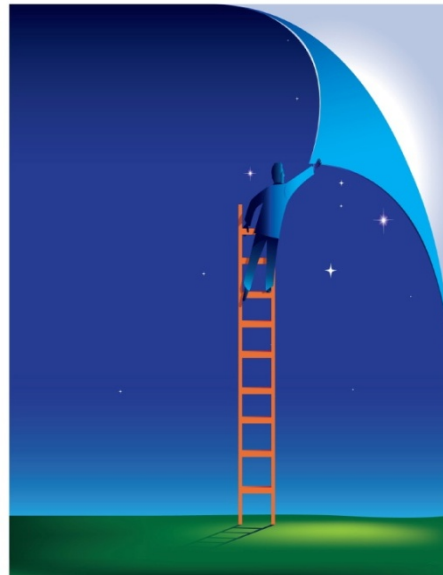




MarymountManhattan
a college of the liberal arts

Faculty Advisement Guide Fall 2010



Compliments of
The Office of Academic Advisement
Lower Level, Nugent Building

A Message from the Office of Academic Advisement

Dear Colleagues,

Welcome to another Advisement/Registration season!

Over the next few weeks, we will all be swamped by students seeking our advice and guidance, as they prepare themselves to register for their January/Spring 2011 courses. As you know, this is a critically important period for us and for our students, and it is therefore imperative that we are all as prepared as possible. It is with this in mind that we have prepared this special Fall 2010 edition of our Faculty Advisement Guide, designed to bring you up to date on all changes in academic policies and procedures, and to refresh your knowledge of existing ones. In particular, we hope to provide you with a clear understanding of the college's new General Education curriculum which, as you may know, is now in effect for all students who started this fall semester. Needless to say, it is particularly important for you to be fully aware of the details of these changes and the implications for your new advisees. Among other things, we have prepared a new updated set of Degree Planning Sheets for each major for all Fall 2010 incoming students. These are now available in the Advisement Office and will be distributed to your department offices prior to the start of the Advisement Period and to most first semester students through their FYM classes. Of course, while it is important to be aware of the new Gen Ed requirements for our incoming class, it is equally important that we remember all continuing students must satisfy their degree requirements under the old Core and Shared Curriculum requirements in place under the catalog year in which they were first admitted to the college.

In addition to changes in the General Education curriculum, this time around several departments have also implemented significant changes to their degree programs. Most noteworthy among these are changes within the Communications Arts program. By now, I trust that those of you who are advising new Communication Arts majors are already aware of such changes, and how they apply to incoming freshmen and transfer students within the department. For these and other department-specific curricular changes, I strongly suggest that you consult the current 2010-11 catalog or speak directly with the appropriate department/divisional chair.

As always, the Office of Academic Advisement stands ready to answer questions and provide clarification on all advisement and curriculum matters. In fact, we have already extended an invitation to all new faculty advisors to attend an advisement training session scheduled for Thursday, October 21. Further, we are prepared to provide individual or small group refresher sessions for veteran advisors, if requested. In addition, please feel free to ask students who need additional advisement support to make an appointment with one of our academic advisors.

Happy Advising!

Sincerely,

Michael G. Salmon
Dean of Academic Advisement & Student Retention

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The New General Education Curriculum

Fall 2010

Description and Overview

For students beginning their degree program in Fall 2010 and thereafter, Marymount Manhattan College has implemented a new General Education program with the following three basic components:

- i) Foundation Courses 10 credits
- ii) Disciplinary Studies 15 credits
- iii) Advanced Interdisciplinary Perspectives 18 credits

I. FOUNDATION COURSES (10 credits)

The following Foundation Courses are designed to ensure that all MMC students develop a range of skills that are necessary for future academic and professional success:

- **First-Year Mentoring (FYM) – (1 credit)**

First-semester students enroll in a one-credit, First-Year Mentoring Course (FYM 101), designed to assist them in making a successful transition into the intellectual and cultural community of MMC. Working closely with an instructor and a peer leader, they will join in a vibrant first-year learning community.

- **Writing Seminars - (6 credits)**

In these courses, students develop their critical reading, writing and thinking skills and their academic research and presentation skills. Students are placed in the appropriate course based on their current skill level.

Students take either:

WRIT 101: Writing Seminar I: Writing in the Liberal Arts **and**

WRIT 102: Writing Seminar II

OR

WRIT 201: Advanced Writing Seminar (open only to students with high SATV/ACT scores), **plus** an additional 3-credit General Education course.

- **Mathematics - (3 credits)**

Students hone their math skills by completing one of the following courses:

MATH 113: Quantitative Reasoning

MATH 129: Intermediate Algebra

MATH 139: College Algebra

MATH 140: Trigonometry and Functions for Science Majors

MATH 141: Precalculus

MATH 210: Calculus I

MATH 224: Statistics

II. DISCIPLINARY STUDIES (15 credits)

By taking courses across the liberal arts disciplines, MMC students acquire a body of knowledge that broadens their education beyond their chosen majors and prepares them for interdisciplinary study at the advanced level.

