim-driven research essay. As part of the steps, students often prepare an annotated bibliography and a rough draft, and assimilate peer and teacher feedback. Oral expression takes the form of in-class discussion, small-group work, and (often) formal presentations.

• **Content:** In-depth analysis and contextual understanding of a major figure, text, theme, or issue in literary studies. This work is typically informed by contemporary literary theory and criticism.

• **Assignments:** Emphasis is on careful reading, critical analysis, and advanced research methodologies. Students select a research topic on a focused issue or text, engage in preliminary research beyond the course readings, prepare an annotated bibliography, and rough draft, and assimilate peer and teacher feedback to produce a claim-driven, researched essay of 25-30 pages. Oral expression takes the form of in-class discussion, small-group work, and formal presentations.

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**Philosophy and Religious Studies**

The educational experience is conceived developmentally. The lower-division General Education and Discipline-specific courses provide foundational skills, competencies, and academic literacies. The upper-division General Education and Discipline-specific courses introduce and develop more sophisticated content and advanced research and writing skills that will be demanded of students in their major areas.
of study.

- **Literacy**: Basic introductory survey of the key terms, concepts, traditions, and schools of thought in the discipline or disciplinary area, which is geared toward first-year students (e.g., Introduction to Philosophy; Introduction to Judaism, Christianity, and Islam).

- **Assignments**: Emphasis is on careful reading, accurate exposition, and basic forms of analysis via reading quizzes, brief essays, mid-term and/or final exams with short answer and short essay components (that total approximately 7-10 pp. of writing). There may be the introduction of critical evaluation skills in later assignments, as with a brief (3-5 pp.) essay that emphasizes exposition and critique. Oral expression takes the form of in-class discussion and small-group work.

- **Literacy**: Basic introductory survey of the key terms, concepts, traditions, and schools of thought in a more specific and advanced historical, conceptual, or thematic area of the discipline, which assumes that students have completed at least WRIT 101 (e.g., Ancient Philosophy; Religion and Psychology).

- **Assignments**: There is early emphasis on careful reading and accurate exposition via reading quizzes and brief expository essays. There might be mid-term and/or final exams with short answer and short essay components (that total approximately 7-10 pp. of writing). Students are expected to be able to write one or two medium-length (5-7 pp.) essays that emphasize exposition, analysis, and critique. Oral expression takes the form of in-class discussion and small-group work.

- **Literacy**: Courses at this level provide a more advanced examination of the key terms, concepts, traditions, and schools of thought in a tightly focused area of study in the discipline (e.g., Metaphysics; Philosophy of Language; Buddhism; Islamic Ethics of War and Peace; Existentialism).

- **Assignments**: There is early emphasis on and reinforcement of careful reading, accurate exposition, and critical analysis skills via medium-length (5-7 pp.) exposition-and-critique essays. By mid-semester, students are expected to select a research topic on a focused issue in the area of study (e.g., free will versus determinism in Metaphysics), to engage in some preliminary research beyond the course readings and prepare an annotated bibliography; to produce a rough draft, and to assimilate peer and teacher feedback to produce a 10-12 pp. original thesis research essay. Oral expression takes the form of in-class discussion, small-group work, and perhaps formal presentation.

- **Literacy**: Courses at this level are generally populated by only majors and minors in the discipline, and offer in-depth analysis and contextual understanding of a major figure, text, or specific/contemporary issue in the discipline (e.g., Plato; Marx; Kierkegaard; Classic Philosophical Texts; Advanced Study in Religion).

- **Assignments**: There is early emphasis on and reinforcement of careful reading, accurate exposition, and critical analysis skills via medium-length (5-7 pp.) exposition-and-critique essays. By mid-semester, students are expected to select a research topic on a focused issue, problem, or question in the work or issue under analysis (e.g., the problem of universals in Aristotle’s Metaphysics); to engage in some preliminary research beyond the course readings (especially of the secondary literature) and prepare an annotated bibliography; to produce a rough draft; and to assimilate peer and teacher feedback to produce a 15-20 pp. original thesis research essay.
### Sciences

<table>
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<th>Communication Science Disorders</th>
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<td>The department differentiates our courses on the quality and quantity of our assigned texts, the extent of our use of primary literature and the types of clinically related activities in which students engage.</td>
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</table>

| Reading requirements in upper level courses build on those in the lower level with a shift to more primary than textbook reading. The overall amount of assigned reading also increases. Reading requirements in three - hundred level courses range from more detailed clinical observation reports to 20 page literature reviews. Students are required at this stage to go beyond summary and synthesis, to evaluation and hypothesis testing. Advanced clinical writing includes session notes (SOAP notes), end of term progress reports, diagnostic reports, case studies, and the creation of a professional portfolio. The use of primary literature in three - hundred level courses increases, and the overall demands of the associated assignments also increases (see above). The implementation of clinical activities at the three - hundred level includes more detailed and advanced in-class observation, observation in the Ruth Smadbeck Center, and observation off-campus. At the four-hundred level, students are responsible for providing services for presentations. Oral expression takes the form of in-class discussion, small-group work, and perhaps formal presentations. |

| Readings include textbooks, reports on language in the popular press, and structured reading of journal articles. Writing requirements in one and two-hundred level courses include one- two page summary sheets of textbook chapters, three-page synthesis work of various data points, five-page papers synthesizing findings from texts and primary literature, annotated bibliographies, clinical observations reports, and literature reviews. The use of primary literature in one and two-hundred level courses includes the current professional literature as well as foundational articles from the late 20th century. The implementation of clinical activities in one and two-hundred level courses includes speech sampling, transcription and analysis, clinical observations, write-ups and presentations of in-class observations. Students in our lower- level courses routinely present on material they have researched, including observations of clinical and audiological treatment. |

| Readings include textbooks, reports on language in the popular press, and structured reading of journal articles. Writing requirements in one and two-hundred level courses include one- two page summary sheets of textbook chapters, three-page synthesis work of various data points, five-page papers synthesizing findings from texts and primary literature, annotated bibliographies, clinical observations reports, and literature reviews. The use of primary literature in one and two-hundred level courses includes the current professional literature as well as foundational articles from the late 20th century. The implementation of clinical activities in one and two-hundred level courses includes speech sampling, transcription and analysis, clinical observations, write-ups and presentations of in-class observations. Students in our lower- level courses routinely present on material they have researched, including observations of clinical and audiological treatment. |

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| Readings include textbooks, reports on language in the popular press, and structured reading of journal articles. Writing requirements in one and two-hundred level courses include one- two page summary sheets of textbook chapters, three-page synthesis work of various data points, five-page papers synthesizing findings from texts and primary literature, annotated bibliographies, clinical observations reports, and literature reviews. The use of primary literature in one and two-hundred level courses includes the current professional literature as well as foundational articles from the late 20th century. The implementation of clinical activities in one and two-hundred level courses includes speech sampling, transcription and analysis, clinical observations, write-ups and presentations of in-class observations. Students in our lower- level courses routinely present on material they have researched, including observations of clinical and audiological treatment. |
### Mathematical

| These are elementary level math courses and students with adequate high school algebra skills may take these courses. These courses serve as prerequisite courses for 200-level math courses and prepare students with the math skills they need for higher level math courses. | These are more sophisticated math courses that assume students have good high school algebra skills or have satisfied a prerequisite course that may be 100-level or part of a sequence such as Calculus I & II. These courses expose students to formal math definitions, concepts and theorems, and applications of these concepts and theorems. In some courses students learn how to write simple math proofs. | These courses have a higher level of abstraction and expose students to various branches of mathematics. Students read and write math proofs, and learn how to communicate mathematics effectively both in oral and written form. These courses provide students with the foundational mathematics that they need to pursue a career in mathematics or the mathematical sciences. | These courses are for students with a high level of mathematical maturity – ability to read and write mathematical proofs and knowledge of fundamental concepts in linear algebra, abstract algebra, and analysis. These courses offer students the opportunity to pursue a study in a specialized area or topic. (Note: We have only three courses at this level: Math 497 Research, Math 498 Directed Study, and Math 499 Independent Study/Internship.) |

### Natural Sciences

- demonstrate a basic knowledge of the fundamental principles of the natural sciences
- demonstrate math skills taught in intermediate algebra, including familiarity with the metric system, basic graphing and data analysis, ratios and proportions
- demonstrate critical thinking in reading and summarizing basic scientific articles written for the general public
- be proficient in intermediate algebra skills
- develop basic writing and library research skills
- read and interpret scientific data in a variety of forms
- apply the scientific method
- exhibit problem solving and discipline-specific elementary lab skills
- explain and apply the fundamentals of natural science
- demonstrate a basic knowledge of and application of precalculus
- read and critically evaluate primary scientific literature
- communicate scientific principles
- demonstrate advanced laboratory skills
- analyze and evaluate case histories to generate hypotheses to make broader scale predictions
- ask scientific questions and prepare experimental strategies to answer those questions
- utilize research strategies to address scientific principles
- effectively present scientific concepts and research using both written and oral formats suitable for the scientific community
- generate advanced research projects
- conduct library based research projects and present conclusions to a professional audience

### Social Sciences

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<tr>
<th>100-Level</th>
<th>200-Level</th>
<th>300-level</th>
<th>400-Level</th>
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<tbody>
<tr>
<td>are introductory in character and very broad in their subject</td>
<td>200-level courses though still at the introductory level but</td>
<td>300-level courses have pre-requisites, a narrow focus and</td>
<td>400-level courses are similar to the 300 level courses and largely</td>
</tr>
<tr>
<td>100-level courses have no pre-requisites and are open to all students in the college</td>
<td>are specific in their subject matter allowing for greater depth in the exploration of the particular subject. Most importantly, 200-level courses have pre-requisites which give the student the background necessary to engage in the deeper level of exploration. Writing assignments at both the 100 and 200 level are short, under 5 pages. Grading in the 100- and 200-levels is largely contingent on in class and take home exams</td>
<td>introduce students to sophisticated reading materials most of which is primary in character. Secondary sources are not typical of this level. Writing assignments are more involved requiring literature reviews in the 12-20 page range. Students taking courses at the 300-level are sometimes expected to do their own original research [Research Methods Course].</td>
<td>limited to students in the major. All of these 400-level courses require original research and/or literature reviews between 20 and 25 pages. The 400-level courses usually have no exams as grading in these courses depends on the literature reviews or original research done by students in these courses.</td>
</tr>
</tbody>
</table>
SECTION V. ACADEMIC POLICIES

Policies Specific to Faculty

Statement on Academic Freedom
Marymount Manhattan College fully endorses the “Statement of Principles on Academic Freedom and Tenure” published by the American Association of University Professors in 1940 and re-interpreted in 1970. This statement reads, in part:

Institutions of higher learning are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights....

(a) Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to the subject....

(c) College and university teachers are citizens, members of a learned profession and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Marymount Manhattan College Financial Conflicts of Interest Policy for Faculty and Staff
(Approved by APC, April 18, 2012)

Federal regulations require that institutions applying for federal grant funds have a Conflicts of Interest policy that meets certain requirements. These regulations seek: “to promote
objectivity in research by establishing standards to ensure there is no reasonable expectation that the design, conduct or reporting of research funded under PHS grants or cooperative agreements will be biased by any conflicting financial interest of an investigator.” In conformance with these regulations, Marymount Manhattan College has established this policy.

Faculty and staff have an obligation to conduct their college responsibilities within guidelines that prohibit actual or potential conflicts of interest and that maintain the highest standards of integrity.

Accordingly, no faculty or staff shall have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity, or incur any obligation of any nature, which is in substantial conflict with the proper discharge of his or her duties and responsibilities at the College or from which s/he could benefit financially.

In order to comply fully with the federal regulations, MMC is required to offer training, which is mandatory for faculty and staff involved in or applying for federally-funded research grants. This training must occur prior to beginning work on any federally-funded research and must be repeated at least every four years.

Integrity in research requires that all aspects of research be free from bias originating from any real or potential conflict of interest. Conflicts of interest are not, in and of themselves, unallowable; however, they must be disclosed and managed in conformance with college policy and federal regulations.

In order to limit any financial conflicts that may affect research and/or result in bias, and in compliance with federal regulations, Marymount Manhattan College requires disclosure of significant financial interests. Faculty who wish to apply for research or educational funding to any federal granting agency, or any faculty participating in federally funded projects, must submit a financial disclosure listing any and all significant financial interests (SFI) of her/himself, his/her spouse or dependent children if:

- The value of said financial interest is $5,000 or more;
- The financial interest represents any equity, regardless of the value, in a non-public entity;
- It could reasonably appear that the financial interest might affect the activity for which funding is being sought; or
- If the research or educational activity might appear to affect the financial interests.

The disclosure must cover the previous 12 months and it must be filed prior to the submission of any federal grant application. If there is a change or if any new significant financial interest is acquired, the disclosure must be updated within 30 days. If a multi-year federal grant is involved, the faculty member/Principal Investigator must disclose any significant financial interest at the time of the annual report to the granting agency.

If the grant applicant or faculty participating in the grant project has no significant financial interests to disclose, s/he must so certify.

An MMC faculty member might have, or appear to have, a conflict of interest if s/he is engaged in any of the following situations:
• Failing to disclose a significant financial interest, either his/her own or that of a spouse or dependent children, which could affect the performance of official duties, including teaching and scholarship, or which could affect one’s judgment in the conduct of official duties, including research and scholarship.
• Engaging in outside employment which may affect or impair her/his judgment in the conduct of research or other official duties.
• Disclosing confidential information obtained in the course of official duties, except as required by law.
• Conducting college business with any entity in which the faculty member or a relative has a financial interest.
• Accepting gifts intended to, or giving the appearance of attempting to, influence the conduct of your official duties.
• Using or attempting to use his/her official status at MMC for personal gain or privilege.
• Hiring or engaging in decisions about hiring, promoting, disciplining, discharging or supervising any employee who is a member of his/her family or a close personal friend.

Some things to consider:

• Financial conflicts of interest may occur when an individual is in a position to influence college business dealings so as to produce personal gain for that individual, or for a relative, friend, or business associate.
• The increasing involvement of academic researchers and educators with industry and private entrepreneurial ventures can lead to an increased risk of conflict of interests.
• A financial conflict could exist if a faculty member receives a research grant that requires purchasing an expensive piece of equipment and then attempts to buy that equipment from a relative’s business.

