



# Middlesex Community College



## FALL 2012 Advising Guide



*MCC Enrollment Services*  
ACADEMIC, CAREER & TRANSFER CENTER



# FALL 2012 Advising Guide

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Welcome to the Fall 2012 semester Advising Guide. The advising/registration period will begin on April 9th and continues through April 27th. We encourage you to use this guide as a resource and hope that you will find the information helpful in providing guidance while working with your advisees.

We continue to make changes in the Advising Guide this semester. We are pleased to announce that this semester most of our advising materials and resources are now available on-line at our Advising Website: [www.middlesex.mass.edu/advising](http://www.middlesex.mass.edu/advising). All of our Divisions have elected to use a paperless registration period this semester, by the use of Degree Works and the use of our advising resources on-line. We will be continually working towards improving our Advising Website to support students and advisors alike, and we welcome your feedback as we go forward.

**All of the information you normally receive on the Student Profile Sheets and Program Sheets is available in Degree Works!** Student contact information, email address, phone numbers, Fall Registration PIN Number, Mid-Term Deficiency Grades, Major/Program, Catalogue Year, CPT placement scores, transfer courses, Intensive Values and Mass Transfer are all conveniently located in the student's audit, for you to review when advising your students. We hope that you will review Degree Works with your advisees and encourage their use of this system as well. We also hope that you will use the Planner to note what the student plans to take for coursework in future semesters and the Notes feature indicating any goals or referrals you have suggested to the student.

Over the course of this past academic year we have trained hundreds of full-time and adjunct faculty in the use of our SARS Academic Alert (Early Alert) system. As a result, we have seen a more widespread use of this system across the faculty. The result has been that hundreds of our at-risk students have been outreached by the advising department to discuss and resolve their concerns, so that they can be more successful in their work at MCC. This has also created good communications between the faculty and the advisors in our efforts to assist our students with early interventions.

Please note that starting in the Fall 2012, all new Liberal Students will be required to take the IDS 101 First Year Experience Course. We believe that this course will give our students a solid foundation during their first year in order to support student success. As you are already aware, MCC was awarded funding through The Vision Project Grant this year. As a result, we have developed new one credit courses in four different areas for students to participate in and receive General Education credits. These courses include the First Year Experience course, a Service Learning course, a Leadership Development course and an Undergraduate Research course. These courses are all intended to support student success and are transferable courses. We hope you will work closely with your advisees to encourage their participation in these valuable courses. We have provided further information about these courses in this guide.

We encourage you to contact the staff of the Academic, Career and Transfer Counseling Centers, if we can provide you with any assistance needed during the advising process.

As always, please feel free to contact me if there is anything I can do to help you during the advising process.

Sincerely,

Patricia Bruno, MSW  
Associate Dean of Academic, Career and Transfer Advising

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## MIDDLESEX COMMUNITY COLLEGE

**Academic,  
Career &  
Transfer  
Centers**



**Student  
Information  
Centers**

**in Bedford and Lowell**

### **Academic, Career & Transfer Centers**

#### **A centralized location to get:**

- Admission Counseling
- Academic Advising
- Academic Plan Development
- Goal Clarification
- Course Content Information
- Incoming Transfer Credit Evaluation
- Transfer Counseling to Baccalaureate Programs
- Information on Degree Audit/Degree Works
- Graduation Review
- Career Counseling
- Job Search Strategies
- Resumes and Cover Letters
- Self Assessment for Major and Career Plans
- On-Campus Recruitment
- Information on Occupation and Labor Trends

### **Student Information Centers**

#### **Where students and faculty get quick and complete information on:**

- Any questions you may have
- Student Advocate
- Admission Applications
- Registration
- Add/Drop
- Course Withdrawal
- Graduation Applications
- Grades & Grade Changes
- Class Lists
- Help with **MiddleNet**

**PLUS a Resource for Faculty Advisors!**

**Bedford Campus: Enrollment Center, Building 9, 1st Floor, Rm. 115**  
**Lowell Campus: City Building, Ground Floor, G02**

**Centers open Monday–Thursday: 8:30 a.m. – 9:30 p.m.,  
Friday: 8:30 a.m. – 5 p.m. and Saturday: 8:30 a.m. – 3 p.m.**

**To learn more or to make an appointment, call 1-800-818-3434.**



# FALL 2012 Advising Guide

## ACADEMIC, CAREER & TRANSFER CENTER STAFF:

Associate Dean of Academic, Career and Transfer Advising:

Pat Bruno, ext. 3212

Coordinator of Advising:

Jessica Tvrdy, ext. 3616

### Lowell Campus

**Academic Counselors:**

Ivette Caletz, ext. 3214

Lisa Gibson, ext. 3222

Reggie Nichols, ext. 3227

Angela Rios, ext. 3252

Rachel Plews

**Career Counselor:**

Kaitlynn Malinowski, ext. 3265

**Transfer Counselor:**

Jane Fain, ext. 3266

**Faculty Advisors:**

Jeanne Newhall

Susan Hutchinson

Kimberly Kinsella

**Evening Coordinator:**

Stefani Hewatt, ext. 3302

### Bedford Campus

**Academic Counselors:**

Rachel Plews

Esther Hochman, ext. 3602

Pat Hunt, ext. 3619

Danijela Jackson, ext. 3626

Daniel Moynihan, ext. 3587

**Transfer Counselor:**

Diane Parcella, ext. 3628

**Career Counselor:**

Lauren Ellis, ext. 3639

**Faculty Advisors:**

Maureen Goulet

Mary Lattuca

Louisa Saladino-Kuhl

**Evening Coordinator:**

Tracy Bastien, ext. 3605



# FALL 2012 Advising Guide

## ADVISING RESOURCES:

### Registrations begins April 9, 2012

We hope that you all have taken the opportunity to outreach your list of advisees and check on their academic progress and prepare them for the upcoming advising/registration period. We know that many advisors have had success in reaching their advisees by phone or by letter, in addition to sending out email messages.

### Help Online and by Phone

**DegreeWorks is here!** All of the student's information is housed in their DegreeWorks audit and educational planner. We hope that you will use this registration period to become more comfortable with the DegreeWorks system, and to encourage your advisees to use the system as well. All students have received information and directions for DegreeWorks in their advising letters.

### Registration Hotline, ext. 3282

Call Shirley Salamone (9 a.m. – 5 p.m.) at ext. 3282 or Linda O' Neil (8 a.m. – noon) at ext. 3225 if you have any questions about registration, the class schedule and registration materials, or if you have any suggestions to help us improve the process.

### Additional Numbers:

**Registrar:** Bedford, ext. 3625  
Lowell, ext. 3213

**Financial Aid:** Bedford, ext. 3650  
Lowell, ext. 3242

The Academic Counselors in the Academic, Career and Transfer Center can be a valuable resource to you. As the primary academic advisor to your advisees, you may be the first to become aware of problems or concerns. We encourage you to contact us if you detect such problems as: spotty or non attendance, struggling with course content, etc. We would be happy to work with you to improve student success. Please call the hotline above or 1-800-818-3434 and you will be connected to one of our advising staff. You may also use the Academic Alert system to inform us of any of these issues.



# FALL 2012 Advising Guide

## KEY ADVISING PROCESSES:

### PIN Numbers

Once a student has discussed his/her academic plans, created a schedule and had his/her questions answered, please give the student his/her Registration PIN number. This PIN number will appear on the student's degree audit in DegreeWorks. (Note: the PIN number will only appear on the audit run by their advisor. Only advisors have access to the PIN numbers in DegreeWorks; it will not appear on the student's version of their own audit). The Registration PIN number changes each semester to insure that students must meet with an advisor before having access to MiddleNet, the online registration system, or to register by phone (1-800-818-3434) with our Enrollment Communications Staff. Please do not give **Registration PIN numbers to any students who do not complete the advising process with you.**

Students can avoid waiting to register for the courses they have discussed with you once they have received their PIN. With this PIN they can conveniently register at any computer on campus or home, or they can call our Enrollment Communications Staff up until 8:30 p.m. Students needing an override for a specific course can register for that course at the Student Information Center. A staff member will manually enter an override into the system upon review of the advisors written confirmation on the registration form.

### Prerequisites and Overrides

It is important for students and advisors to carefully review course descriptions and prerequisite requirements before registering for a class. Faculty exercise academic judgment when working with students and have the ability to override course prerequisites when appropriate. Here are some of the reasons that you may consider when looking at a prerequisite override:

- The student has permission of the instructor.
- The professional judgment of the advisor based on the student's previous coursework and/or life experience.
- The student is enrolling in the prerequisite course during the summer (applicable Fall semester courses only).
- The student completed the prerequisite at another college.

Students currently enrolled in the course prerequisite do not need an override. However, students should be informed that if they do not complete or pass the prerequisite course, they should withdraw from the next course since they will not be meeting the prerequisite requirements. Advisors can indicate why they are overriding a prerequisite in the comments section on the registration form and can make a note in DegreeWorks under the Notes tab. Notes in these areas can serve as a reminder about advisor decisions and student planning for future meetings with advisees.