Students are required to complete one course at the 100- or 200-level in each of the following five groups:

- **Studies in Creative Expression**

Selected courses in Art, Communication Arts, Creative Writing, Dance, Music, and Theatre Arts

- **Studies in Literature and Language**

Selected courses in English, Journalism, French, Spanish, and Speech-Language Pathology/Audiology

- **Studies in Natural Science and Math**
Selected courses in Biology, Chemistry, General Science, Mathematics, and Physics
- **Studies in Psychology, Philosophy and Religious Studies**
Selected courses in Psychology, Philosophy and Religious Studies
- **Studies in Social Science, Business and History**
Selected courses in Business Management, Economics, Education, Gender and Sexuality Studies, History, International Studies, Political Science, and Sociology

III. **ADVANCED INTERDISCIPLINARY PERSPECTIVES (18 credits)**

As students transition to advanced-level study of the General Education Curriculum, they move from courses that are discipline based to courses that are organized around various interdisciplinary perspectives. This transition requires students to utilize the knowledge and skills they have already acquired as they hone their ability to think across and between disciplines. These courses are also designed to reinforce the critical skills that students developed in their lower-level courses.

Some of these courses are offered through specific departments, reflecting the shift towards a more interdisciplinary approach across many disciplines. Other courses may be identified as Interdisciplinary Studies courses (IDS). Such courses may explore their topic through a variety of disciplinary lens or they may adopt an entirely new approach as they cross disciplinary boundaries.

Students are required to complete a total of six courses at the 300- or 400-level, at least one from each of the following five (5) perspectives:

- **Cultural Perspectives**
This perspectives category investigates the practices that allow for the production and reproduction of systems of meaning (e.g., art, ritual, and beliefs) through which groups and individuals define and express themselves.
- **Ethical Perspectives**
This perspectives category investigates the beliefs and values that underlie human responses to moral issues.
- **International Perspectives**
This perspectives category has a comparative focus on nations and peoples outside the United States to promote an understanding of and sensitivity to international communities and perspectives.
- **Natural Science Perspectives**
This perspectives category studies the natural and physical world through the methods of scientific inquiry.
- **US Perspectives**
This perspectives category focuses on issues central to the United States, from either a local or national view.

DISCIPLINARY COURSES IN CREATIVE EXPRESSION

COURSE CODE	COURSE TITLE
ART*111	Drawing I
ART*114	Painting I
ART*115	Ceramics I
ART*116	Color & Design
ART*125	Intro to Drawing
ART*154	Fine Arts: Theory & Practice
ART*166	Exploring The Visual Arts
ART*205	History of Photography
ART*206	Printmaking
ART*208	Portraiture
ART*209	Ceramics II
ART*210	Digital Imaging I
ART*215	Illustration
ART*218	Printmaking II
ART*222	Mixed Media
ART*237	Graphic Design I
ART*239	Acrylic Painting
ART*240	Drawing on Location: NYC
ART*250	Survey of Western Art I
ART*251	American Painting
ART*252	Survey of Western Art II
ART*257	History of Graphic Design
ART*266	Exploring the Visual Arts
ART*269	The Arts of Africa & Oceania
ART*270	Survey of Asian Art
ART*271	Art of the Americas
ART*287	The Landscape in Art
ART*288	Visual Arts Abroad
ART*290	History & Mission of Arts Institutions
ART*291	Aesthetics & Criticism
COMM*131	Survey of Film and Video
COMM*227	Film History I
DANC*105	Introduction to Dance
DANC*107	Jazz Technique for Non-Majors
DANC*140	Ballet I for Non-Majors
DANC*141	Modern Dance for Non-Majors
DANC*290	History & Mission of Arts Institutions
MUS*108	Elements of Music
MUS*110	Introduction to World Music
MUS*201	Survey of Music
MUS*205	Intro to 20th Century Music
MUS*231	Introduction to Opera
MUS*235	Folk Music Traditions
THTR*103	Acting for Non-Majors
THTR*105	Intro Drama & Theatre
THTR*214	Exploring the Performing Arts
THTR*220	The Short Play
THTR*257	Exploring the Production Arts
THTR*283	Performing Arts in London
THTR*290	History & Missions of Arts Institutions

DISCIPLINARY COURSES IN LITERATURE AND LANGUAGE

COURSE CODE	COURSE TITLE
COMM*102	Communications Today
COMM*236	Public Speaking and Debate in the Digital Age
ENG*125	The Literary Imagination
ENG*201	Introduction to Creative Writing
ENG*211	Children's Literature
ENG*215	Social Issues in Literature
ENG*220	The Short Play
ENG*223	Woman: Writer/Subject/Audience
ENG*233	Modern American Short Story
ENG*276	African American Authors
ENG*290	Ethnic Literature
ENG*292	Gay and Lesbian Literature
FREN*101	Elementary French I
FREN*102	Elementary French II
FREN*201	Intermediate French I
FREN*202	Intermediate French II
JOUR*110	Introduction To Journalism
JOUR*225	Journalism in the 21st Century
SPAN*101	Elementary Spanish I
SPAN*102	Elementary Spanish II
SPAN*201	Intermediate Spanish I
SPAN*202	Intermediate Spanish II
SPAN*207	Spanish Conversation
SPCH*155	Intro Communication Disorders
SPCH*160	Intro to Linguistics
SPCH*202	Phonetics
SPCH*209	American Sign Language I
SPCH*251	Normal Language Development
SPCH*252	Special Topics in Language Processes
SPCH*260	Speech & Hearing Science
SPCH*263	Audiology I: Disorders, Diagnosis & Treatment