The Vice President for Academic Affairs has appointed Dr. Kathleen LeBesco, Associate Dean of Faculty, as the Conflicts of Interest Officer. In this capacity, Dr. LeBesco is responsible for:

• Informing faculty and staff about the provisions of this policy, including the need to disclose significant financial interests prior to any federal grant submission.
• Receiving any submitted financial disclosures and reviewing them for possible conflicts.
• Consulting with the Vice President for Academic Affairs and any other appropriate officials to determine if there is a financial conflict of interest;
• Deciding what conditions, if any, are required to resolve any conflicts.
• Overseeing compliance with College policy in regard to FCOIs.
• Maintaining the confidentiality of any information disclosed, except as needed to resolve conflicts, or as required by any legitimate regulation or by law.

In some cases, projects with financial conflicts can be carried out with conditions or restrictions determined by the Conflicts of Interest Officer. Such conditions could include:

• Full and public disclosure of the financial interests.
• Divestiture of the financial interests;
• Modification or monitoring of the research;
• Recusal of the investigator from certain sections of the research;
• Severance of relations that cause or appear to cause conflicts of interest.
• Other conditions deemed by the Conflicts of Interest Officer to be appropriate.
Faculty or staff found to be in violation of this policy may be subject to sanctions such:
- Having a letter of censure placed in the file;
- Being deemed ineligible to submit grant or IRB applications;
- Being prohibited from teaching or research;
- In egregious cases, not being reappointed or being dismissed.

As required by federal regulations, the College will report to the NIH and/or to the appropriate federal authorities, granting agency, or other relevant entity about any conflicts of interest and how they are being managed at the College.

**Marymount Manhattan College Policy on Responsible Conduct of Research**
(Approved by APC on April 3, 2013)

Marymount Manhattan College takes seriously its responsibilities with regards to responsible conduct of research. As a small institution just beginning its quest for federal research support, we recognize the importance of establishing guidelines for ethical faculty research and a training process for students involved in funded research. In conformance with federal regulations, we have established the guidelines outlined below.

All faculty will receive our Guidelines for Responsible Conduct of Research. This document offers ethical guidelines concerning research practices and includes a list of resources on this topic.

Given our small size and lack of significant federal research support, we feel the best way to proceed for training of students involved in funded research is to use the existing training modules that are available online and free of charge. We find such training to be informative and comprehensive and passing the course demonstrates a good understanding of Responsible Conduct of Research (RCR).

Undergraduate students involved in funded research (we have neither graduate students nor any postdoctoral fellows) are required to complete an online training module on RCR and to submit their completion certificate to the Office of the Vice President for Academic Affairs prior to beginning their research. Several training modules are available; here is the link and instructions for one such site:


This site offers a series of tutorials on the "Responsible Conduct of Research" available at no cost to groups affiliated with educational or other non-profit institutions. Upon entering this site, click on RCR Modules from CMDITR on the upper right, and work through the drop down menu. You must register as an individual user and your mentor must also register a research group and indicate which modules are required. Once registration is complete, one can work one’s way through the training modules. When finished, completion of the modules must be documented. For this particular program, a check appears on the Table of Contents Page for each completed module; this page can then be printed to show completion of the required modules. Other available training modules may offer a Certificate of Completion at the end and if so, this certificate should be printed for submission to the Office of Academic Affairs.
Faculty mentors are responsible both for informing their students of this requirement and for telling the Office of the Vice President for Academic Affairs the names and contact information for all students they wish to engage in their funded research and/or whose funded research they supervise. The Vice President’s office will then follow up with those students to make sure they understand their responsibilities in regard to RCR training and that they submit documentation of their training completion in a timely fashion.

The Vice President for Academic Affairs (VPAA) has named Dr. Katie LeBesco, Associate Dean of Faculty, as Research Integrity Officer and Conflicts of Interest Officer. She is well qualified to fulfill this responsibility based on her extensive record of research and the respect with which the faculty view her. The VPAA also has assigned Mr. Richard Sheldon, Assistant Dean for Academic Administration, to conduct outreach to faculty and students about their responsibilities in this area and to monitor the submission of training certifications.

Statement on Professional Ethics
(Reproduced from the AAUP Statement on Professional Ethics at www.aaup.org/AAUP/pubs/res/policydocs/statementonprofessionalethics.htm?PF=1)

“Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.”

Policy on Religious Observance
(Approved by APC, 12/2006)

It is the policy of the College to respect its members’ observance of their major religious holidays. Administrators and instructors responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the Academic Calendar. When scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirement involved. If a suitable arrangement cannot be worked out between the student and the instructor involved, the student and the instructor should consult the appropriate Chair or Director. If an additional appeal is needed, it may be taken to the Vice President for Academic Affairs.

Research with Human Subjects
(Committee for the Review of Research with Human Participants, 2013)

Human subjects research is any activity intended to obtain and record information from or about individuals for research purposes. Examples of human subjects research include: surveys, observations of public or private behavior, experiments involving human responses, and the collection of existing data from medical or school records.
In Spring 2007, a Committee for the Review of Research with Human Participants was formed at Marymount Manhattan.

If you are conducting or supervising research with human participants, and if you are employed by Marymount Manhattan College or you wish to do research on the premises of Marymount Manhattan College, then your study may have to be reviewed by the Committee. Please contact any member of the Committee to determine if your research is or is not exempt from a full approval process.

The primary aim of this review process is to protect the basic rights of research participants, namely their right to be protected from harm and to be protected from invasion of privacy. The procedures for review and approval are regularly being revised by the Committee to ensure their concurrence with relevant professional codes of ethics and with federal regulation Title 45, Part 46, effective July 14, 2009.

The Committee for the Review of Research with Human Participants works with researchers to facilitate research. If an initial proposal is rejected, the Committee provides written feedback. If a revised proposal is submitted, the Committee re-evaluates that proposal. In order to initiate the review process, you need to supply the Committee with information on your procedure, its risks and benefits, and, if applicable, such safeguards as informed consent by participants, participants’ anonymity and confidentiality of data. The Committee will act on the information as quickly as possible. If you change research procedures or continue your research for a period of 1 year past the initial approval, you must notify the Committee, and you may have to re-apply for approval.

(See Appendix B.10, B.11 and B.13 for the complete policy and forms)

**Syllabi Distribution Policy**
(Approved by APC 12/2006)

One of the customary responsibilities of faculty members is to prepare a well-designed syllabus that includes information about specific course learning objectives, course description, attendance policies, academic honesty, required texts, grading policies, and other pertinent material that the professor believes students need to know in order to complete the course successfully. Syllabi are to be submitted to appropriate administrative offices and may also be made available to accrediting agencies and government bodies such as the State Department of Education. However, as an example of “intellectual work product,” the design and content of course syllabi remain the property of the individual faculty member who designed the course. Therefore, in light of the increasing tendency to post and share course materials in electronic forms, care should be taken to protect faculty work against unauthorized and inappropriate dissemination. It is the faculty member’s prerogative as to whether or not to post course materials on line or distribute them in other forms.

The following practices should be observed by all administrative offices whenever requests are made to College representatives by outside agencies or individuals (other than those such as state education departments which require such materials) for materials pertaining to courses that have been offered at the College:
1. The faculty member whose course information has been requested will be notified of the source and nature of the request as well as the actions taken in response to the request via copies of the email or letter exchanges.

2. In cases of requests from other colleges, universities or state education authorities regarding course descriptions, only those portions of the syllabi that identify course objectives or course descriptions will be provided. Usually, catalogue descriptive materials should suffice.

3. The College will not provide course outlines, course assignments or material that might reasonably be construed as of an educational or instructional nature.

4. This policy will in no way restrict an individual faculty member from posting or distributing her or his course materials in any venue she or he sees fit.

(See Appendix B.9 Useful Information for Student Syllabus)

**Policies Specific to Students**

**Academic Honesty Policy**

(Written by Academic Honesty Committee, approved by Faculty Council 9/2005 and is published in the Student Handbook, the college website, and the FT and PT Faculty Handbooks)

MMC fosters an academic community; students and faculty work together to create a learning experience that imparts knowledge and forms character, the hallmarks of a university culture. To achieve this, the College adheres to a policy of Academic Honesty, one that teaches students to complete tasks in a thoughtful, honest manner so as to breed a positive ideal of self-knowledge within each student. It is through this quality that a student understands her/his true capabilities. This policy instructs students to honor their colleagues by producing work that is based on their own capabilities so fellow students receive their equal consideration in the eyes of their professor. Honest work – on the computer or in writing, is important in the development of the academic character. MMC desires for each student to finish each course, each program, with a developed sense of self, a pride in the integrity of his/her own work toward his/her own level of achievement; this will create a true community of dedicated, lifelong learners.

(See Appendix B.14 for the complete description of policy, process and relevant form)

**Academic Standards and Policies**

(MMC College Catalogue)

**Academic Standards**

College and universities in the United States establish and consistently apply standards of “good academic standing” to evaluate the progress of all students matriculated for degrees. Colleges and universities define and apply measures of good academic standing in two categories leading to degree completion; academic progress and academic pursuit.

**Academic Progress**

Academic progress is a qualitative measure; matriculated students must attain and maintain a minimum GPA of 2.0 for each semester and cumulatively.
**Academic Pace**

Academic pursuit is a quantitative measure; each academic year matriculated students must complete a specified number of credits.

**Probation**

Students are placed on academic probation when they do not meet requirements for good standing for either progress or pursuit. Students on probation for progress:

- May not receive a grade of incomplete during a probationary period
- May not enroll for an independent study, internship or research project
- Will not receive approval for Maintenance of Matriculation
- May not register for more than 12 credits in a fall or spring semester until they regain good standing and must see an advisor in the Office of Academic Advisement, in addition to a faculty advisor, in order to be cleared for registration for the subsequent semester.

**Academic Suspension**

Academic suspension is recommended when, after two consecutive semesters in the college, a student has earned a cumulative GPA of 1.0 or less, and when even if mathematically possible, it would be highly unlikely, for the student to achieve a 2.0 cumulative GPA over the next semester. Students placed on academic suspension may not enroll in the college for a period of at least two consecutive semesters. To apply for re-entry, students must meet requirements outlined in the Student Handbook.

**Academic Dismissal**

- Academic dismissal will also be recommended when at any point during a student’s probationary status it is mathematically impossible for the student to attain a cumulative GPA of 2.0, within the prescribed probationary period.
- A student who has been suspended or dismissed from the college may submit an appeal in writing to the Vice President for Academic Affairs.

**Attendance**

(Approved by APC, 12/2006)

The College will support the attendance policy of an instructor, provided that policy is clearly explained on the instructor’s syllabus. However, a student may not be permitted to begin attending a course after s/he has been reported as non-attending in the Dept. of Education Non-Attendance Report (EDNAR). Please send any student who first arrives after this report has been completed, to the Center for Student Services.

**Non-Attendance Due to Religious Observance**

It is the policy of the College to respect its members’ observance of their major religious holidays. Administrators and instructors responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the Academic Calendar. When scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious observance, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out
between the student and the instructor, they should consult the appropriate Chair. If an additional appeal is needed, it may be taken to the Vice President for Academic Affairs.

**Absences Due to Pregnancy or Related Conditions**

Marymount Manhattan College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student’s doctor and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations from the Title IX Coordinator, Misty Beasley (mbeasley@mmm.edu, 212-774-0759).

**Family Education Rights and Privacy Act (FERPA)**

(U.S. Department of Education)

The Family Educational Rights and Privacy Act (FERPA) govern our responsibilities to our students. There are two basic regulations to which we must adhere:

Individuals, who are independent* and have attained maturity in the eyes of the law (18 years of age), have the expectation of privacy with regard to their whereabouts, educational records (including grades), behavior, and any other information that may be known to us, as faculty members, staff or administrators of an institution of higher learning, unless those individuals have waived those rights by making a written statement to do so in a specific authority or agency.

For example: Students applying for law school usually supply to MMC written authorization to disclose information about her/his disciplinary record, while in attendance at MMC, as part of a law school application. Such authorization does not permit MMC to disclose such information or any information to any institution other than the one named in authorization.

Faculty, staff, and administrators may not discuss any matter concerning any student (who has attained 18 years of age) with any individual, including a parent, without the express written consent of the student. This regulation holds for informal as well as formal discussions, meetings, telephone conversations, written correspondence, etc.

If you are contacted by a parent, spouse, employer, sibling, guardian of any student, you must invoke FERPA and gently end the conversation. If the individual who has made the contact is not satisfied by your response, you may refer that individual to the Associate Dean for Academic Affairs. You should never sidestep the law.

Occasionally law enforcement officials seek information about particular students. If you are ever contacted by a law enforcement agency or official, you should always refer those individuals directly to the Vice President for Academic Affairs.

*Students, who are dependents of their parents, are not necessarily covered by FERPA; however, you may not accept a parent’s word that his/her daughter is a dependent. The Center for Student Services can confirm the student’s status.

All staff and faculty will need to complete EEO, FERPA and Sexual Harassment training on an annual basis.
Grades

Grading Policy
(MMC College Catalogue)
The grading policy for the College is described below and also appears in the College Catalogue. The manner in which you arrive at final grades for your students is up to you and must be explained in your course syllabus. It is recommended you confer with your Chair on your grading policy. It is also a good idea to review the grading policy verbally with your students in an early meeting of the class. It is wise to create a variety of opportunities for assessment of student performance: for example, daily or weekly quizzes, quick in-class writing assignments, short student presentations – so that students remain closely connected to the course and its materials. Faculty are encouraged to conduct assessment of the learning goals of the course early in the term and provide prompt feedback to the student. For students whose performance puts them at risk of failure in the course, submission of an Early Alert notice is crucial.

Determining Grades
(MMC College Catalogue)
For students who have completed the course, faculty may assign letter grades “A” through “F” or “P” if the course is graded Pass/Fail or if the student has elected the Pass/Fail option. This option must have been chosen by the student by the end of the add/drop period. Reminder: Students may not elect to take either Core courses or requirements in their major under the Pass/Fail option.

For students who are taking the course as an audit, assign the grade “AU.” Information on auditors can be found in the College Catalogue.