### Student Engagement and Campus Support Services

We all know that student persistence and retention are positively impacted by the student's level of **engagement** and by their use of **campus support services**. We hope that you will use some of your advising time with students to familiarize them with the variety of student clubs and activities available to them and encourage their participation. You may find a list of these at: [www.middlesex.mass.edu/studentactivities](http://www.middlesex.mass.edu/studentactivities)

MCC has a wide variety of Student Services available to support student success. Our Strategies for Success has created an **Advisor Guide for Student Services On-Campus**. This guide provides program information and contact names/numbers.

# FALL 2012 Advising Guide

## CHECKLIST FOR ADVISING MEETINGS:

- ☐ Run a degree audit in **DegreeWorks** to review with the student. (Note: Always remember to press the Process New button each time you run a student audit. This will give you the most current information on the student). This audit will provide you with the CPT Placement Scores, Major Requirements, Catalog Term, Completed Courses and Grades, as well as listings of courses that will fulfill particular requirements in the Major. If needed, you may refer to the DegreeWorks tutorials on the Advising website for directions on running an audit:  
[www.middlesex.mass.edu/advising/degreeworks.asp](http://www.middlesex.mass.edu/advising/degreeworks.asp)
- ☐ Verify that student's **contact information** is current: (address, phone number(s), email address). Please note any changes on the Registration Form.
- ☐ For newer students, please review the Academic Advising Syllabus. The syllabus offers concrete suggestions to students about steps they can take to become engaged both in the advising process as well as to the college and its resources at large.
- ☐ Spend a few minutes discussing **Major and Career Goals** with students (often these change from semester to semester). If the student is unclear about these goals refer them to FOCUS2 and/or a Career Counselor in the Academic, Career and Transfer Centers. There is further information about FOCUS2 in this guide.
- ☐ If students are planning to **Transfer**, encourage them to meet with a Transfer Counselor to discuss options. Please note information on the MassTransfer Program in this Advising Guide.
- ☐ Ask the student if they have applied for **Financial Aid**. If not, encourage them to do so or to develop a financial plan for their education.
- ☐ Review the **Major Requirements** for the students' degree requirements. (Note the year that the student first enrolled is listed in the Catalog Term section of the audit. Students can also choose to use a more current term's program requirements, but this would require running a What-If Audit in DegreeWorks).
- ☐ Note **Placement Scores** on Student Audit to be sure students have completed appropriate coursework. (See Math/English placement score information enclosed.)
- ☐ Review the **Student Audit/Worksheet** to identify courses successfully completed. Determine appropriate course selections by reviewing outstanding major requirements and the listing of possible courses that fulfill each requirement.
- ☐ Discuss **Intensive Values** and whether or not the intensive values are either "met" or "unmet" as indicated on the **Student Audit/Worksheet**. Advise the student as to how to complete these requirements. Course options are listed in the audit.
- ☐ List selected courses in the student's **Planner** for upcoming semester(s). List any appropriate advising notes in the **Notes** section of the student's audit. (e.g. Student wants to transfer to UMass Lowell next year).
- ☐ Be sure to initial all appropriate **Prerequisite Overrides** on the Registration Form.
- ☐ Give students their assigned **PIN numbers** and explain their use once you have met to select courses.
- ☐ Please remind students to send in copies of any official transcripts from other institutions they may have attended to be reviewed for **transfer credit**.
- ☐ Speak with advisees about ways students can **engage** with others while at MCC.
- ☐ **List any next steps** and have students write down **names and locations** of contact. For example: obtain change of program form from the Student Information Center, request course substitution, contact experiential learning, or visit the Academic, Career and Transfer Center for materials and referrals.
- ☐ Remind students who are close to **graduation** to complete the graduation application form, which are available in the Student Information Centers in Bedford and Lowell.





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## DEGREEWORKS:

DegreeWorks is our new degree audit and educational planning system that will allow for collaboration across the advising process and planning tools to aid the student with long and short term goal setting for both their educational and career goals. As an advisor for MCC students, you may use DegreeWorks to:

- Run a student degree audit
- Review the Major Requirements for a particular program
- View a list of courses that will fulfill an individual Major Requirement or Intensive Value
- View the student's progress on the Mass Transfer block
- Run What-If audits, that allow you to match up student work with other potential majors
- Post advising notes including student goal statements and referrals to campus support departments
- Plan courses for future semesters

We are pleased to announce that all academic degree and certificate programs are now available in DegreeWorks, including all programs dating back to 1971. All students enrolled in any of our academic programs have received directions on how to access and run their degree audit in DegreeWorks. Further, students have been instructed to bring a copy of their degree audit with them to their registration sessions.