DISCIPLINARY COURSES IN NATURAL SCIENCE AND MATHEMATICS

COURSE CODE	COURSE TITLE
BIOL*116	Nutrition
BIOL*127	Evolution
BIOL*129	Heredity
BIOL*132	Anatomy & Physiology I
BIOL*134	Anatomy & Physiology II
BIOL*136	Anatomy
BIOL*140	Human Reproduction
BIOL*145	Human Biology
BIOL*220	General Biology I
BIOL*222	General Biology II
BIOL*234	Human Physiology
CHEM*105	Chemistry and Society
CHEM*120	Introduction to Forensic Science
CHEM*233	General Chemistry I
CHEM*235	General Chemistry II
GS*105	Principles Natural Science I
GS*170	General Geology
GS*183	Environmental Science
GS*201	Introductory Astronomy
GS*250	Plagues and Humankind
MATH*139	College Algebra
MATH*140	Trigonometry & Functions for Science Majors
MATH*141	Precalculus
MATH*209	Discrete Mathematics
MATH*210	Calculus I
MATH*211	Calculus II
MATH*213	Linear Algebra
MATH*224	Statistics
PHYS*201	Introduction to Physics
PHYS*261	General Physics I
PHYS*262	General Physics II

DISCIPLINARY COURSES IN PSYCHOLOGY, PHILOSOPHY AND RELIGIOUS STUDIES

COURSE CODE	COURSE TITLE
PHIL*101	Introduction to Philosophy
PHIL*103	Intro to Ethics
PHIL*109	Introduction to Logic
PHIL*201	Ancient Philosophy
PHIL*203	Medieval Philosophy
PHIL*206	Philosophy of Life, Death & Dying
PHIL*210	Ethics
PHIL*211	Intro to American Philosophy
PHIL*228	Science & Technology Issues & Philosophy
PHIL*251	Aesthetics & Criticism
PHIL*261	Political Philosophy
PHIL*263	Contemporary Political Philosophy
PHIL*265	Topics in History of Philosophy
PHIL*287	Philosophy Of Law
RS*100	Intro to Religious Studies
RS*101	The Hebrew Bible
RS*110	Faith and Doubt
RS*115	Intro. to Judaism, Christian
RS*120	Intro. to the Religions of Asia
RS*200	World's Major Religious Texts
RS*206	Philosophy of Life, Death, & Dying
RS*207	Religion & Psychology
RS*208	Religion & Experience
RS*216	Religion & Sexuality
RS*254	Art & Religion
RS*265	New Religions in America
RS*267	Bible & Ancient Near East
PSYCH*101	General Psychology: Social & Clinical Processes
PSYCH*102	General Psychology: Physical & Cognitive Processes
PSYCH*201	Developmental Psychology I: Child Psychology
PSYCH*207	Religion & Psychology
PSYCH*231	Personality Psychology
PSYCH*235	Social Psychology
PSYCH*250	Intro to Forensic Psychology

DISCIPLINARY COURSES IN SOCIAL SCIENCE, BUSINESS AND HISTORY

COURSE CODE	COURSE TITLE
BUS*100	Contemporary Workplace
BUS*231	Leadership in the Social Sector
ECO*210	Principles of Macroeconomics
ECO*213	Principles of Microeconomics
EDUC*207	The American School
EDUC*211	Children's Literature
EDUC*215	The Adolescent World
EDUC*220	The Arts and Education
GSS*210	Gender Studies
GSS*250	Sexuality Studies
HIST*101	The American Past
HIST*102	American History II
HIST*103	The American Past II
HIST*200	United States History
HIST*201	Us History I
HIST*209	English History to 1689
HIST*210	Modern Britain
HIST*212	Chinese Civilization
HIST*213	Historical Themes
HIST*215	Ancient Worlds: Foundations of World Civilizations
HIST*216	Europe: Antiquity to Enlightenment
HIST*218	Making of the Modern World
HIST*220	Modern Europe
HIST*221	Modern Russia
HIST*232	East Asian Civilizations
HIST*235	East Asian Civilizations
HIST*237	Modern East Asia
HIST*238	Modern China
HIST*239	Modern Japan
HIST*241	Intro to Africa
HIST*243	Modern Africa
HIST*244	African-American History: The Black Atlantic
HIST*246	African-American History: Since Reconstruction
HIST*255	Women in American History
HIST*287	Latin America: Conquest, Colonization And Independence
HIST*289	Latin America: The Dynamics of Modernization
IS*109	International Relations
IS*150	Economy, Society & The State
IS*207	World Geography
IS*213	Women, Society & Culture
IS*214	Global Economy
IS*216	World in the 20th Century
IS*218	The Making of the Modern World
IS*221	Modern Russia
IS*230	Social Inquiry
IS*231	Comparative Politics
IS*232	East Asian Civilizations
IS*237	Modern East Asia