For students who have not completed the course, faculty may assign “INC” (Incomplete) only when a student has completed a major percentage of the course work and, due to extenuating circumstances, is unable to complete a final assignment, paper, or exam. If an “INC” grade is assigned, an “Incomplete Clearance Plan” (available in the Center for Student Services (CSS) or in Appendix C.ix.) must be completed to clarify the conditions and deadline by which course work must be submitted. The official deadline for “INC” grades to be changed to a letter grade is October 1 for Spring and Summer courses; March 1 for Fall and January courses; past those deadlines, all “INC” grades are changed to “F” grades.

For students who did not complete the course by no longer attending, faculty will assign the letter “N.” After all grades are submitted, CSS staff will run a report on the “N” grades and convert them to “F.” Students who received all “F” grades for a given semester will have their financial aid recalculated to the mid-point of the semester, as permitted by federal law. The policy on student withdrawal from a course(s) is described in detail in the College Catalogue.

Grade Appeal Policy
One of the most essential assets of our higher education system is the imaginative and resourceful atmosphere encouraged by the existence of academic freedom on campus. As part of such freedom, faculty members have accepted the responsibility, in concert with their colleagues, to design and approve the curriculum. They have selected instructional materials, elucidated course goals, and determined the method of evaluation of student performance in their classes. Therefore, faculty should be afforded the highest degree of autonomy possible, though students should be provided with a procedure for addressing grade disputes. As an institution, Marymount Manhattan College asserts that grades earned by a student reflect the quality of his/her academic performance, as judged by the instructor of the course; in the
spirit of academic freedom, the course instructor should have sole responsibility for determining all academic grades.

The institution recognizes that, though rare, a student may feel that his/her work has been graded unfairly, or that his/her grade is based on some standard other than academic performance in the course in question. In such cases, the Grade Appeal Procedure offers the student a vehicle by which to seek clarification and/or resolution. Only instructors have the authority to change a grade unless a review and change of grade determination occurs through the Academic Review Committee.

(See Appendix B.15 for the complete policy and procedures)

Overallies and Wait List
August/2010

During the early registration period of each upcoming semester (Fall and Spring), students may waitlist themselves into a closed course section using MMC Connect. Towards the end of this period, each waitlisted course is reviewed by the Chair of the appropriate Division, who will then grant permission on Colleague to those students who may be permitted to join the course. These students will be notified by email and must register themselves within a given period of time. Following such a review, all waitlists will be closed, and students who still wish to be overtallied into a closed course section must now do so by contacting the divisional chair directly. If approved, the Office of Academic Advisement will be notified by email or other written means, and upon the consent of the student, the Dean of Academic Advisement and Student Retention or the Registrar will permit the student to register for the approved seat.

Prior Learning Assessment
August 2012

Prior Learning Assessment is a process through which students may earn credit for college-level learning previously acquired through employment, professional experience, or other training and study. Credit is given only for prior learning that corresponds to a particular course offered at MMC. To apply for credit, students prepare a portfolio to be assessed by the faculty, which provides evidence of achievement of the learning goals for course(s) for which the student is seeking credit.

The standard of student achievement for awarding PLA credit is the same as that applied to a student taking the MMC course in the classroom. The faculty evaluator may interview a student or request additional materials before writing the evaluation. The criteria for evaluating a portfolio include the following:

- Credible Authenticity: the products submitted for evaluation (articles, documents, recording, etc.) must be the student’s own work. If the student has a secondary involvement or responsibility for the activity or outcome, this must be made clear and the student’s actual role clearly attributed and assessed.
- Degree of the Breadth and Depth: credit is awarded for the degree and quality of learning acquired, not for the amount of experience accrued. The portfolio should address growth and progress in level of difficulty and expertise as well as the student’s ability to connect his/her learning to the concepts and content of the academic discipline(s) in which the student seeks credit. The learning presented for assessment
must be college-level work: that is, it must have the scope, complexity and content commensurate with academic course work at the level for which credit is sought.

- Quality of Learning: this includes the quality of the written narrative; the degree to which the student is able to articulate the learning goals of the equivalent course and relate them to Prior Learning; the quality of the products submitted for documentation as assessed by their complexity, difficulty and level of professionalism; the depth of knowledge acquired through Prior Learning as evidenced by specific examples where the student has engaged critical thinking and/or creative processes in a significant manner.

The process for applying for Prior Learning Assessment is as follows: the student meets with the Dean of Academic Advisement and Student Retention, in the Academic Advisement Office for a general assessment of the viability of pursuing credits for prior learning within the context of his/her degree requirements. If deemed viable, the student then meets with his/her Academic Advisor to determine which course(s) could be completed through Prior Learning Assessment. Student and advisor complete the top half of the “Prior Learning Assessment Application Form” and the student submits it to the Associate Dean for Academic Affairs. The student then meets with the Associate Dean for Academic Affairs to review the application; if approved, s/he determines which division might best evaluate a student’s work. The student subsequently meets with the appropriate division chair, who will determine who among the full-time faculty can evaluate the student’s work, and provides the student with copies of the relevant course syllabi. Once an evaluator has been identified, the sponsoring faculty member and the division chair sign the bottom of the “Prior Learning Assessment Application Form,” then the student returns it to the Associate Dean for Academic Affairs, who signs and files the form with the Registrar, which triggers the student to be registered for PLA 001, a placeholder that lasts one semester and does not involve billing.

After registering, the student creates a portfolio and submits it to the faculty supervisor, normally within one year of registering for PLA 001. A portfolio evaluation normally takes three to four weeks. After reviewing the portfolio, the faculty supervisor completes the “PLA Credit Submission Form” and indicates whether full, partial or no credit will be awarded. The faculty supervisor returns this form to the Associate Dean for Academic Affairs with the portfolio. Upon submission of the form, the student is billed per credit assessed (not on how many credits are awarded). Course credit earned through PLA will appear on the student’s transcript as “Life Experience.” A student may appeal the outcome of a PLA evaluation through the same procedure by which a student would appeal a grade for a course at MMC. (See Grade Appeal Policy.)

For more information on Prior Learning Assessment, contact Associate Dean for Academic Affairs Katie LeBesco at klebesco@mmm.edu.
SECTION VI. MMC PROCEDURES FOR FACULTY

The Procedures described below have been developed and revised over time by teams of faculty and staff at MMC to ensure the safety and security of all MMC personnel and effective communication among administrators and faculty and faculty and students with regard to overall operations and the submission of required reports.

Alcoholic Beverages

Alcoholic beverages are prohibited at all student events sponsored by students or by the Division of Student Affairs. Alcoholic beverages are permitted to be served at all other events by a licensed bartender hired through Marymount Manhattan Dining by Chartwells.

Absence from Class

Faculty are expected to conduct all class sessions for their courses each semester. Classes should not be cancelled indiscriminately. However, if an emergency arises or if you are ill, please contact your Division Chair immediately, who will attempt to arrange for a substitute. Please then go to the MMC homepage and click on “Faculty and Staff.” Click on “Cancel a Class” and follow directions. Students will be apprised via the MMC website that your class will not meet that day. You will be expected to make up the missed class session.

If you cannot access a computer, notify the Center for Student Services (CSS) at 517-0501 or 517-0502. **Whether you cancel your class via the MMC website or the CSS, your Division Chair must be notified.**

Faculty members are expected to make arrangements to make up a class, but not necessarily by scheduling an additional meeting. Because finding a suitable time is so difficult, given space and other scheduling constraints, faculty may instead assign an independent project of some variety to make up for the lost time.

If you cannot reach the CSS by telephone for an early morning, evening, or a Saturday class, please call or email your students directly and send a copy to the Division Chair. Their telephone numbers are on your class roster. Please confirm the accuracy of these numbers and consider obtaining their business/mobile telephone numbers as well. It would be a courtesy to call your students so they do not have to make the trip to the College to learn that the class has been cancelled. This is especially important for working adults who may be making the trip for your class only.

Alternatively, you can email your students individually or as a broadcast message from Blackboard if you are using Blackboard. Please be sure to email your Division Chair whenever a class meeting is canceled.

Attendance/Reporting Non-Attendance (EDNAR)

**Reporting Non-Attendance as required by the U. S. Department of Education (ED): The EDNAR**

Each term the Registrar collects data on students who have registered in order to determine if they are attending, never attended or stopped attending all of their classes. This information
assists the College in determining the Census numbers and directly impacts a student’s financial aid eligibility. Faculty’s assistance in accurately reporting your students is vital and necessary. However, beyond this one time recording of attendance, each faculty member should keep attendance records for every class session for other reasons:

- **Grading**—especially if you award credit for class participation and need to know who has participated.
- **The Registrar** may request the last date a student attended or submitted assignments.
- **The Business Office** may request information for the last date a student attended for tuition refund/credit purposes.

MMC is not required to maintain a daily record of attendance. However, we need an absolutely accurate record of students who have not attended class at all or who stopped attending and the last date attended or date when assignments were submitted. If your class is taught online, "attendance" is determined by the number of times the student accesses your online site.

**Special Note on EDNAR and Final Grades:** When reporting final grades for the term, faculty can mark a student with an N (unofficial withdrawal) grade to indicate the student had stopped attendance by providing a last date of attendance or by flagging the “Never Attended” box*.

* Faculty who mark a student as “Never Attended” when submitting final grades should report the same attendance data given at the time of EDNAR submission. For example, if a faculty gives an N final grade and indicate “Never Attended” for a student, the faculty should have marked Never Attended on his/her EDNAR submission on the class roster.

Any discrepancies between final grades and EDNAR reporting may affect a student’s financial aid. Faculty will be contacted for clarification. Detailed instructions are sent electronically each term as the reporting date approaches.

**Audio/Video Equipment (How to Request)**

Most classrooms are equipped with VCR and DVD players. On the occasion where such equipment is needed, the Library will supply it with at least 24 hours’ notice for scheduling. Equipment of all types is issued to faculty and staff only. If a student needs AV equipment the professor should make the request to Jordan Horsley, Coordinator of Media, in advance. Check-out and return takes place on the same day and is concluded before the closing of the library. If any further information or clarification is needed, please call x805.

**Access to Classrooms**

Security is responsible for ensuring that classrooms are open for the classes scheduled. However, should you find your classroom locked, please contact Security at x411 to unlock the door.
**Admittance to the MMC Campus**

Access to the College beyond the main lobby security desk is available only to persons with proper MMC ID. Faculty are instructed how to obtain an MMC ID on or around their start date. Each calendar year, the MMC ID is updated each year with a sticker by the Security Staff.

All guests must sign in at the security desk, indicate their destination, and receive a Day Pass. If a faculty, staff, or student is hosting a visitor for the day, he/she will be accountable for the behavior of his/her guest.

**Class Rosters**

Class rosters are available via MMC Connect for Faculty. Rosters on MMC Connect are updated regularly. Using a current roster, you can confirm that only students registered for your class are attending. If a student has registered late or has changed his/her program after the start of classes, that information will be available to you on the continuously updated version of your roster. Students may also be able to produce their approved Registration Agreement Form or Program Change (PC) Form, which can confirm late registration and the student’s official enrollment in your course.

Students may not be permitted to remain in class if:

- Their names are not listed on the current version of the roster, or
- They cannot produce a copy of their Registration Agreement Form or Program Change (PC) Form confirming their late registration.

The official period for adding and dropping classes is published in the course bulletin. Since this is the only time during which students may alter their registration, it is imperative that you immediately send any student who is not on your current roster to Center for Student Services. The staff in the CSS will make every attempt to assist the student to resolve registration problems. Academic Advisors will be available to consult with students who may need to make program changes.

Equally important, the names of students who are listed on the roster but who do not appear for class during the first two weeks of classes, which coincides with the program change period, must be reported as not in attendance on the U.S. Department of Education (ED) Non-Attendance Report (EDNAR). Instructions for submitting this report are sent to faculty each term or semester. All faculty must submit an EDNAR for each class regardless of whether or not all students are in attendance.

*Remember:* Students must be registered in order to receive a grade or credit for a course. However, students whose names remain on the roster, who have not been in attendance, must be assigned an “N” grade at the end of the semester. The “N” grade represents an official withdrawal, and will be converted to an administrative “UW” grade. The N/UW grades will be tabulated as a failing grade.

We encourage you to download and print a roster from MMC Connect regularly throughout the semester to determine the most current status of any student originally enrolled for your course; that is, your updated roster will inform you about whether or not a student has withdrawn from your course.
Contact Information

At the time of your hire, you will be asked to complete a Faculty Contact Sheet. If your address changes, after we have received your personal and contact information, please complete the Change of Address form available on the MMC website and complete a new W-4. Failure to do so may result in a lost paycheck.

Contracts

Tenured and tenure-track faculty are sent an annual contract for the next academic year at the end of March preceding that year. Faculty are asked to sign and return the contract to the Office of Academic Affairs at that time.

Course Cancellations

The College must reserve the right to cancel those classes it deems insufficiently enrolled. Decisions on cancellations are made by the Vice President for Academic Affairs in consultation with the Divisional Chair. Undersubscribed courses are cancelled as soon as possible before the semester begins but may be cancelled as late as the day before classes begin. Programmatic need as well as anticipated late student registration is carefully considered before decisions are made. Faculty members are notified by the Chair of their Division; students are notified by the Center for Student Services.

Early Alert Notification

Within the first few weeks of each semester, faculty members are asked to inform the Office of Academic Advisement of students who might be experiencing difficulty in individual courses. Early Alert is an academic warning system used to report students who, due to poor academic performance or sporadic class attendance, are in danger of failing. Through the use of this system, students who find themselves at risk of failing one or more courses are able to receive appropriate individual advisement support. In order for the Academic Advisement staff to intervene in an appropriate and effective fashion, faculty members are strongly encouraged to submit Early Alert Notices prior to mid semester. However, should problems arise subsequent to the mid-semester, faculty are encouraged to file the notice at that time.

Early Alert Notices may be submitted electronically through the College’s Staff & Faculty page of the website, or may be completed manually and returned to the Office of Academic Advisement.

Emergency Procedures

Fire
If you discover a fire in the building, activate the alarm by pulling the box handle on the floor on which the fire is located. This alarm will summon the New York City Fire Department; it will also alert other persons in the building to an emergency evacuation procedure. After activating an alarm, proceed to the nearest office or to Security personnel to inform them of the situation.
Fire Drills
Drills must be held at least three times every year. We ask your cooperation in not using the elevators and in leaving the building promptly.