We encourage you to set up educational plans for upcoming semester(s) in the **Planner**, make notes regarding career/educational goals and/or referrals to campus services in the **Notes**, and use the **GPA Calculator** to help students determine term or graduation requirements.

Instructions for running a degree audit can be found on the Advising website under Advising Resources at, [www.middlesex.mass.edu/advising/degreeworks.asp](http://www.middlesex.mass.edu/advising/degreeworks.asp)

If you have any questions about the DegreeWorks system, please feel free to contact: Pat Bruno, Associate Dean of Academic, Career and Transfer Advising, at 978-656-3212



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## PROGRAM & CURRICULUM UPDATES:

### RAMP-up Math Program

The Math Department has developed a modularized approach to math topics that prepares students for college level mathematics courses. The **RAMP-up Math Program** is designed to help students successfully progress a series of modules as quickly as possible. To accomplish this, students must enroll in consecutive semesters until they have completed the modules required by their program of study. Any exceptions must be approved by the Program Coordinator.

### Some important information for advising students for Fall 2012:

Who should enroll in:

#### ■ MAT 001

- New Students testing BELOW Algebra 2, MAT 080
- MAT001 Students who have not completed at least 4 modules, and would be receiving a grade of F for MAT 001 this semester.

#### ■ MAT 002

- Any student who has successfully completed MAT 001 with a passing grade.
- MAT 002 Students who have not completed at least 4 modules and would be receiving a grade of F for MAT 002 this semester.
- Students enrolled in MAT 002 could have as few as 4 modules completed and as many as 11 modules completed (if they managed to pass 11 modules in MAT 001).

#### ■ MAT 003

- Any students who has successfully completed MAT 001 and MAT 002 with a passing grade
- MAT 003 students who will not complete at least 4 modules and would be receiving a grade of F for MAT 003 this semester.
- Students enrolled in MAT 003 could have as few as 8 modules completed and as many as 11 modules completed.

*There will no longer be any sections of MAT 060, 065, 070 or 075 offered in a traditional classroom.*

### What students NEED to know:

- All students must be present on the first day of lab/class in order to participate in this program; students who miss the first day of lab/class, but are present on the second day, will be accepted into the course on a conditional basis. Students who miss the first 2 days of class/lab will be dropped from the course.
- There will be no Adds or Late Admits to this program.

If you have any questions or need assistance in advising your students this semester, please contact Mike Williamson x3128 (Lowell) or Joanna DelMonaco x 3781 (Bedford) of the Math Department.



# FALL 2012 Advising Guide

## PROGRAM & CURRICULUM UPDATES:

### ONE-CREDIT GENERAL EDUCATION COURSES

MCC's Vision Project initiative, "The First Year Experience," builds on the successes being achieved through the Title III SFS initiative and incorporates nationally recognized high impact practices that have been documented as contributing to increasing student retention, persistence, graduation, and transfer. Four, one-credit high-impact practices courses will be offered in the Fall 2012 semester under the umbrella of "The First Year Experience". Within their first 30 credits, students will be advised to complete three, one-credit experiences, which will be combined to form a three-credit General Education elective. The four courses are: First Year Experience (FYE) (2) Leadership Development; (3) Service Learning; and (4) Undergraduate Research. For students completing the MassTransfer block, these credits will be transferable. The descriptions of the new courses are described below.

#### ■ IDS 101 General Education Seminar: First Year Experience (FYE)

The FYE is a one-credit seminar experience that is linked with a three-credit introductory college-level course (or a six-credit introductory college-level Learning Community) to form a First Year Experience Learning Community. Students learn essential student success skills, behaviors and habits of mind in the FYE that they are then able to apply to increase their success in the linked course(s). With an emphasis on self-assessment and reflection, students will work with advisors to generate a personalized academic and financial plan for their years at MCC and beyond. They will self assess their competency with MCC's Institutional Student Learning Outcomes (ISLOs) and engage with MCC's academic, student support and co-curricular services along with other college resources to develop and strengthen those skills and abilities. **Please note:** This course is required for all new Liberal Studies Students in Fall 2012.

#### ■ IDS 102 General Education Seminar: Service Learning

General Education Seminar: Service Learning provides students with an opportunity to extend and deepen learning through service to the community combined with in-depth reflective practices. Students complete 22 hours of service in the community, attend four in-class discussion sessions, maintain a reflective journal and complete a culminating paper and presentation. The course, centered on broad social issues such as hunger, homelessness, immigration, poverty, education, veterans' issues, connects individual service experiences to the social issues presented in the course. In addition, the class discussions will look at employability skills and networking opportunities gained through service learning.