DISCIPLINARY COURSES IN SOCIAL SCIENCE, BUSINESS AND HISTORY

COURSE CODE	COURSE TITLE
IS*238	Modern China
IS*239	Modern Japan
IS*243	Modern Africa
IS*285	Science, Technology & Society
IS*289	Latin America: The Dynamics of Modernization
PS*106	Intro to Politics & Government
PS*107	Intro Criminal Justice
PS*109	International Relations
PS*201	Criminology
PS*212	American National Government
PS*217	People, Society & Politics in Asia
PS*218	Politics Of American Democracy
PS*226	Contemporary Social Issues
PS*231	Comparative Politics
PS*237	Women And Politics
PS*239	Modern East Asia
PS*243	Modern Africa
PS*261	Political Philosophy
PS*262	Multiculturalism & Democracy
PS*263	Power & Politics in the City
PS*264	Public Policy Analysis
PS*279	Philosophy of Criminal Justice
PS*289	Latin America: The Dynamics of Modernization
SOC*101	General Sociology
SOC*103	Anthropology
SOC*105	Introduction to Social Work
SOC*106	Law & Social Welfare
SOC*107	Intro to Criminal Justice
SOC*201	Criminology
SOC*204	Valuing Difference
SOC*205	Urban Sociology
SOC*210	Anthropology at Museums in NYC
SOC*213	Women, Society and Culture
SOC*215	Social Issues in Literature
SOC*216	New York City: Diversity & Change
SOC*221	Social Problems
SOC*230	Psyche & Society
SOC*236	Native Americans
SOC*245	Stonewall: The Gay Liberation Movement
SOC*247	Special Topics in Anthropology

ADVANCED INTERDISCIPLINARY PERSPECTIVES COURSES

CULTURAL PERSPECTIVES

COURSE CODE	COURSE TITLE
ART 310	Philosophy of Art
COR.C 300	Introduction to Lesbian and Gay Studies
COR.C 300	Media and Politics
COR.C 300	Perversity Deviance and Social Change
COR.A 300	The Bible as Literature
COR.A 300	Feminist Theories
COR.D 300	Cultural Approaches to Literature
COR.D 300	German Expressionism
COR.D 300	Literature and the Visual Arts
COR.D 300	Mediating Motherhood
COR.D 300	Social Construction and Images of Menstruation
COR.D 300	Writing New York
COR.D 300	Language and Society
CORE.E 300	Culture & Politics of Nazi Germany
CORE.E 300	Movie Moves: Dance in Film
CORE.E 300	Ballroom: Cultural Dynamics of Social Dance
SOC 304	Sociology of Art
SOC 306	Sociology of Culture
SOC 330	Great Social Thinkers
SOC 359	Sociology of Race
SPAN 315	Hispanic Civilization

ETHICAL PERSPECTIVES

COURSE CODE	COURSE TITLE
BUS 321	Business and Society
BUS/PHIL 3xx	Business Ethics
COR.A 300	The Nature of Evil
COR.B 300	Bioethics
COR.B 300	Energy and Climate Change
COR.B 300	Environmental Science with an Ethical Perspective
PHIL 306	Environmental Ethics
PHIL 347	Contemporary Moral Issues
PS 355	Green Political Thought
SOC 384	Valuing Difference II

INTERNATIONAL PERSPECTIVES

COURSE CODE	COURSE TITLE
ART 384	Contemporary Art
COMM 357	Contemporary World Cinema
COR.B 300	The HIV/AIDS Epidemic
COR C 300	Chinese Culture Through Fiction/Drama
COR C/E 300	Culture and Politics of Nazi Germany
DANC 354	Dance and Cultural History
HIST/IS 346	The Middle East in the Twentieth Century
SPAN 315	Hispanic Civilization

ADVANCED INTERDISCIPLINARY PERSPECTIVES COURSES

NATURAL SCIENCE PERSPECTIVES

COURSE CODE	COURSE TITLE
COR.B 300	Drugs and the Brain
COR.B 300	Environmental Science with an Ethical Perspective
COR.B 300	Energy and Climate Change
COR.B300	HIV/AIDS: The Epidemic
COR.B 300	Human Disease: Biology, Civilization and the Arts
COR.B 300	Animal Play
COR.B 300	Bioethics
COR.B 300	Natural Disasters and the Environment
COR.B 300	Historical Perspectives in Natural Science

US PERSPECTIVES

COURSE CODE	COURSE TITLE
COR.C 300	American Slavery
COR.C 300	The Politics of Abortion
COR.A/E 300	Jazz and American Identity
COR.C 300	Understanding American Slavery
COR.D 300	Ralph Ellison's <i>Invisible Man</i>
COR.D 300	Writing New York
COR.D 300	Reading History through Literature
ART 362	Visual Arts Seminar: NYC
PS/HIST 348	Poverty in America

NEW GENERAL EDUCATION CURRICULUM FAQs

1. How does the new General Education Curriculum differ from the former Core/Shared Curriculum?

The main changes are as follows:

- *The elimination of Public Speaking as a required course*
- *The replacement of the Lower Level Shared Curriculum with a broader set of 100-200 level Disciplinary Studies courses*
- *The introduction of a new 300-400 level Advanced Interdisciplinary Perspectives category in place of the Upper Shared/Core curriculum.*
- *The introduction of an additional 3-credit 300-level course from the new Advanced Interdisciplinary category - (students now need 18 rather than 15 credits of 300-400 level courses)*
- *The introduction of a new Advanced Writing course (WRIT 201) open to more prepared incoming students.*

2. To whom does the new General Education Curriculum apply?

The new General Education Curriculum applies only to degree students who began their course of study in the college in fall 2010 or thereafter.

3. How many General Education credits are now required and how are they distributed?

As before, all students will need to take 43 credits within the General Education Curriculum, distributed as follows: Foundation Courses (Writing and Mathematics) – 10 credits; Disciplinary Studies courses – 15 credits; and Advanced Interdisciplinary Perspectives courses – 18 credits.