Medical Emergencies
If a student becomes ill during your class, contact Security and the Office of Student Affairs. The College will call for transportation and provide an escort to the Emergency Room unless otherwise requested. We ask that the student have a follow-up meeting with the Vice-President for Student Affairs or Student Affairs staff. If you or another faculty member becomes ill on campus, please seek help in the most expeditious manner possible and notify or have someone notify your Chair, the Division administrative staff, and the Office of the VPAA.

Other Emergency Situations
In case of non-medical emergencies, please contact the Security Desk at Ext. 411. If you are not able to contact any college personnel, dial 911 immediately. The Security Desk, located in the main entrance lobby, is staffed 24 hours a day. Each elevator in the college is equipped with an emergency phone that connects directly to the Security Desk. The security personnel report all emergencies, incidents, thefts, crimes, and other problems to the Director of Security/Supervisor. Anyone in the College community who witnesses a violation of College policies, crime, or any suspicious activity can call the Director of Security hotline at (212) 774-4878. All calls are kept confidential.

Response to Incidents
All reported incidents are investigated immediately and, if corrective action is possible, remedied. A report is filed for every incident that occurs on College property. The reports are kept on file in the Security Office. In addition to responding to all incidents immediately, the Security Personnel will notify the Security Supervisor as soon as possible. In cases involving misconduct of a student, the Office of Student Affairs will also be notified.

(See Appendix B.6: MMC Campus Security Report)

End-of-Term Course Evaluations
Student evaluations of courses are conducted each semester. Toward the end of the semester, instructions and evaluations are sent by the Office of Academic Affairs to the faculty for distribution in class. The completed forms are to be delivered to the Office of Academic Affairs by a student and are to be reviewed with the faculty member by the Divisional Chair or Department Chair after the semester has ended and final grades have been submitted. The College believes that course evaluations are an important measure of student learning for the faculty member and the College.

(See Appendix B.1: Sample End-of-Term Course Evaluation)
Facilities Management (Reporting Facilities Problems)

Any hot/cold temperature calls, repair requests, installations, furniture moves, special requests, etc. should be directed to x449r. If no one picks up at ext. 449, please leave a message. In case of an emergency please call the front desk at ext. 411. (Security can reach maintenance by radio.)

Faculty Development Funds: Adjunct Faculty

Eligibility Guidelines
An adjunct faculty member may apply for one (1) or a combination of three (3) grants per year from the fund, but not to exceed $750 on an individual or cumulative basis. To be eligible, the adjunct faculty member must have taught at least one (1) Fall or Spring semester at the College in each of the five (5) years immediately prior to a given semester. The funds may be used for research in his/her field, travel, room, board or other expenses incurred for verifiable active participation at an academic or professional conference or meeting.

Application Process
Applications are reviewed and approved at the start of the Fall and Spring semesters. The Adjunct Faculty member must submit this application and supporting documentation to the Office of the Vice-President of Academic Affairs by September 15th for the Fall Semester and February 15th for the Spring Semester. The Adjunct Faculty member may apply for funding for a conference they previously attended up to 3 months prior to the semester due date, but they should be aware that the availability of funds are limited. The Vice President for Academic Affairs (or designee) will review each application. Applicants will be notified of the decision in writing to approve or deny.

(See Appendix E.7 and E.8: Adjunct Faculty Development Fund Request procedures and forms)

Graffiti
If faculty notice graffiti or hate messages anywhere on the premises, they should contact Security (Ext. 411) as soon as possible.

Grade Submission

1. MMC Connect (for Faculty) – Go to the homepage of the MMC website and click on MMC Connect.
2. Click on “MMC Connect for Faculty” and log in.
3. Click on “Grading”. Select the appropriate term and press “Submit.”
4. Click on “Final Grade.” You will see a list of all courses you are teaching.
5. Choose one of the courses you are teaching. Then press “Submit.”
6. Input grade for each student; check over, and press “Submit.”
If you submit any INC grades, you will complete an “Incomplete Clearance Plan” for each of them. The Plan should be signed by the faculty member and the student; alternatively, a copy of an email exchange between faculty and student can be sent to the Assistant Registrar.

After you have submitted your grades via MMC Connect, you must go to the Center for Student Services and file a Grade Change Report to change a grade. The Report must be signed by the Associate Dean for Academic Affairs.

You will have adequate time to input your grades electronically in MMC Connect, but not to calculate them or analyze them, so be ready to input only. If you have a large class, you may want to input half of the grades submit; close the screen; open it again and input the other half.

After you submit your grades, we recommend that you close the screen, and then reopen it to see that your grades are listed. Only then will you know for sure that you have completed the process correctly. You should print of copy at this point for your records.

If you have any questions about grades, email or call Ruth Falconer, Associate Registrar in the Center for Student Services (rfalconer@mmm.edu) or 212-517-0505. If you have difficulties logging in to MMC Connect, please call the Help Desk at 212-517-0580 or email usersupport@mmm.edu.

As the Center for Student Services staff is responsible for a variety of reports that depend on the timely submission of grades, it is very important to submit grades within the published timeframe each semester.

**Letter of Agreement**

Every term, each part-time faculty member receives a Letter of Agreement (LOA), via MMC email, indicating his/her teaching assignment, guidelines for developing and submitting your syllabus, instructions for accessing your roster(s), submitting your U.S. Dept. of Education Non-Attendance Report (EDNAR), due dates for grades submission, pay dates, and compensation for the semester of employment. (See Appendix for example.) A copy of this LOA must be signed and returned to the Office of Academic Affairs or you may send an email acknowledgement upon receipt.

**Mailboxes/Mailroom**

Please check with your Division administrative assistant as to the location of your mailbox. Should you have a mailbox in Lower Level Nugent, a rather open area, you are advised to be cautious about receiving and returning student papers via your mailbox. You may want to advise students to leave papers for you in a sealed envelope and, in turn, you return them to students in similar fashion. That way, passers-by are discouraged from helping themselves to term papers or otherwise private information on grades/evaluation that should be exchanged only between you and your students.

The Mailroom is responsible for receiving and placing mail in these mailboxes. Mailroom personnel also handle all deliveries, incoming and outgoing mail as well as maintaining copiers. Deliveries and pickups are done twice a day (morning/afternoon). Hours of operation are Monday - Friday 9:00am - 5:00pm Mailroom coordinator: Jason Marrero ext. 423.
**MMC ID Card, Email and Network Account**

Within a few days of completing employment paperwork, you will be given instructions on how to obtain an MMC ID card and activate your MMC network account. Each calendar year, you will receive a sticker to affix to your MMC ID with the current year on it. During terms when you teach including January and Summer I and II, you will want to check your MMC network account once a week to receive important instructions and due dates for submissions throughout the term.

Your MMC network account is the only way we can communicate important information to you and the preferred way for you to communicate with MMC students. New faculty are sent a preliminary log-in and instructions on how to activate your network account. You must activate this account via a campus computer in your office or in a Division Office, the Nugent Lounge, or the Shanahan Library. Subsequently, your access to the network is accessible to you from any internet-equipped computer off campus, using your MMC network login and password. From off campus, you are able to access your MMC email and the MMC website, including MMC Connect. Hence you are able to complete the student non-attendance report (EDNAR), submit grades, enter textbook information, etc. You are not able to access documents saved on the P Drive from off-campus.

**Multi-Purpose Machines**

Multi-Purpose machines for copying, printing and faxing are available for your use in the following locations:

1. Main Building: Main Lower Level, Main 501, Main 6, and Main 7
2. Nugent Building: Theatre Office, Nugent 4 (Center for Academic Advancement)

You can confer with your Division Support Staff on which machines offer fax as well as copy/print capabilities. In general, you can print to the multi-purpose machine closest to your office if you do not have a printer in your office. In order to copy or fax, you will also need to obtain the access code for your Department/Division from the Support Staff.

**Payroll**

**Pay Dates and Pickup of Paychecks**

Full-time Faculty are paid biweekly and adjunct faculty are paid 4 times a semester. It is recommended that you have your paycheck deposited directly to your checking account rather than picking up your check every other week. All faculty can access their pay stub online via Self Service at https://sourceselfservice2.ceridian.com/marymount.

If you wish to pick up your check, you are invited to stop by the Business Office, Payroll Department, 3rd floor of the Main Building, between the hours of 10:00 a.m. and 4:00 p.m. on payday. Please present your MMC Photo ID when you pick up your check in person. If you have not picked up your check on payday, it will be mailed that evening to you at the address THE College has file.
Direct Deposit
If you wish to have your paycheck deposited directly to your checking and/or savings account, please log on to Self Service, select “Direct Deposits” under the Payroll & Tax Section and enter the necessary bank information. Your request for direct deposit should become effective on your second payroll date to verify the accuracy of the account numbers with the bank.

In addition to enrolling in direct deposit and viewing your pay stub, you can also update your personal information, mailing address, and tax information on the Self-Service website.

If you have any questions about direct deposit or self-service, please call the Payroll Department at 212-517-0535.

School Closings
Weather or emergency conditions may result in the closing of the College. If so, an announcement will be made early in the morning through Alertify, the College’s emergency notification system. You must provide contact information to the Office of Institutional Technology to be connected to this system. Information is also posted on the MMC homepage and will also be broadcast on WOR 710 AM; WABC 770 AM; and WCBS 880 AM.

Submitting Your Course Syllabus
Each semester or term you teach, you are asked to submit your syllabus to the Office of the Divisional Chair and, electronically, to the Office of Academic Affairs at AcademicSyllabi@mmm.edu. Each student should receive a copy of the course syllabus at the first class, or the latest, by the end of the first week of the semester.

The syllabus should be considered binding, as written, unless changes are made by the instructor with sufficient notice to the students and to the Divisional Chair.

(See Appendix B.9: Useful Information for Student Syllabus)

Textbooks and Other Required Books
Ordering Textbooks and Course Packets
Students frequently purchase their textbooks at Shakespeare & Co. (Lexington Avenue between 68th and 69th) or Barnes and Noble (5th Avenue and 18th Street). You should discuss procedures for ordering books with your Department/Divisional Chair or Division Support Staff. Course packets can be prepared by Shakespeare & Co. and sold to students. Alternatively, reading material can be scanned and posted on Blackboard.

Posting Textbook Information on the MMC Website
As students and their parents appreciate the opportunity to shop for the best price in textbooks, faculty are required to post textbook and materials information on the MMC website as follows:

1. Go to MMC website; click the Faculty and Staff/Submit Textbook Information links. You will be asked for your user name and network password. You will then see a personalized welcome message and instructions to “View” existing textbook information or “Edit” text information.
2. Most of you will want to click on “Edit” at first, leading you to your next screen, which is a list of your course(s) with either “Add” or “Edit” buttons next to them. Clicking on this button will give you a screen where you can enter up to 10 entries per course.

3. To add italics, underlining or bold to your textbook listing, surround the text with the following HTML tags (note that the “/” character ends the formatting change):

   a. <i>this will be italic</i>
   b. <b>this will be bold</b>
   c. <u>this will be underlined</u>

4. Follow the directions, which allow you to create and edit information on textbooks and other required materials for your course(s). Put as much information as is required for your students to get the right textbook.

   Once you make additions or edits, students will view this information on the MMC website/Latest Course Information/: Textbooks/Other Requirements List. You can return to this screen at any time to make edits and or enter additional texts as required.

Note: As of July 1, 2010 federal regulations require that all colleges and universities make available course-specific textbook information to students at the time of registration. You will receive notification by email of the date by which your required books must be posted on the website.

(See Appendix B.16 and B.17 for Textbook Posting Instructions)
SECTION VII: COLLEGE RESOURCES AND FACILITIES

College Facilities

MMC Room Reservation Procedures
All events on campus are coordinated through SchoolDude, our convenient, easy to use, online room reservation system. SchoolDude allows the community to view a virtual calendar displaying College events, easily check room availability, make room reservation requests, and track events through the approval process. The goal of this program is to maximize the use of the limited space on campus and to accommodate and promote events that enhance the College Community and are in keeping with the mission of the College.

Catering
The College recommends that all events held on-campus use Marymount Manhattan Dining by Chartwells for catering. External Events are required to use Marymount Manhattan Dining by Chartwells. Marymount Manhattan Dining by Chartwells will make every effort to accommodate all requests for services, regardless of the time the order is placed. Events with 25 guests or more that submit catering orders five (5) business days in advance are guaranteed. Events with 25 guests or less that submit catering orders three (3) business days in advance are guaranteed. Late orders or changes may be subject to additional costs including food, labor and/or supplies/rentals.

Catering Cancellations
Cancellation requests should be submitted via email to chartwells@mmm.edu or by phone at 212.517.0585. Orders cancelled after 3PM the day before the event will be billed for the total order amount. A cancellation fee of 45% of the total will be assessed for any order cancelled the day before the event between 9AM and 3PM. Any cancellation received after office hours (Monday-Friday, 9AM-3PM) or on the weekend will be processed the next business day. No fee will be assessed for cancellations due to extreme weather or school closings.

Commons and Lowerre Terrace
The Lowerre Family Terrace is located between the Main and Nugent buildings and can be accessed from the 3rd floor of either. This 5,000 square foot quad offers a respite in a natural setting and features a water wall, heated trellis and garden areas that foster the community interaction essential to student-centered learning. Smoking, amplified sound and glassware are prohibited on the Lowerre Family Terrace.

The Commons consist of 5,000 square feet adjacent to the Lowerre Family Terrace. Accessible from the 3rd and 4th floors on the Main Building, the Commons includes a new kitchen and extensive, flexible dining and lounge space.

The Commons is a lounge area from 9AM-5PM Monday through Friday. After 4PM, The Commons West is available for programming. After 8PM, the entire Commons is available for
programming. Reserving The Commons East or The Commons West between the hours of 9AM-4PM or on weekends requires prior approval through School Dude

**Faculty Lounge**

The Faculty Lounge is a key-access facility designated for faculty use. A networked computer station, a phone, and a writing desk allow faculty members to use the lounge as an alternate workspace. Lamps provide ample light for reading and working. Twelve stackable chairs and other seating accommodate as many as twenty-one people for presentations and readings. Magazine racks for scholarly journals and two large bulletin boards allow faculty to share ideas and postings with each other. A corner cabinet houses a microwave and an electric teakettle for faculty use.

To receive your access pin code, please email the Director of Campus Safety, Pete DeCaro at pdecaro@mmm.edu. He will send you your access pin code via email.

To enter the lounge, just enter your 5 digit code.

1. The lock will display a green light and emit a tone indicating the lock is open.
2. You can now open the door; it will re-lock after 3 seconds.
3. When you leave the lounge just close the door and it will automatically lock.

If you enter the wrong code 3 times the lock will shut down for approximately 1 minute, and you will not be able to open the door during this time. After 1 minute has elapsed, you will be able to again enter your code.

Please do not share your personal code with anyone. If you have any questions or problems using this lock please contact Peter Decaro x411.

**Great Hall**

The Great Hall serves as the primary classroom space for the MMC Dance Department. This large ballroom space is equipped with mirrors, portable barres, pianos, a professionally designed wooden floor which is “sprung” to prevent shock injuries to the dancers, and a “marley” covering to provide necessary slip resistance. Because of the limited amount of studio space at the College, a powered, moveable dividing wall was installed to maximize the efficiency and flexibility of Great Hall’s use. Dance department classes are scheduled daily until 7:10pm, and Theatre Production Workshop classes are scheduled at night and on weekends. The Great Hall also serves as a secondary performance venue for the Dance Department where the Dancers at Work showcase is presented twice each year. The Great Hall serves as a location for college-wide events including Orientation and Open House. The maximum capacity of the Great Hall is: Lecture style: 435, Seated reception: 250.

Please note:

1. Due to the fragile nature of the floor, setup time and clean up time can be extensive.
2. Demand for the space is high and requests are frequently submitted during the semester prior to a proposed event.
The Hewitt Gallery of Art, located in the main esplanade and adjacent black and white galleries in the Main and Nugent Buildings, is a highly recognized showcase gallery that offers both well-known and emerging artists an opportunity for exposure within the art world and the MMC community. Works reflecting a wide range of concerns, styles and media, such as painting, drawing, photography, sculpture, video, and multimedia installations are exhibited on a regular basis throughout the year. The Gallery allows our students the opportunity to engage in an ongoing dialogue with contemporary art and artists, as many of the exhibitors are guest presenters in our art department classes in both studio and art history. Hundreds of artists, critics, collectors, and curators visit the gallery each year, and the visibility of innovative and challenging works of art throughout the College plays an important role in expanding the creative horizons of MMC students. Through internships and curatorial studies, students have the opportunity to participate directly in a professional gallery environment. For more information please contact Brooke Harbaugh.

Meeting Rooms

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<thead>
<tr>
<th>Room</th>
<th>Location</th>
<th>Capacity</th>
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<tbody>
<tr>
<td>Division of the Sciences Conference Room</td>
<td>Main-7th</td>
<td>10-12</td>
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<tr>
<td>President’s Conference Room</td>
<td>Main-3rd</td>
<td>15</td>
</tr>
<tr>
<td>Chapel</td>
<td>Main-4th</td>
<td>35</td>
</tr>
<tr>
<td>Institutional Advancement Conference Room</td>
<td>Main-2nd</td>
<td>6-8</td>
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<tr>
<td>Anne Miller Conference Room</td>
<td>Nugent-Lower Level</td>
<td>10-12</td>
</tr>
<tr>
<td>Conference Room</td>
<td>Townhouse-2nd Floor</td>
<td>10-12</td>
</tr>
<tr>
<td>Multi-Purpose Room</td>
<td>Townhouse-2nd Floor</td>
<td>20</td>
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</tbody>
</table>

The Nugent Lounge

The Nugent Lounge is located on the first floor of the Nugent Building and is a student lounge. Student activities and promotional tables for student groups are most appropriate in this space. The space is equipped with computer stations for students wishing to work, as well as with comfortable furniture for relaxation and social exchange.

Residence Halls

The College maintains residence halls to house more than 700 students at the following locations:

1. The 55th Street Residence, located on East 55th Street between 2nd and 3rd Avenues houses primarily first year and transfer students;
2. The 1760 Residence, located on Third Avenue at 97th Street houses primarily continuing students.
The Regina S. Peruggi Room

The Mezzanine, named in honor of the College's sixth President, is located on the second floor of the Main building and serves as a formal meeting and reception space. The maximum capacity for this space is 72 (lecture style).

The Theresa Lang Theatre

The Theresa Lang Theatre affords students training and work experience in a professionally equipped facility, and it serves as a venue for a variety of courses in Theatre and Dance production, stagecraft, design, lighting, scenery, construction, sound, and technical theatre. The Theatre Department presents 4–5 mainstage productions and the Dance Department presents two mainstage productions in the Theatre each year. The productions, which are free to the Marymount Manhattan community, are performed by students in the Fine & Performing Arts Division, and the production crews are made up entirely of students. Students in the Design concentration are regularly invited to design mainstage productions, and students in other concentrations serve as dramaturges, assistant directors, assistant choreographers, and assistant producers. The Theresa Lang Theatre also hosts a variety of college-wide events, including lectures, panel discussions, and Student Affairs-sponsored performances. The capacity is 225.

Please note:

1. Seating capacity varies based on the design for the production in process at any given time.
2. Demand for the space is high and requests are frequently submitted during the semester prior to a proposed event.
3. Your Divisional Chair must approve the room reservation form for processing before submitting it to the Theatre Department Office.

The Theresa Lang Center for Producing

The Theresa Lang Center for Producing extends education in the liberal arts into the pre-professional arena, making connections to New York City’s exciting internship experiences, and providing students with the knowledge and skills they need to become creative leaders in the media industries. The Center is comprised of an experimental video studio, digital sound design and graphic design rooms, a suite of non-linear digital video editing rooms and a digital media lab, where students publish their work on a Web server, and broadcast programming over the Internet. Macintosh workstations run a broad array of industry standard software including, Maya for 3-D design, Pro-Tools for sound design, and Final Cut Pro for video editing. Ancillary equipment includes digital video camcorders and mini-disc recorders. For more information please contact Giovanna Chesler at gchesler@mmm.edu.
The Townhouse

In July 2013, the College opened the Faculty House at 71st Street at 255 East 71st Street entrance, to provide comfortable space for 27 faculty members. The Townhouse includes a Conference Room located on the 2nd floor which can accommodate up to 14 people. Priority scheduling for this space is given to classes. There is also a Multi-Purpose Room on the 2nd floor that seats 16. And an outdoor terrace is also located on the 2nd floor. There are small benches along the Terrace perimeter. The use of glassware, amplified sound and smoking are prohibited on the Terrace.

Technology-Enhanced Classrooms (TECs) and Workstation-Equipped Classrooms (WECs)

TECs are equipped with an instructor workstation with a PC, mounted screen, mounted projector, and Internet access. The instructor workstation has the capability to work with a Mac as well. Student laptops (PCs or Macs) with wireless configurations approved by the IT Department will be usable in these classrooms.

TECs include:

<table>
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<tr>
<th>Main Building</th>
<th>Nugent Building</th>
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<tr>
<td>201</td>
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WECs are equipped with an instructor workstation with a PC or Mac, a mounted screen, a mounted projector, and Internet access.

WECs include:

- Main 410 (with 18 PC workstations)
- Main 411 (with 18 PC workstations)
- Nugent 556 (with 11 Mac workstations)
- Nugent 559 (with 11 Mac workstations)
The Faculty Technology Planning Committee (FTPC) recommends that all faculty members using the equipment in the TECs be required to have training by the Center of Academic Technology (CAT) staff. The CAT is located in Shanahan Library.

Support for the TECs or the WECs with PCs is available 8:00 a.m. to 7:00 p.m., Mon-Thurs; 8:00 a.m. – 6:00 p.m. Friday; 10:00 a.m.-2:00 p.m. Saturday; call 212-517-0580 for support. After posted hours, call 212-517-0829 up until 9:00 p.m. Support for the WECs with Macs is available at 212-517-0829.

How to reserve: The deadline to submit the room reservation form is least four weeks before your event regardless of the number of people attending if Aramark is providing food service or at least two weeks before all other events. Your divisional chair must approve your reservation form for processing.

**Thomas J. Shanahan Library, Media Center and Archives**

The Thomas J. Shanahan Library offers facilities, resources, and services in support of the instructional and cultural programs of the College. The Library is dedicated to providing information and instruction as a central and integral part of the total educational experience of every student. Its collection of nearly 125,000 books, (of which over 71,000 are eBooks), 5,000 videos and CDs, 330 periodical subscriptions, and over fifty electronic databases (available via remote access) is easily accessible to both students and faculty. Nowhere is the College's commitment to new technological learning resources more visible than in the Library. The library system, Koha, an open source web-based system, has many advanced features that allow its users to go directly to eBooks and full-text journals. This catalog and 50 full-text databases are accessible through MMC's website. All of our databases are configured by an open URL link resolver that enables linking between platforms. In addition, our entire e-collection is indexed by Google Scholar. Over the past few years the library has significantly increased its eBook collection, and now offers over 71,000 eBooks that are directly accessible through MaMaCat, the library's online catalog. Library staff members are available to help with searches, to secure interlibrary loans, and to deliver research documents for free. The Library staff is available to provide individual assistance and instruction in the use of library resources. The Library staff provides formal instruction of library research methods for students in the WRI102, and other research-related courses. Tours, orientation talks, and specialized lectures and workshops are available upon request.

The library occupies the second and third floors of the Nugent building and is accessible through two entrances – the main entrance on the second floor and a second entrance on the third floor that connects to the roof garden and the main building. Its main circulation, reserves and reference services are available on the second floor. Articles placed on reserve are available electronically through the upgraded Blackboard system (9.1). Also, the second floor houses an extensive reference collection, a large study space, a computerized research area, and the Media Center. The circulating collection, eighteen PCs and four Macs, a printing/copying center, large study areas, and the MMC archives are housed on the third floor.

**The Media Center**

The Media Center houses extensive resources including an audiotape collection, interactive multimedia CD-ROMs, and over 5000 videos and DVDs. It also provides audiovisual hardware including CD and DVD players, LCD players; VHS VCRs; and DVD players. In 2009 the Media staff
built its own IPTV (Internet Protocol Television) system and the library installed a LAN on the local college system. This LAN enables students and staff to view videos, workshops, and presentations from any computer in the network. Faculty members have been placing reserve items on the IPTV network so students can view films on their laptops. The library has also purchased 15 iPads that may be borrowed for pedagogic purposes for one semester. For more information about the Media Center, please contact Jordan Horsley at 854.

The Archives
In addition to its own archives, MMC houses the archives of the late alumna Geraldine Ferraro, the first woman to run for Vice President of the United States on a major political ticket. The college also owns the papers of William Harris, a noted dance and theatre critic, and the personal papers of Ethel and George Martin, noted Broadway choreographers. The Archives exhibits 3 displays on its windows throughout the year showcases parts of its collection for college-wide celebrations. To arrange classes or tours in the archival collection please contact Mary Brown at x817.

Blackboard
Blackboard is the course management software system used at MMC. Each semester an online course shell is created for each course. The use of Blackboard continues to grow. Approximately thirty five percent of courses per semester have a Blackboard component. The degree of technology used in the delivery of each course varies from “web-enhanced courses” which might post supplementary readings online to “blended” courses which have online discussions in place of some face-to-face meetings, to courses delivered almost completely “online.” Training on Blackboard is available for faculty as well as instructions for student to connect with the Blackboard component of the course.

Campus Resources

Academic Advisement
The Office of Academic Advisement is responsible for the effective coordination and management of the college’s academic advisement services and programs. Its primary goal is that of assisting students in making informed academic choices and providing them with the individual guidance they may need to complete their academic course of study in a successful and timely fashion. By providing students with critical information regarding their majors, minors, elective courses, career options, as well as co-curricular activities, the advisement process allows students to make the best of their college experience. Working collaboratively with the various academic divisions, the Advisement Office encourages students to meet regularly with their designated faculty advisors and to benefit from the expert guidance of someone within their selected area of study. In addition, through its Early Alert program, the office is particularly geared to provide appropriate intervention and support for those students who may be academically at-risk and in need of careful and timely academic counseling. In so doing, the office is particularly instrumental in helping students overcome both personal and academic barriers, and assisting them in the pursuit of their academic objectives. For more information please contact Michael Salmon, Dean of Academic Advisement and Student Retention (x568).
**Academic Access**

The Academic Access Program, a fee-based program, provides accommodations and multifaceted support in order that students with learning disabilities will be able to navigate the Marymount Manhattan environment and handle the Marymount Manhattan curriculum along with their peers and classmates. The Program includes two hours weekly of tutoring with a learning specialist, academic advisement, personal counseling, and academic coaching. Assistive technology is also provided including laptops with dedicated smart pens and Dragon Naturally Speaking software. For more information please contact Diana Nash, Director of Academic Access and Disability Services (X724).

**Office of Disability Services**

The Office of Disability Services coordinates and facilitates services for students with physical, psychological, and learning disabilities. Students requesting an accommodation for a qualifying disability should self-identify by the end of the third full week of classes by registering with the Office of Disability Services. Accommodation requests are evaluated individually, based on official documentation and completion of the registration process.

It is solely the student’s responsibility to disclose and self-identify his/her disability and his/her need for accommodations with the Office of Disability Services. After successfully completing the registration process, and receiving the student’s permission, the student’s professor will be contacted, if need be, by the Office of Disability Services informing them of the student’s needs for accommodations.

If a student has questions regarding the Office of Disability Services or accommodations, please contact Diana Nash, Director of Academic Access & Disability Services, Room 706i, 7th floor Main Building or Room 462A, 4th floor Nugent Building, dnash@mmm.edu or 212-774-0724.

NOTE: In compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act, students with disabilities, whether they be physical, psychological, or learning disabilities, are eligible to request accommodations. The student must be registered with the Office of Disability Services and/or the Academic Access Program.

**Office of Career Services**

Career Services at Marymount Manhattan College offers a full range of career-related workshops and seminars intended to allow students and alumni to define, develop and implement career plans leading to lifelong professional development.