4. May a new student ask to satisfy under the old Core and Shared Curriculum requirements?

In general, students starting fall 2010 or thereafter may not be permitted to satisfy under the old curriculum. However, in light of significant changes to the Communication Arts degree requirements for incoming fall 2010 majors, incoming Comm. Arts transfer students with 30 or more transferred credits will be permitted to satisfy under the 2009-10 catalog – including the old Core and Shared Curriculum requirements.

5. May a continuing student ask to satisfy under the new General Education curriculum?

Continuing students may petition to satisfy under the new General Education requirements, but such a petition must be approved by the Dean of Academic Advisement and Student Retention, and only after a detailed review of the student's degree audit and current standing. Once approved, the Registrar, the student's faculty advisor and appropriate department/divisional

chair will be duly notified. If approved, the student must also satisfy his or her major requirements under the new fall 2010 catalog, as well.

6. How does the new General Education Curriculum affect non-degree students?

Non-degree students are currently not affected by the new General Education Curriculum, as they are not required to follow any set of specific curriculum requirements. However, once admitted to degree status, they will be held to the catalog in place during the year of admission, including the new General Education requirements, regardless of when they first started as a non-degree student.

7. How may pre-requisites be affected for students satisfying under the new General Education Curriculum?

In general, since pre-requisites are tied to courses, not catalog year, in principle, all pre-existing course prerequisites still apply. However, in the case of some pre-existing courses, such as COR 300, that now satisfies the Advanced Interdisciplinary Perspectives, for which COR 200 was a prerequisite, such will be waived for students satisfying under the new General Education Curriculum, in which COR 200 is no longer required. Other instances will be treated on a case-by-case basis, as they may arise.

8. What is the process for approving course substitutions within the new Advanced Interdisciplinary Perspectives categories?

Whereas the new Advanced Interdisciplinary Perspectives do not neatly conform to our existing divisional structure, it has been agreed that all substitutions being petitioned by students under these categories must be handled by the Dean of Academic Advisement and Student Retention, who will consult with appropriate department/divisional chairs and render a decision. In all cases, such a determination, once approved, will be communicated to the Registrar, the student's faculty advisor and the relevant department/divisional chair.

9. How will students know which courses now satisfy the new General Education categories?

The Office of Academic Advisement has asked IT to modify its online available course format to allow students to transparently distinguish which courses satisfy the General Education requirements for new and continuing students. In addition, such distinctions will be apparent within all published online course bulletins, beginning with Spring 2011. Also, each semester, such listing will be printed and available within the Office of Academic Advisement.

10. Do students who place into WRIT 201 need to take WRIT 102?

No. Such students should be advised to take another 3 credits from the approved list of General Education courses.

Advisement and Registration: Information and Reminders

i) Important Advisement Reminders

- In light of the new General Education Curriculum in place for incoming FA10 students, make sure you are aware of each students' status – new or continuing – and therefore which curriculum requirements apply.
- Please remember that students satisfying under the new General Education Curriculum and are currently registered in WRIT 201, are exempted from taking both WRIT 101 and WRIT 102 writing seminars.
- Have students complete their registration form, including placing an alternate course for each preferred course selection. Be sure that all selected courses are open.
- Sign your advisee's registration form. Keep a copy for your files and give the original to the student who will need the information when they are ready to register.
- Using the PERC screen in Colleague, be sure to release your advisee for registration by entering the HBA code.
- Make sure that an "IC" clearance (with no end date) is on the PERC screen of the students' record. If this is not present, ask the student to see someone in Student Affairs, as this means there may be an immunization issue to be cleared.
- Remind the student to clear all other holds – such as AR, P1, P3, ED etc, with the appropriate departments. Please note that such holds will **not** prevent you from granting the HBA clearance.
- Remember that all Access and HEOP students, as well as, Education co-majors must also meet with their program directors prior to registration.
- All students on academic probation (those with a cumulative GPA of less than 2.0) must also meet with a member of the Advisement Office to clear their probationary hold/restriction.
- Ask students to remember to check whether their approved courses are still open just before their appointed priority registration time.
- Be reminded that only students with 45 or more credits may register for the upper level COR 300 courses. Make sure that students are aware of this important registration restriction.
- Remember that if a student is seeking to be exempted from a given course pre-requisite, a pre-requisite waiver form must be signed off by the instructor or department chair and be submitted to the Center for Student Services prior to registration.
- If a student is planning to register for a course they had previously taken but failed, consider whether they may qualify for the First Year Grade Waiver Program (described later in this document).

- Remember that students pursuing two majors or a major and a minor MAY count credits they have earned while completing requirements in the Core/Shared/General Education Curriculum towards completion of requirements in any of these additional chosen areas of study.
- Please note that international students must be enrolled in a minimum of 12 credit in order to comply with Federal student visa regulations.
- Be reminded that students in the HEOP program must also maintain a full-time load of 12 or more credits each semester, as required by NY state law.
- Please remind your students that registration for Internships, Independent Study, Study Abroad, Consortium Programs, Prior Learning Assessment, Maintenance of Matriculation, or other special courses/programs must be done in person.

ii) The Registration Process

- A few weeks prior to the start of the Registration period, every student receives an email notification of their specific priority registration date and time. This priority registration date and time is based on the number of credits the student has completed to date.
- On their appointed priority date and time, once the student is cleared for registration ('HBA') by his/her faculty advisor and has cleared all holds, the student then logs on to MMC Connect and is ready to register online. A student may also choose to register in person in the Center for Student Services.
- Once registered, the student receives an email confirmation. Upon registration, students should therefore be advised to check their MMC email or MMC Connect to verify their registration schedule.
- Subsequent to their initial registration, students are permitted to change their programs via MMC Connect up until the first day of the semester for which they registered. Thereafter, all changes must be made in person by visiting the Office of Academic Advisement.

iii) The Waitlist/Overtally Process

Upon attempting to register for a given closed course, a student may have the option of signing up to be waitlisted for that course. While this does not guarantee a seat in the course, if a seat opens up or upon later review of the course enrollment, it may allow the chair to grant the student a place in the class. All such reviews and determination will be made by the last day of the current semester and thereafter all existing waitlists will be closed and voided.