Workshops include:

1. Resumes, cover letters, interviewing techniques
2. Social Media in the Job Search
3. Transferable Skills
4. Time Management
5. Internships
6. Majors To Careers
Students learn how to relate their studies, interests and goals while developing a solid career path. Career counseling is available to all students during the academic year and the summer sessions.

Topics include:

1. Job search strategies
2. Graduate and professional school advisement
3. Fellowship and scholarship information
4. Career inventories (Strong Interest Inventory, istartstrong inventory, Self Directed Search)
5. Continuing professional development

Full-time, part-time job and internship listings are available online. Access the MMC Career Connection database at www.mmm.edu/succeed. Listings are tailored for MMC students and include positions with media and entertainment corporations, cultural institutions, non-profits, schools and community service agencies. A comprehensive listing of Job Search sites is available on the Career Services site. All career-related materials are also available on the site.

Career Services sponsors two Career/Internship/Graduate & Professional School Fairs each year and offers access to college and employer events around New York City. Campus visits by organizations such as the Fulbright Commission, The Peace Corps, CIES and the Jet Program make it possible for students to reach out for global study and work opportunities.

**Internships**

Internships are a key part of student career development at Marymount Manhattan. Students begin the internship process by consulting with faculty and making an appointment with a career counselor or a faculty member. Internship application forms and the Learning Agreement are available on the Career Services site. Internships may be secured through faculty, Career Services, or by the student. The internship experience allows the student to make informed career decisions during their undergraduate years and encourages networking that will ultimately contribute to ongoing professional development. Evaluations from on-site supervisors are made available to the faculty by Career Services. Learning agreements signed by the student and the on-site supervisor are given to faculty by the student intern. Many MMC students take internships for academic credit. Eligibility is based on having completed thirty credits (transfers may apply after one semester) and maintaining a minimum GPA of 2.8. Please refer to www.mmm.edu/study/catalog.html for full academic requirements.

**The Center for Academic Advancement**

 Located in Nugent 451 and 462, the Center for Academic Advancement has three primary functions - providing tutoring for all Marymount Manhattan students, conducting courses for students with developmental and/or ESL needs and offering placement tests for incoming students. The Center's academic support services offer students tutorial assistance in all academic subjects. The Center prides itself on providing one-on-one support for every student in need. For students who need the opportunity to reinforce their skills in reading comprehension, vocabulary and grammar proficiency, and basic writing, the Center provides courses in these subject areas. Performance on placement exams determines enrollment in these courses; Center staff administer and evaluate the exams. It is the mission of the Center to provide these services in any reasonable manner in order to secure student futures; its main objective is to assure each student who passes through the doors that he/she can and will
succeed in college. For more information about the Center for Academic Advancement, please call 212-774-4820.

Tutoring at the Center for Academic Advancement
The Center is an academic support service offering individual tutorial assistance for all Marymount Manhattan students. Tutoring in all writing and mathematics courses and in most other academic subjects is available. The one-on-one support for students in need is a unique quality of our service. Good academic work often involves struggle. New college students struggle to master styles and formats for essay writing or mathematical problem solving. ESL students struggle doing scholarly work in a new language. Experienced students also struggle when developing longer papers, setting a research agenda, distinguishing useful sources from useless ones or defending their position against other arguments. These struggles can be productive—but they should not be demoralizing. Feedback and suggestions can often make a project that seems overwhelming become an exciting challenge. The professional and peer tutors of the Center for Academic Advancement work to provide students with this feedback with tutoring. Whether a new student, or a student in their last few semesters, the Tutoring Program is a free service available to all degree-seeking students at Marymount Manhattan College. Faculty members are encouraged to refer students for tutoring and to contact the Office located in Nugent 451 and 462 to recommend current students as tutors.

The Center for Student Services
The Center for Student Services (CSS) provides a single location (Nugent, lower level) for students to conduct the business transactions necessary to completing a degree, registering for classes, applying for financial aid and paying bills. The design of the Center allows for a seamless sequence of interactions with key personnel trained to answer questions and resolve administrative matters.

Health Services- Dow Zanghi Student Health Center
The Dow Zanghi Student Health Center is committed to providing quality health care to all students. The health center offers free primary care, including treatment for colds, flu and minor injuries, physicals, STI/HIV testing and women’s health care services. Some tests and vaccinations are subject to fees, which the student can submit to his or her health insurance provider for reimbursement. The services are provided by Beth Israel Medical Center, Student Health Services Network.

Hours
- Monday, Thursday and Friday 9am-5pm
- Tuesday and Wednesday 12 noon to 8pm

Appointments and Walk-Ins
Students can call the Dow Zanghi Student Health Center at 212-759-5870 to schedule an appointment, or they can just walk-in.

After Hours
Through the Center, students have access to a 24/7 on-call Beth Israel triage doctor for urgent care. The doctor can be reached by calling 212-420-2882.
Dow Zanghi Student Health Center is located in the 55th Street Residence Hall, first floor. The phone number is (212-759-5870). The email address is healthcenter@mmm.edu.

Counseling and Wellness Services
The Counseling & Wellness Center (CWC) is the office devoted to promoting students’ development and well-being and treating their personal and psychological problems. The office offers short-term individual counseling, psychiatric services (to evaluate students for prescription medications), health and wellness workshops and programs, and referrals for care in the community.

Individual counseling and psychiatric services help students deal with a range of difficulties, including stress, homesickness, loneliness, anxiety, depression, identity, self-esteem, eating and body image, families, relationships, studies, sexual and sexual identity concerns, and alcohol or drugs. The staff is made up of clinical psychologists, a clinical social worker, a psychiatrist, and advanced doctoral clinical psychology trainees. All are dedicated to helping students.

To set up appointments, students can call 212-774-0700 or come directly to the office at 806-Main. Prior to arranging the first visit, a staff member will briefly speak to the student. Students can also come in without making an appointment during the daily walk-in hour (3-4 pm). All services are free of charge and, except in rare cases such as a life-threatening emergency, confidential. No one outside of CWC knows about the visit.

CWC offers wellness programs in such topics as stress management, communications skills, body image, and alcohol and drug use. CWC also sponsors blood drives and oversees insurance signups and immunization records.

Higher Education Opportunity Program (HEOP)
The Higher Education Opportunity Program (HEOP) has been offered at MMC since 1969. This program developed out of the need for private colleges and universities in New York State to provide higher education for students who have academic potential but lack the necessary academic preparation and demonstrate financial need. The HEOP program receives funding from the New York State Higher Education Opportunity Grant which is supplemented by MMC funding. Students in HEOP receive support services that include: developmental courses, tutorial work and counseling (academic, personal, and career planning). Students entering the College through this program are required to participate in the developmental six-week summer program. For more information please contact Blanca Vega at x591.

Human Resources
The Office of Human Resources manages employment opportunities and processes for the College and administers employee benefits and other programs. The Office is also responsible for ensuring the College is a healthy, safe and encouraging workplace for all faculty and staff members.

Contact Information:
- Bree Bullingham, Director of Human Resources, ext. 532
- Arleska Castillo, Assistant Director Human Resources, ext. 537
- Kevin Ng, HRIS/Benefits Manager, ext. 539
- Ariana Gailard, Human Resources Coordinator, ext. 533
**International Student Office**

MMC welcomes students from all over the world; the College's students come from approximately thirty-six countries in any given semester. The Office of International Students serves as a resource for international students and facilitates their adjustment to life in the United States. In conjunction with the Office of Admissions, MMC commits to assisting international students with maintaining their visa status. The Office provides personal counseling and programs to promote cross cultural and international understanding. Students on an F-1 Visa must report to the Office of International Students upon arriving at MMC and they must attend the International Student Orientation. F-1 students must maintain a full course of study (minimum of 12 credits) each semester. The Director of International Recruitment must approve in writing any variation. Students on a valid F-1 Visa may work at MMC, provided they receive clearance from the Director of International Recruitment. Students on F-1 visas must receive an I-20 endorsed by a Designated School Official (DSO) before they leave the country for the first time and each year thereafter. Students must not wait until the last minute to complete this task. In addition, all international students must participate in the College's health insurance plan. For more information please contact Orteg Dakaj at x436.

**Study Abroad**

Study abroad is an intellectually stimulating and life-changing experience. Students who incorporate overseas study into their academic careers deepen their knowledge of international, political and cultural affairs. We suggest that students start planning to study abroad at least a year in advance.

Faculty advisors perform a crucial role in advisement and review of the course of study that the students propose to take on study abroad. The faculty advisor will also be asked to provide a written recommendation that attests to the likelihood that a student will succeed in his/her study abroad program. It is preferable that students go abroad in their junior year so they will have time to return to MMC and prepare for graduation, but this is not a definite rule.

Scholarships for study abroad include the following:

- Edgar and Lucky Eisner have established the Edgar and Lucky Eisner Endowed Scholarship for an MMC student to participate in a summer study abroad program in Europe or Asia. The scholarship is intended to foster the study of economic issues.
- The Institute of International Education administers two national, competitive scholarship programs.
- The Boren Scholarship is for students to study less commonly taught languages in world regions critical to U.S. interests but underrepresented in study abroad.
- The Gilman International Scholarship is for students of limited financial means (Federal Pell Grant recipients) to pursue academic studies abroad.
- Students must be U.S. citizens to apply for the Boren and Gilman scholarships

For more information please contact Cynthia Sittler at csittler@mmm.edu or (212) 774-0791
The Ruth Smadbeck Communication and Learning Center

The Ruth Smadbeck Communication and Learning Center provides speech-language and audiological diagnostic services to the Marymount community, and also serves as a training clinic for students majoring in Communication Sciences and Disorders. Speech therapy is available for both children and adults, under the supervision of the clinic director, the clinical staff (certified, licensed speech-language pathologists and audiologists), and the CSD faculty.

Language and speech disorders ranging from articulation, voice, disfluency, language delay and other conditions affecting communication are treated. The clinic also houses special programs such as an after-school speech clinic; a service program for adults requiring advanced voice and diction instruction for professional speaking; and an after-care program for aphasic individuals.

The Center’s speech science laboratory is utilized to conduct research, education, and deliver training modules. In addition, voice and speech analysis are conducted to assess the needs of the Center’s clients.

The newly designed facilities contain therapy rooms equipped with a state of the art closed circuit audio/visual system to maximize teaching and learning opportunities. The Center has new soundproof rooms that house the audiology and speech science labs. The Center is located on the seventh floor of the Main Building in the Departments of Communication Sciences and Disorders and Psychology. The Program for Academic Access is located within this center as well. For more information about the Smadbeck Center please contact Ann Jablon at x721

Technology

Colleague
Our administrative software system is a Datatel product called “Colleague.” In its current update, it is a windows-based platform referred to as “webui.mmm.edu.” Faculty use webui.mmm.edu in advising students and recording their approval of the student’s registration. Faculty can also use webui.mmm.edu to generate reports on students in their major. Training is available for new faculty from the Office of Academic Advisement.

MMC Connect
MMC Connect is a user-friendly interface to Colleague for students and faculty. Faculty are given access to MMC Connect via their network account and password. Through MMC Connect, faculty can access their class rosters, student profiles, student transcripts, student non-attendance reporting (required to maintain MMC’s eligibility for federal financial aid funds), and grades submission.
SECTION VIII. COLLEGE POLICIES

The majority of policies included in this section are also included in the MMC Employee Handbook, which is distributed at the time of hire.

The Marymount Manhattan College Faculty Handbook is intended solely as a guide. Nothing in the Handbook is intended or should be construed to create contractually enforceable obligations on the part of the College or rights on behalf of the employee.

The Handbook is a compilation and condensation of governing language with respect to employee benefits, policies and procedures. In the event that any statement of an employee benefit, policy and/or procedure found in this Handbook is inconsistent or contrary to the language or intent of the governing employee benefit, policy and/or procedure, the governing document takes precedence. This includes, but is not limited to, grammatical and/or formatting errors that may unintentionally alter the meaning of the stated employee benefits, policies and procedures in the Handbook.

If any information contained in this Manual is in conflict with individual employment contracts, any applicable collective bargaining agreements or information contained in official Company bulletins, the information in those documents will govern.

The College reserves the right to add, amend, or revoke any of the employee benefits, policies and procedures or incorporate additional ones, with or without notice, as circumstance or the good of the college community may require.

Employees should consult with Human Resources for further details and/or clarification on current employee benefits, policies and procedures.

**Americans with Disabilities Act**

*(Reproduced from the MMC Employee Handbook)*

It is the intent of the College to provide a workplace that fosters the respect and dignity of the individual. An essential aspect of this is ensuring that each employee’s work environment and all terms and conditions of employment are free from discriminatory practices and comply with all relevant equal employment opportunity legislation.

The ADA prohibits discrimination against individuals with disabilities in all aspects of employment. Such conduct is expressly prohibited and will not be tolerated.

MMC prohibits discrimination in any employment practices against qualified individuals with disabilities. This applies to job application procedures, job training, hiring, discharge or advancement of employees, employee compensation, and other terms, conditions, and privileges of employment. This policy also applies to recruitment, advertising, layoff, leave, fringe benefits, and all other employment related activities.
MMC will make reasonable accommodations for disabled workers when such accommodations would not impose undue hardship. Additionally, it charges each member of the management team with the responsibility for ensuring the success of this policy through initiative and personal leadership.

Benefits
Information on various medical and financial planning benefits is distributed by the MMC Human Resources Department, also at the time of hire. There are seven major areas of coverage in the College’s faculty benefit program; health care, dental care, life insurance, long-term disability, tuition, transportation, discounted parking near MMC, and flexible spending accounts. If you have any questions, contact Kevin Ng, Benefits x0539 Administrator, in Human Resources.

Conflict of Interest
(Reproduced from the MMC Employee Handbook)
Administrators have an obligation to conduct business on behalf of MMC within guidelines that prohibit actual or potential conflicts of interest. An actual conflict of interest occurs when an individual is in a position to influence the College’s business dealings so as to produce personal gain for that individual or for a relative, friend or business associate. Personal gain may result where an administrator, relative, friend or business associate has significant ownership in a firm with which the College does business, when a substantial gift or special consideration is received as a result of any transaction or business dealing involving the College. Any individual who may gain from her or his affiliation with MMC and an outside firm has the duty to disclose such affiliation to an officer of the College as soon as possible so that the appropriate measure may be taken to protect all parties. Normally, an administrator would not participate in or attempt to influence decisions on any aspect of MMC business through which she or he would be placed in a conflict of interest.