Once waitlists have been reviewed and closed, all requests for overtallies will be reviewed by the chairs, and if approved the Advisement Office will be duly informed.

Advising Special Cohorts of Students

i) **Advising Access, HEOP, and Teacher Education Students**

Your advisee list specifies whether any of your students are part of a special program, such as HEOP or Access. For these students, an additional signature from their program director is needed prior to registration. In the case of HEOP students, they need to see Blanca Vega, the HEOP director, whereas Access students should be directed to Diana Nash, the Director of the Access program. Also, please note that students in the Teacher Education program should meet with a member of the Education faculty to review their schedule.

ii) **Advising Probationary and other ‘At-risk’ students**

Indicated on your list of advisees are those students who have been placed on academic probation of differing degrees of severity. Students with a *cumulative* GPA below 2.0 are placed on probation and will have a P1, P2 or P3 hold. Students with a *semester* GPA less than a 2.0 but are otherwise in good academic standing will have an AA hold placed on their account. In advising these and other at-risk students you may want to consider the following:

- They are **not** allowed to register for more than 12 credits.
- Where possible, they should concentrate their efforts on lower level courses.
- Where appropriate, you may want to have a discussion about their current choice of major.
- In addition to getting your signature, students with probationary holds must receive a secondary signature from the Office of Academic Advisement prior to registration.

iii) **Advising Graduating students**

Advising graduating seniors can be tricky. Here the focus is on whether or not the student has fulfilled or will fulfill all their requirements in a timely manner. For these students it is of utmost importance to ask whether or not they have actually applied for graduation and have been given a formal graduation audit (all graduating seniors must see Ruth Falconer in the Center for Student Services to receive their audit). Along the way, many students make a number of not-so-well-founded assumptions about substitutions, exemptions and the like. It is not at all unusual to find a student with over 90 credits who thought that having done an algebra class in high school exempted him/her from all math classes. With one or two semesters to go, such assumptions must be put to the real test, and there is no better way of doing so than to get a formal graduation audit. Here are a few good tips that might serve you well in advising this group:

- Spend some time reviewing their transcript to secure agreement on what still needs to be fulfilled.
- Make sure that they have actually applied for and possibly received their graduation audit with the Associate Registrar, Ruth Falconer.
- Students who have 6 or less credits outstanding at the end of the Spring semester, may apply for permission to walk in the graduation ceremony in May. Please refer these students to the Center for Student Services, LL Nugent Building.

Programs, Policies and Procedures: Updates and Reminders

i) The Early Alert Program

Although the Early Alert Program has been in place for many years, it is important to be reminded of the need to take careful look at students who have received such notices. In recent times, we have asked to have copies of these sent to the student's faculty advisor, so you will be apprised of how your advisee is doing academically. In some cases a given student may have received more than one such notice. As part of your advisement session, please take the opportunity to discuss whether or not they have resolved the issues for which an Early Alert notice was sent. In some cases, a student who receives an Early Alert notice might simply have been overwhelmed in that semester. Again, careful advisement is warranted.

Quite often, students receiving Early Alert notices are also on some type of academic probation. Students' probationary status will also be indicated on your list of advisees. Be cognizant of this and remember to plan their future courses with this in mind. If you feel that there is a need for additional intervention by our office, do not hesitate to make such a referral.

ii) The First Year Grade Waiver Program

Under the First Year Grade Waiver Policy, first year students who have earned a grade of F, D or C- (UWs and WFs are not considered) in any course (s) taken prior to the completion of 30 credits in the college may apply to retake these courses without having the initial grade included in the calculation of their cumulative GPA. This policy also applies to transfer students who would have transferred less 30 credits, and who are petitioning for courses taken at MMC prior to having completed 30 credits, including those transferred. In all cases, qualifying students must retake the courses(s) prior to attempting 60 credits.

Students interested in applying for consideration under the program are required to complete a Grade Waiver petition with the Office of Academic Advisement prior to the last day of the semester in which the course will be retaken. If approved, such grade waivers will take effect only at the end of the semester in which the course was taken.

iii) The Revised Prior Learning Assessment Program

Effective this fall, the Prior Learning Assessment (PLA) Program has been revamped and refreshed to meet the needs of those students who may have had some prior on-the-job experiences which may be judged as equivalent to some of our academic course offerings. While the details of the process are contained in the catalog, if you are approached by a potentially qualified candidate, please note the following steps:

1. Student makes an appointment with the Dean of Academic Advisement and Student Retention to review his/her degree progress and to consider whether PLA may be an option.
2. If in the assessment of the Dean, PLA is a viable option, the student will then be advised to meet with the chair(s) of the division(s) in which academic credits are sought. At this stage the divisional chair will determine which full-time member of the faculty is best suited to work with the student to develop and submit a PLA portfolio for credit consideration.
3. Once a suitable faculty supervisor has been determined and the student is ready to begin the work, he/she will be required to register for a no-credit PLA 298 course and establish an agreed upon timetable for completion of the work. If the work is not completed in a given semester, at the discretion of the faculty supervisor, the students may yet again

re-register for another semester of PLA 298 to indicate their continued engagement in the program.