Domestic Violence Policy
(Reproduced from the MMC Employee Handbook)
MMC is committed to promoting the health and safety of its employees. The purpose of this policy is to heighten awareness of domestic violence and its effects in the workplace and to provide support, when requested, to employees and management to address the occurrence of domestic violence and its effects in the workplace by providing information to employees where assistance can be sought.

Domestic violence is a pattern of coercive behavior that is used by one person in a household to gain power and control over another. Examples of domestic violence include, without limitation, physical, sexual, emotional and psychological violence and abuse, threats, intimidation, verbal abuse, economic control with the intent to intimidate, stalking, and destruction or attempted destruction of property. Domestic violence occurs between people of all racial, economic, educational, religious backgrounds, in heterosexual and same sex relationships, living together or separately, married or unmarried, in short-term or long-term relationships.
Domestic violence manifests itself in the workplace through, among other things, excessive absenteeism, employee distraction and loss of productive time, increased medical assistance to the victim and insurance claims, and potential physical violence against the employee victim and/or others that may be affected by violence in the workplace.

It is the policy of the College to attempt to make available to the victim or potential victim early intervention information and referrals to professionals in the field in order to attempt to avoid or minimize the occurrence and effects of domestic violence in the workplace. While MMC cannot guarantee any employee’s safety, it is committed to full compliance with all applicable laws governing domestic violence in the workplace, some of which may provide entitlement to unpaid leave for employees who are victims of domestic violence.

MMC will not tolerate acts or threats of domestic violence or other violence against any employee while in the workplace or while conducting College affairs or business. Any employee who threatens, harasses, or abuses someone at the workplace or from the workplace while conducting business and/or using any College resources such as time, telephones, FAX machines, mail, e-mail, the Internet, or other means may be subjected to corrective or disciplinary action, up to and including dismissal.

If an employee reports that he or she is a victim of domestic violence and/or is in need of leave because of domestic violence, MMC will, to the extent allowed by law, take reasonable steps to respect the confidentiality and autonomy of the reporting employee, informing other employees or other persons on a need to know basis only, and only to the extent reasonably necessary to protect the safety of the employee or others and comply with law. Wherever practicable, advance notice will be given to the reporting employee if the College needs to inform others about the domestic violence situation or if it receives a subpoena ordering the disclosure of such information.

Employees are strongly encouraged to be alert to and inform appropriate personnel and specifically, The Director of Human Resources, of any behavior which they believe in good faith presents a threat to the workplace and such reports will, to the extent permitted by law, be treated by the College.

Employees should notify their supervisor or manager of the situation and the possible need to be absent or other potential needs and provide a copy of the restraining order or other relevant legal process to the supervisor or manager.

**Drug-Free Workplace**
(Reproduced from the MMC Employee Handbook)

MMC is committed to protecting the safety, health and well-being of all employees and other individuals in our workplace. We recognize that drug and alcohol abuse pose a significant threat to our goals and impair the College’s ability to maintain a safe work and educational environment that is free from the effects of drugs and alcohol. We have established a drug-free workplace that balances our respect for individuals with the need to maintain a drug and alcohol free environment.

- As a condition of employment, MMC requires that employees adhere to a strict policy regarding the use and possession of drugs and alcohol.
- MMC encourages employees to voluntarily seek help with drug and alcohol problems.
It is a violation of our drug-free workplace policy to use, possess, sell, trade, manufacture, distribute and/or offer for sale alcohol, illegal drugs or intoxicants.

Prescription and over-the-counter drugs are not prohibited when taken in standard dosage and/or according to a physician’s prescription. Any employee taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with safe performance of his/her job.

The illegal or unauthorized use of prescription drugs is prohibited. It is a violation of our drug-free workplace policy to intentionally misuse and/or abuse prescription medications. Appropriate disciplinary action will be taken if job performance deterioration and/or other accidents occur.

Any employee convicted of any criminal offense must notify the Director of Human Resources, in writing, within 5 days from the date of the conviction. Failure to provide the required notification is grounds for termination, and employees may also be subject to disciplinary action, including termination, for committing a criminal offense.

**Equal Employment Opportunity and Affirmative Action**

*(Reproduced from the MMC Employee Handbook)*

It is the policy of the College to provide equal employment opportunities without regard to race, color, religion, gender, sexual orientation, ethnic or national origin, disability, age, veterans’ status, genetic information, gender identity or expression or any other protected status. This policy relates to all phases of employment, including, but not limited to, recruiting, employment, placement, upgrading, demotion or transfer, reduction of work force and termination, rates of pay or other form of compensation, selection for training, the use of all facilities, and participation in all college sponsored employee activities. In addition, our personnel policies and practices, including those relating to compensation, benefits, transfer, retention, termination, training, self-development opportunities, as well as social and recreational programs, are administered without discrimination on the basis of race, color, gender, age, sexual orientation, religion, ethnic or national origin, disability, veterans’ status, genetic information, gender identity or expression or any other protected status. Provisions in applicable laws providing for bona fide occupational qualifications, business necessity, or age the company will adhere to limitations where appropriate.

**Gifts and Gratuities**

*(Reproduced from the MMC Employee Handbook)*

Employees (faculty or staff) shall not accept personal gifts of any value from any supplier or a representative of any supplier doing business or seeking to do business with the College. Any gift received shall be returned immediately to the supplier or representative who will be informed of the College’s policy pertaining to gifts and gratuities.
Guidelines for Approval of Published Materials  
(Office of Institutional Advancement, 2005)

All written correspondences, including invitations, flyers, departmental newsletters, catalogs, handbooks, and press releases, should follow the visual guidelines provided in the MMC Style Guide, which can be found on the P Drive in the “MMC Brand” file.

Hate/Bias Crimes  
(Reproduced from the MMC Employee Handbook)

Hate crimes, also called bias crimes or bias-related crimes, are criminal activity motivated by the perpetrator’s bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as race, religion, ethnicity, gender, sexual orientation, or disability. Hate/bias crimes have received renewed attention in recent years, particularly since the passage of the federal Hate/Bias Crime Reporting Act of 1990 and the New York State Hate Crimes Act of 2000.

Penalties for bias-related crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence, or previous convictions of the offender. Perpetrators who are employees will also be subject to College disciplinary procedures where sanctions including termination of employment are possible.

If you are a victim of, or witness to, a hate/bias crime on campus, report it immediately to the Director of Security.

Immigration Reform and Control Act  
(Reproduced from the MMC Employee Handbook)

MMC will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States through a completed and verified I-9 form. The most common forms of identification are a driver’s license and social security card; however, other documents can be used.

If you have any questions or need more information on immigration law issues, please contact Human Resources.

Inclusivity Statement

Marymount Manhattan College is an inclusive community. Inherent in our mission is the commitment to diversity among our students, faculty, and staff. We welcome civil debate and encourage the lively exchange of ideas to foster and promote an inclusive campus culture and learning environment. We respect and honor the dignity and value of every human being. We
strive to create a community free from bias and harassment that maximizes each person's capacity to learn and work in an institution in which difference is embraced, valued and celebrated.

**Maternity/Caregiver Leave Policy**  
(Approved by the FC as part of a budget and welfare report on 5/2003)  
August 2010

MMC has had an informal policy of providing some paid leave for maternity. The Budget and Welfare Committee has been asked to recommend a formal policy. It is a recommendation only and any formal policy will have to go through the Human Resources Department, the Administration and the College legal department.

The Family and Medical Leave Act of 1993 (FMLA) provides for the granting of 12 weeks of unpaid leave to an employee under the following circumstances and after one full year of employment at the place of business:

1. Upon the birth, placement for adoption or foster care of a child;
2. When he/she is needed to care for a child, spouse or parent with a serious condition; and
3. When the employee has a serious health condition that makes him/her unable to perform the functions of his/her job.

Following FMLA guidelines, an employee will be eligible for FMLA leave after 12 months of employment. An employee may not receive more than one leave once every twelve months. Maternity leave is considered leave under the FMLA.

*Maternity leave:* MMC will provide up to 8 weeks of paid leave and 8 weeks of unpaid leave to a faculty member giving birth.

*Caregiver’s leave:* MMC will also provide up to 8 weeks of paid leave and 8 weeks of unpaid leave to a faculty member:

1. who is adopting a child or is receiving a foster care placement
2. whose wife, partner or same sex partner is giving birth, adopting or is receiving foster care placement
3. who is needed to care for a child, spouse, partner, or same sex partner or parent with a serious medical condition (medical certification and certification that the faculty member is the primary caregiver is required according to FMLA guidelines).

The faculty member has the right to select a full semester of 16 weeks at half-pay. A faculty member could, of course, opt for only the paid leave. All leaves must be taken within 12 months of the birth, adoption or placement (FMLA guideline).

Faculty members on year-to-year contracts may not be granted leave beyond the end dates of their appointments, unless the renewal of their contract is established (AAUP guidelines).

At the faculty member’s request, a tenure clock will be suspended for up to one year if a maternity or caregiver leave is granted (AAUP Guidelines).
Faculty leave for a serious health condition is already part of MMC’s governance—Section VII H—and provides “full salary for three months.”

**Current Procedure**

A faculty member desiring a leave for reasons of health or personal need shall apply in writing to the Academic Dean as soon as it is possible to do so. If the leave request is for medical reasons, Human Resources must be notified as well. After consultation with the Department Chairman (sic), the Dean shall transmit the application together with his (sic) written recommendation to the President, who shall proceed as with other applications for leave. (MMC Governance Section VII B 2).

The normal teaching duties of the faculty member may be reassigned 1) through a colleague assuming an overload, 2) the hiring of adjunct faculty or 3) the hiring of a full-time faculty member for the duration of the leave. The chair of the department in consultation with the full department faculty will assess the best course of action and submit the recommendation to the Vice President for Academic Affairs.

In the case that a request for leave has a start or end date in mid-semester, the chair, faculty member and Vice President for Academic Affairs will work out how teaching duties should be covered. In some instances a faculty member may request a reduced teaching load as part of the arrangement.

While on unpaid leave, the employee will be responsible for paying 100% of their medical and dental premiums. While in unpaid leave, MMC will not make contributions to TIAA-CREF.

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**Policy Against Sexual Harassment and Unlawful Discrimination**

*(Reproduced from the MMC Employee Handbook, August 2012)*

**Effective on:** November 16, 2012

**Revised on:** September 25, 2012

Marymount Manhattan College (the College) strives to create a workplace and an academic environment that excludes all types of harassment and discrimination. As a matter of policy, the College specifically prohibits unlawful employment discrimination and sexual harassment by officers, senior administrators, managers, supervisors, faculty, staff employees, students, advisors, vendors and contractors. In addition, and as a matter of policy, the College considers retaliatory behavior unlawful. Therefore, the College will not tolerate retaliatory acts against individuals who have complained about sexual harassment, unlawful discrimination, or against individuals who cooperate with the investigation of a complaint of sexual harassment or unlawful discrimination. Violators of this policy will be subject to disciplinary action that may include termination of employment, expulsion, and/or termination of an existing contractual relationship with the College.

**I. Definitions**

**A. Unlawful Discrimination**

Differential treatment based upon race, color, gender, age, sexual orientation, gender identity and expression, religion, ethnic or national origin, disability, veteran status, genetic information or any other protected status that affects the terms or conditions of employment or education constitute unlawful
As a matter of policy, the College strictly prohibits, and will not tolerate, unlawful discrimination.

B. Sexual Harassment
Sexual harassment is a form of discrimination, and is illegal under both Federal and New York State laws. The College will not tolerate sexual harassment, or any form of harassing behavior. Unwelcome sexual advances, requests for sexual favors, and physical or verbal conduct of a similar nature constitute sexual harassment when:

a. Submission to such advances, requests or conduct is either explicitly or implicitly a term or condition of employment, academic advancement or participation in College programs or activities, or used as a basis for employment or academic decisions; or

b. Rejection of such advances, requests or conduct affects a term or condition of employment, academic advancement or participation in College programs or activities, or is used as a basis for employment or academic decisions; or

c. Such conduct has the purpose or effect of unreasonably interfering with an individual's job, academic performance, education, or participation in College programs or activities, or of creating an intimidating, hostile, workplace or academic environment.

C. Retaliation
Retaliating directly or indirectly against a person who has filed, supported, or participated in an investigation of a complaint of any type of discrimination, harassment, or sexual misconduct as defined above is prohibited. Retaliation includes but is not limited to ostracizing the person, pressuring the person to drop or not support the complaint or to provide false or misleading information, or engaging in conduct that may reasonably be perceived to affect adversely that person's educational, living, or work environment. Depending on the circumstance, retaliation may be unlawful, whether or not the complaint is ultimately found to have merit. Any act of retaliation will be subject to appropriate disciplinary action, such as but not limited to reprimand, change in work assignment, loss of privileges, mandatory training or suspension and/or immediate termination of employment.

II. Conduct That May Constitute Sexual Harassment
Sexual harassment is unwelcome, gender-based verbal and physical conduct that is sufficiently severe, persistent or pervasive and has the effect of unreasonably interfering with, limiting or denying someone the ability to become or continue to be a productive member of the College community. This type of behavior can occur in a variety of situations that share a common element: the inappropriate introduction of sexual advances or comments into the workplace or academic environment. Harassing conduct does not have to be motivated by sexual desire in order to constitute unlawful sexual harassment.