4. Upon satisfactory completion of the PLA portfolio, the faculty supervisor will be expected to submit a pass/fail grade to the Registrar, with a notification to the divisional chair and the Dean of Academic Advisement and Student Retention. Upon such submission the student will be assessed a fee of \$50 per credit earned.

It should be noted that no more than 30 PLA credits may be earned by any student.

iv) The New Liberal Studies Program

Beginning this fall, we have implemented a new Liberal Studies Program (LSP). This program is co-coordinated by Peter Naccarato and Michael Salmon, with Jenna Grogan, from the Office of Academic Advisement, as the main academic advisor to students within the program. The central purpose of the program is to provide formerly undecided incoming students with a 'home' – even though they are yet to declare a major within the college. Through a defined series of curricular and co-curricular outreach initiatives, LSP students will be closely mentored and advised as they spend time exploring different academic options within the college. As part of our efforts to provide these students with a more tailored advisement experience, we have asked several members of the full-time faculty from across all divisions to act as special faculty mentors within the Program, and to make themselves available to meet with students whose academic interest are closely aligned to majors or minors within their purview.

v) Education as a Co-Major

As you all know, for many years, Education has been a minor open to students majoring in certain liberal arts fields. However, beginning this semester, we have now been approved to allow our students to choose Education as a co-major, rather than a minor, provided they are also majoring selected liberal arts majors. For more information on the program and the requirements, please contact Alan Cohen, our new Coordinator of the Teacher Education program.

ADVISEMENT RESOURCES APPENDIX

APPENDIX 1

RESOURCE PERSONS AND OFFICES

Contact Person	Academic Resource or Curriculum Responsibility	Location & Telephone
Yamrick, Emmalyn	Residence Life	Residence Life 8 th Fl. Main Ext. 751
Nash, Diana	Academic Access Program Issues related to learning disabilities	Speech Pathology Dept. 7 th Fl. Main Ext. 724
Sampoli-Benitez, Benedetta	Area B Shared Curriculum and Chairperson Science Dept.	Speech Pathology Dept. 7 th Fl. Main Ext. 721
Grayson, Paul	Counseling Services	8 th Fl. Main Ext. 727
Maczynska, Magdalena	Writing Seminar Coordinator	Humanities/Critical Thinking Dept. Main Building Rm. 516 Ext. 602
Mold, David	Area E Shared Curriculum Chairperson, FAPA	Theater Office 1 st Fl. Nugent Ext. 761
Rao, Vandana	Business Management & Accounting Division Chairperson	Business Dept. Nugent 551 Ext. 621
Naccarato, Peter	Area D and A Shared Curriculum, Humanities Division Chairperson	Humanities Dept. Main Room 517 Ext. 603
Cohen, Alan	Teacher Education	Education Office Main 500 East Ext. 851
Benca, Melissa	Career Development & Internships	Office of Career Development & Internships Main 106 Ext. 860
Mercer, Cindy	Placement Test Administration Tutoring Services	Center for Academic Advancement 4 th Fl. Nugent Ext. 821
Tietze, Roy	Area A Shared Curriculum Chairperson Psychology Dept.	Psychology Dept. 7 th Fl. Main Ext. 887
Dakaj, Orteg	International Students	Admissions Office 1 st Fl. Main Ext. 436
Nossiff, Rosemary	Area C Shared Curriculum Chairperson, Social Sciences	Social Science Dept. Nugent bldg. Rm 456 Ext. 732

The Advisement Office Staff

Melissa Weekes	Administrative Assistant	x 568
Michael Salmon	Dean of Academic Advisement and Student Retention	x 529
Muli Torkonoo	Director of Transfer Student Advisement	x 479
Heather Wotton	Associate Director of Academic Advisement	x 509
Jenna Grogan	Academic Advisor	x 526
Jennielle Lord	Academic Advisor	x 446
Molly Workman	Academic Advisor	x 440

APPENDIX 2

CLEARING STUDENTS FOR REGISTRATION

STEP 1

LOG INTO WebUI

- Open Internet Explorer and type “webui” in the browser.
- The Login dialog box is displayed. Enter your Colleague username and password.
- The main screen should now be displayed

STEP 2

OPEN PERC SCREEN

- Type in the mnemonic **PERC** in the “Quick Access Box” and click on the “GO” button
- You will be asked to enter a student in the “Person Look Up” box.

STEP 3

FIND STUDENT

- To get to a student’s profile, it is best to enter the student’s MMC Student ID (**ID numbers are located on your advisee list**). If you do not have access to the student’s ID number, you can also type in their name. Type the last name first, comma, then the first name. Ex: Smith, John

STEP 4

ENTER HBA

- Once in the student’s profile, go to the first blank line and type “HBA” then press the Enter button on your keyboard.
- The **HBA** will now appear on the screen with the current date. Note: The box titled “End Dt” should be left blank.