Sexual harassment often involves relationships of unequal power. Such situations may contain elements of coercion, as when compliance with requests for sexual favors
becomes a condition for granting privileges or favorable treatment on the job or in the classroom. However, sexual harassment may also involve relationships among persons of equal authority or power, such as when repeated unwelcome advances or demeaning verbal comments by a co-worker towards another co-worker unreasonably interferes with the ability to perform one's job. Sexual harassment can also involve behavior directed to or by students, as well as employees and non-employees of the College. In short, all members of the community may become harassers or victims of harassment. Depending upon specific circumstances, and how they affect the workplace or academic environment, examples of sexual harassment include, but are not limited to, such interpersonal conduct as:

A. Verbal abuse, insults, jokes, comments or innuendo of a sexual nature that can include lewd, obscene or sexually suggestive displays or remarks;
B. Uninvited and unwanted physical contact, such as touching, hugging, kissing, patting, or pinching. Note that in arts education, and especially in theatre and dance instruction, students and faculty engage in touching and other physical contact that is necessary and appropriate to the teaching and learning process, and that the same contact might not be appropriate in another class environment;
C. Requests or demands for sexual favors accompanied by implicit or explicit promised rewards or threats concerning an individual's employment status or educational status;
D. Repeated, unwelcome social invitations, sexual flirtations, advances, propositions or unwarranted requests for sexual favors;
E. Threatened, attempted, or completed physical sexual assault or indecent exposure;
F. Romantic involvement between supervisors and subordinates that affects the workplace and/or other individuals in terms of assignments, advancements and benefits; or retaliation against an employee for complaining about the type of behavior described above. Refer to Policy Prohibiting Relationships between College Employees and Students.
G. Romantic involvement between teachers and the students that they supervise that affects the academic environment and/or other students in terms of assignments, grades and academic benefits; or retaliation against a student or an employee for complaining about the type of behavior described above. Refer to Policy Prohibiting Relationships between College Employees and Students.

III.

Conduct Which May Constitute Unlawful Discrimination or Harassment Based Upon Other Classifications Protected by Law
Harassment is verbal or physical conduct that degrades or shows hostility or aversion towards an individual because of his or her race, color, gender, age, sexual orientation, gender identity and expression, religion, ethnic or national origin, disability, veteran status, genetic information or any other protected status. For example, ethnic harassment includes harassment based on immutable characteristics associated with race (e.g., skin color or accent). Religious harassment may include demands to alter or
renounce a religious belief in exchange for job benefits. As a matter of policy, the College prohibits behavior which:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive work environment;
2. Has the purpose or effect of unreasonably interfering with an individual's work performance; or
3. Otherwise unfairly and adversely affects an individual's employment opportunities.

Legally actionable harassment based upon race, color, gender, age, sexual orientation, gender identity and expression, religion, ethnic or national origin, disability, veteran status, genetic information or any other protected status is often difficult to define. As a matter of policy, however, the College will not tolerate the following behavior, regardless of whether such behavior rises to the level of legally actionable harassment:

H. Decisions about a person's employment, compensation or education that are based upon race, color, gender, age, sexual orientation, gender identity and expression, religion, ethnic or national origin, disability, veteran status, or any other protected status;
I. Verbal abuse, offensive innuendo or derogatory words, concerning a person's race, color, gender, age, sexual orientation, gender identity and expression, religion, ethnic or national origin, disability, veteran status, or any other protected status;
J. Any open display of objects or pictures designed to create a hostile working/learning environment based on a person's race, color, gender, gender identity and expression, age, sexual orientation, religion, ethnic or national origin, disability, veteran status, or any other protected status;
K. Jokes, pranks, or other forms of humor that are demeaning or hostile with regard to race, color, gender, age, sexual orientation, gender identity and expression, religion, ethnic or national origin, disability, veteran status, or any other protected status.

IV.

Duty to Report
Every employee, faculty member, administrator and student of the College is personally responsible for ensuring that his or her conduct does not sexually harass or unlawfully discriminate against anyone in the workplace or educational setting. Similarly, every employee, faculty member, administrator and student is responsible for cooperating in any investigation of alleged sexual harassment or unlawful discrimination if requested to do so by the College officials or legal authorities authorized to conduct such investigation. Any person who observes an incident that may constitute sexual harassment or unlawful discrimination or who otherwise becomes aware of such an incident should immediately notify one of the authorized investigators listed in Section X of this document.
V.

Educational Setting
Within the College's educational setting, there is latitude for a faculty member to exercise professional judgment in determining the appropriate content and presentation of academic material. Academic curriculum and pedagogical goals that serve legitimate and reasonable educational purposes do not, in and of themselves, constitute sexual harassment or other unlawful discrimination. Faculty members who participate in the educational setting have a responsibility to balance their professional academic responsibilities and professional judgment in light of the reasonable sensitivities of other participants in the same educational setting.

Nothing contained in this policy should be construed to limit the legitimate and reasonable academic responsibilities and professional judgment of the College's professional educators.

VI.

Procedures for Reporting Unlawful Discrimination and Complaints of Sexual or Other Harassment
All members of the community are encouraged to make a formal report of incidents to an authorized investigator. Any complaints received by these individuals will be considered official notice to the College. Formal reports of sexual or other harassment or unlawful discrimination will be taken seriously and all reports will be investigated and resolved through administrative procedures. Formal reporting means only people who need to be notified will be informed and information will only be shared as necessary with investigators, witnesses, and the accused individual.

Any person, who receives a complaint of sexual or other harassment or discrimination from an employee or a student, or who otherwise knows or has reason to believe that an employee or a student has been subject to sexual or other harassment or discrimination, must report the incident promptly to an authorized investigator. See Section X.

Student: If a student believes that s/he has been subject to discrimination or sexual or other type of harassment, whether by another student, co-worker, faculty member, vendor, contractor or any other person with whom s/he comes in contact with at the College, the individual should report the incident promptly to the Title IX Coordinator, Misty Beasley at 212.774.0759.

Employee: If an employee believes that s/he has been subject to discrimination of sexual or other type of harassment, whether by another employee, vendor, contractor or any other person with whom s/he comes in contact with at the College, the individual should report the incident promptly to the Director of Human Resources, Bree Bullingham at 212.517.0532.
VII.

Procedures for Addressing Complaints of Sexual or Other Harassment or Unlawful Discrimination
When the College receives a complaint alleging discrimination or harassment, it will promptly investigate the allegations in a fair and expeditious manner. The College will make every effort to conduct its investigation in a manner that maintains privacy to the extent practicable under the circumstances. If the College determines inappropriate conduct has in fact occurred, it will act promptly to eliminate the offending conduct, and where appropriate will also impose disciplinary action.

The following is a summary of the College's follow-up procedure when the Title IX Coordinator or Director of Human Resources receives a complaint: The Title IX Coordinator and/or Director of Human Resources, together with the appropriate area Vice President or Dean, will conduct a prompt and impartial investigation of the complaint. This investigation consists of (but will not necessarily be limited to) interviews of the individual who lodged the complaint, the person(s) against whom the complaint was made, and other individuals who may have witnessed the reported incident or incidents.

Upon completion of the investigation, the investigator(s) meet individually with the person who lodged the complaint and the person(s) against whom the complaint was made, to report the results of the investigation and, where a remedy is determined to be appropriate, to inform the parties of the steps that will be taken to remedy the situation.

Following the completion of an appropriate review of the complaint, the complainant and/or the accused may appeal the disposition of the complaint in accordance with College grievance procedures. The Office of Human Resources, the Office of the Vice President of Academic Affairs and Dean of the College and the Office of the Vice President of Student Affairs can provide information concerning these procedures.

VIII.

Disciplinary Action
In the event that the investigation reveals that discrimination, sexual or other harassment, or other inappropriate or unprofessional conduct (even if not unlawful) has occurred, further action will be taken, including disciplinary action, such as but not limited to reprimand, change in work assignment, loss of privileges, mandatory training or suspension and/or immediate termination of employment.

IX.

Privacy
All actions taken to investigate and resolve complaints through this procedure will be conducted with as much privacy and discretion as possible without compromising the thoroughness and fairness of the investigation. All persons involved in the investigation
will treat the situation respectfully. In order to conduct a thorough investigation, the investigator(s) may discuss the complaint with witnesses, and those persons involved in or affected by the complaint, as well as those persons deemed necessary to assist in the investigation or to implement appropriate disciplinary action.

X.

Authorized Investigators of Complaints of Sexual or Other Harassment and Unlawful Discrimination

The following College administrators are responsible for investigating complaints of sexual harassment and unlawful discrimination under this policy. The College reserves the right to retain any outside party to investigate complaints of sexual or other harassment and/or unlawful discrimination:

- Rosemary Ampuero, Assistant Dean & Director of Student Activities
  rampuero@mmm.edu
- Misty Beasley, Director of Community Service and Service-Learning/Title IX Coordinator
  mbeasley@mmm.edu
- Bree Bullingham, Director of Human Resources
  bbullingham@mmm.edu
- Peter DeCaro, Director of Security
  pdecaro@mmm.edu
- Carol Jackson, Vice President for Student Affairs and Dean of Students
  cjackson@mmm.edu
- David Podell, Vice President for Academic Affairs and Dean of the Faculty
  dpodell@mmm.edu

Policy Prohibiting Relationships Between College Employees and Students

Employees are prohibited from entering into romantic and/or sexual relationships with students. Such relationships are inherently unequal in power and therefore cannot be truly consensual. Possible violations of this policy will be investigated and reviewed by the appropriate Vice-President along with the Director of Human Resources and may constitute grounds for disciplinary action up to and including dismissal.

Smoking
(Reproduced from the MMC Employee Handbook)

Smoking is prohibited throughout the College in accordance with New York’s Clean Indoor Act of 1990. Smoking in dorms is restricted to designated areas.

Standards of Conduct
(Reproduced from the MMC Employee Handbook)

MMC expects a high standard of employee conduct. Certain violations of College regulations are so serious that they may call for immediate discharge or other appropriate disciplinary action. Such actions include but are not limited to:

- Refusing to carry out job duties or reasonable directives of the supervisor.
• Deliberate or reckless action that causes either actual or potential loss to MMC or employees or damage to property or physical injury to employees.
• Action that is or can reasonably be expected to be seriously detrimental to MMC or its reputation.
• Fighting or disorderly conduct on the premises or at a College sponsored event.
• Unauthorized disclosure or use of confidential or related material or information.
• Misrepresentation, including falsification of reports or records, or deliberate failure to accurately complete reports or records.
• Misappropriation of College funds or other assets.
• Illegal or unauthorized possession of a weapon on MMC premises or at a College sponsored event.
• Theft or unauthorized removal of College property or of the property of others.
• Willful discrimination in hiring, firing, pay, promotion, transfer and conditions of employment of employees for reasons of race, color, religion, creed, ancestry, age, gender, genetic information, sexual orientation, national origin, disability, gender identity or expression or status a Vietnam-era and/or disabled veteran.
• Sexual harassment, defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.
• Serious or continued violation of safety standards.
• Threats.
• Drug and alcohol use.
• Any other breach of the employment relationship.
• This list is merely illustrative of prohibited behavior and not intended to be all-inclusive.

An employee’s job performance, prior violations of rules and other relevant circumstances may be considered in determining whether to warn, suspend or discharge any employee. The employee’s Supervisor and Management will decide whether corrective action, up to and including dismissal, is appropriate.

The above list is not a limitation on MMC’s right to terminate its employees. MMC maintains the right to terminate an employee at any time, for any reason, with or without cause.

Nothing in this policy is intended to interfere with, or should be interpreted to limit, an employee's rights to discuss their wages, hours and conditions of employment or other free speech rights consistent with the National Labor Relations Act

**Tuition Exchange Program**
In addition to the benefits mentioned above, there is a Tuition Exchange Program for eligible dependents of faculty members. The Admissions Office can provide more information.

**Violence in the Workplace**
*(Reproduced from the MMC Employee Handbook)*

MMC prohibits threatening or violent behaviors, directed at an individual, group of individuals, class of individuals or relatives of those individuals. The College policy applies to any threats or acts of violence related to the College workplace.

Prohibited behaviors include, but are not limited to:
- Threats or acts of violence made directly or indirectly by words, gestures or symbols.
- Threats or acts of violence that are targeted at any specific class of individuals.
- Intimidating threats or acts in any manner or form which intimidate, coerce or cause fear of harm.
- Other crimes that interrupt departmental productivity or cause fear or harm.
- The use of physical force with the intent to commit harm.
- MMC has a zero tolerance policy for violence in the workplace. Any form of violent behavior is destructive to the College community and will not be tolerated. As an employee, you have a responsibility to report promptly to your immediate supervisor, any threats or incidents of workplace violence, whether they are directed at you or at another member of the College community. Your supervisor, the Department of Security and the Department of Human Resources will coordinate an appropriate response.

In crisis situations or in any case where there is a concern about an immediate threat of violence or if a situation continues to escalate, you should contact the Department of Security immediately at extension 411.

Violations of MMC’s policy on Violence in the Workplace may result in corrective action, up to and including termination of employment.

Policy for Reporting Dishonest or Fraudulent Behavior (Whistleblower Policy)  
(Reproduced from the MMC Employee Handbook)

MMC is committed to providing a safe and productive environment for all members of the College community. The College’s internal controls and operating procedures are intended to deter activity that is contrary to College policy, or in violation of federal, state and local laws and regulations. It is the College’s responsibility to investigate matters that may represent intentional and unintentional violations of laws, regulations, policies and procedures.

In view of this, MMC encourages all members of the College community to express their concerns about:

- Fraud and financial irregularities.
- A serious breach of health and safety regulations, endangering the health and safety of College community members and others.
- Any criminal activity.
- Any violation of law.
- Failure to comply with legal obligations.
- Unethical conduct.

If a member of the College community has a good faith basis to believe or to reasonably suspect the occurrence of illegal or improper conduct or activity as outlined above, that person may report such action or activity without fear of reprisal or retaliation. The person reporting the alleged offense should send a sealed letter to Judson R. Shaver, PhD, President, Marymount Manhattan College, 221 East 71st Street, New York, New York 10021. A second sealed letter should be sent to Chair of the Audit Committee, Marymount Manhattan College, 221 East 71st Street, New York, New York 10021. After receiving notification of alleged illegal or improper activity, MMC will conduct a thorough investigation and recommend appropriate action to the College President.
MMC will, as much as possible, respect the confidentiality of the discloser and will protect him/her from reprisals. MMC will not tolerate any attempt to victimize the discloser. Should retaliation actually occur, such act shall be considered a serious violation of College policy and will be dealt with accordingly. Encouraging others to retaliate is also a violation of this policy.

Individuals are encouraged to come forward in good faith with genuine concerns. However, persons using this policy to make false or malicious accusations should know that such behavior could constitute an act of gross misconduct that would be subject to internal disciplinary action and could result in subsequent legal action.