STEP 5

SAVE ENTRY

- **DO NOT exit out of the system without SAVING your work or the student will not be able to register.**
- Click on the “SAVE” button at the top of the screen. Proceed to click on the “Update” button once the display box comes up.
- The system brings you back to the “User Dialog” box and you can enter the next student
- To get back to the main menu, click the “SAVE ALL” button at the top of the screen.
- To end your session and exit out of the system, click the “EXIT” button on the top of the screen.

NOTE:

Please remember that students may have holds from other offices on their accounts.

This **does not** affect your ability to put the HBA code onto the student’s account, but please remind the student that they need to clear these holds in order to register.

For more information or Web UI assistance, please contact the IT Help Desk at x570

APPENDIX 3

ACCESSING AN 'ALPHA-ORDERED' TRANSCRIPT VIA COLLEGAUE

View via TRCL:

- Step 1.** Login on Colleague via WebUI (type **WebUI** in browser window)
- Step 2.** At the '**Quick Access**' prompt, type **TRCL** and hit **GO**
- Step 3.** Enter student's name (last, first; student id or Soc. Sec. #). Hit **OK**
- Step 4.** If you searched by Last, First, check box to select student. Click file icon at bottom right (it looks like an '**H**')
- Step 5.** In '**Transcript Grouping Lookup**' box, type **FAC**. Hit **OK**
- Step 6.** Scroll down to view all courses in alpha order

View via STAT

- Step 1.** Login on Colleague via WebUI (type **WebUI** in browser)
- Step 2.** At the '**Quick Access**' prompt, type **STAT** and hit **GO**
- Step 3.** Enter student's name (last, first; student id or Soc. Sec. #). Hit **OK**
- Step 4.** If you searched by Last, First, check box to select student. Hit file icon (it looks like an '**H**')
- Step 5.** In '**Transcript Grouping Lookup**' box, type **FAC**. Hit **OK**
- Step 6.** **Detail** (click right icon) on each **Department** sub-group to view courses in alpha order or **detail** (click right icon) on **Institutional Credit Type** to view all courses at once in alpha order

APPENDIX 4

WEBUI CHEAT SHEET

<u>WHAT DO YOU NEED?</u>	<u>WHERE DO YOU FIND IT?</u>
TO CLEAR MY STUDENTS	PERC
STUDENTS TRANSCRIPT (GPA, credits attempted/earned/transferred)	STAT
COURSES COMPLETED (list of courses, grades, credits)	TRCL
HOLDS/RESTRICTIONS (AR, P1, P2, P3, PB, AA, AP, AD, IM, IS, ED etc.)	PERC
SAT/PLACEMENT SCORES (for students who started 01/FA or later)	TSUM
STUDENT'S CLASS SCHEDULE (current courses & meeting times)	STSC
OTHER SCHOOLS & COLLEGES ATTENDED (high schools & colleges)	SASM
STUDENT'S ADDRESS (current, permanent, others)	ADSU
COURSE STATUS (open/closed)	RGAM
CLASS ROSTER (students currently registered in a course section)	SRSI
CLASS REGISTRATIONS (Students who registered – including drops)	RSTR

NOTE: To access any of the above screens, please follow "STEP 1" from the "Clearing Students for Registration" sheet. Step one will take you to the main menu screen where you type in the desired mnemonic from the list above.

APPENDIX 5

REGISTRATION HOLDS/RESTRICTIONS

Below is a list of holds/restrictions that must be cleared prior to registration and the responsible offices:

Hold	Description of Hold/Restriction & Responsible Office
AR	Account Balance Center for Student Services – LL Nugent
AA AP P1 P2 P3 RA NDG	Academic Advisement Academic Pursuit First Semester Probation Second Semester Probation Third Semester Probation Re-admit Hold Non-Degree students who plan to pursue a MMC degree Office of Academic Advisement– LL Nugent
HE	HEOP Hold Library Office-2nd floor Nugent
AL	Library Balance Library - 2nd floor Nugent
FA	Financial Aid Hold Center for Student Services – LL Nugent
RG	Registrar Hold Center for Student Services – LL Nugent
IS	International Student Hold Admissions Office – 1st floor Main Building

APPENDIX 6

PLACEMENT CRITERIA FOR MATHEMATICS AND WRITING

In general, students entering the college are initially placed into their mathematics and writing courses based on their SAT/ACT scores, as outlined in the tables below. However, a student may request to take the college's Placement Test, which is administered by the Center for Academic Advancement (CAA).

MATH PLACEMENT CRITERIA

SAT Math		ACT Math		Placement Test Score <small>(add Math + Algebra scores)</small>	PLACEMENT
500 or above	(or)	21 or above	(or)	46 or above	MATH 113 or Math 129 or more advanced courses <small>(exempt from Math 109)</small>
400 to 490		17-20		35 to 45	MATH 109
below 400		below 17		below 35	MATH 007

WRITING PLACEMENT CRITERIA

SAT/ACT Verbal Score	Placement
Below 450/18	CAA 099
450-499/18-20	WRIT 101 & WRIT 101 lab
500 and above*	WRIT 101

**Please note that under the new FA10 revised Gen Ed Curriculum, students with SATV scores of 650 or above (ACT of 29 or higher) are encouraged to take the advanced writing seminar, WRIT 201 in place of WRIT 101 and WRIT 102.*

For specific questions regarding Math Placement, please contact Steve Wat in the Math Department at x652. Writing Placement questions should be addressed to Cindy Mercer (CAA) at x821.