#### ■ IDS 103 General Education Seminar: Leadership

With a focus on social change, this course is designed to teach students how to be leaders in an evolving world with complex issues. Leadership styles and skills will be explored and students will have opportunities to learn about their own values and identity and how these intersect with group and community values. By increasing their own self-knowledge and reviewing common leadership theories and practices, students will be prepared for practical application outside of the classroom environment. Hands on leadership experiences will be integrated into the course requirements.

#### ■ IDS 104 General Education Seminar: Humanities and Social Sciences Research (I-IV)

Students will engage in Undergraduate Research projects under the guidance of individual faculty members with the support of Peer Research Mentors. Experimental design, literature review, the scientific method, structured inquiry, the fostering of teamwork and technical communication of discipline-based research methods will be developed within a general framework for a research project. Students have the option of taking sequential courses up to 4 semesters to continue their research interests.



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## COLLEGE POLICY UPDATES:

### FRESH START POLICY

Middlesex is committed to helping students meet their academic, career and personal goals. Toward this end, an MCC Fresh Start is available to students who have attended Middlesex Community College in the past and were not academically successful, but have demonstrated success upon return to MCC.

The MCC Fresh Start policy allows previously enrolled students an opportunity to establish a new academic record upon returning to the college. In such cases, a student's entire academic record for the semesters he/she previously attended MCC will be excluded from their grade point average calculation. All credit hours and grades will remain on the transcript. A notation of the MCC Fresh Start will also appear on the transcript.

Any student, who attended MCC in the past and has not been enrolled at the college for a period of three (3) years or longer, may file a written request for a Fresh Start with the Office of the Provost. This request should include an explanation of the circumstances that led to the student's poor performance in the past, and a plan for how the student intends to be more successful going forward. A student may apply prior to completing any additional coursework, but the Fresh Start request will not be acted upon until a student has completed a minimum of 12 credits upon his or her return.

To be eligible for Fresh Start, a student must meet ALL of the following criteria:

- Be enrolled in a degree or certificate program at MCC;
- Has not been enrolled in academic courses at MCC for at least three (3) academic years prior to re-enrollment;
- Has a cumulative grade point average below 2.0 from MCC at the time of return;
- Has completed the Academic Fresh Start application prior to the completion of 24 credits upon their re-enrollment;
- Upon return, has completed a minimum of 12 credits, earning a grade of "C" or better in each subsequent course. If approved, based on the criteria, the student's transcript will reflect the Fresh Start;
- Has not previously been awarded a degree or certificate from MCC;
- A student is only eligible for "academic forgiveness" one time, and once approved, the decision cannot be reversed;
- If a student is granted an MCC Fresh Start his/her catalog term will be based on his/her date of re-enrollment.

## COLLEGE POLICY UPDATES:

### COURSE REPEAT POLICY

If a student repeats a course the following rules will apply:

- A student will be permitted a maximum of three attempts\* for any one course;
- A student may attempt a course two times without intervention;
- A student may attempt a course a third time, once he/she has met with the appropriate dean for consultation/advising and has received written permission to enroll.

The student has the right to appeal the application of the Course Repeat Policy. To appeal the Course Repeat Policy, a student must follow the procedure outlined on the appeals form (there will be no exceptions):

- The student will obtain and complete a Course Repeat Appeal form, which is available in the Student Information Centers;
- Appeal requests must be submitted to the Provost's Office at least two weeks prior to the start of the semester. Appeals submitted after that time will NOT be considered for that semester;
- Once a decision has been made, the student will receive a written response.

When a course is repeated, credit is granted only once. The highest grade for a repeated course is used in computing a student's grade point average. All attempts to take a course will be recorded on a student's transcript, whatever the highest grade awarded may be.

Students are strongly encouraged to discuss with their academic advisor/counselor and financial aid officer the effect withdrawing or repeating a course may have on their academic programs and financial-aid eligibility.

*\*Attempts include currently enrolled courses, courses with a final grade awarded, transferred coursework, withdrawals, incompletes, an in-progress grade that has converted to an "F," and courses repeated in an effort to earn higher grades. If a student drops the class during the add/drop period, this is not counted as an attempt.*



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## NEW COURSES FOR FALL 2012:

### ■ ART 129 Ceramics I

Washes, wet on wet, and dry brush techniques are taught. A basic palette, use of brushes, and the handling of various weights of paper also are covered.

General Education Elective: Humanities

### ■ SOC/ECO 935 Honors Seminar: Wealth, Poverty and Capitalism

Capitalism is one of the major driving forces in the global economy. This course will compare economic systems with an emphasis on capitalism and how it has shaped the economic, social and political development of the United States and the world. We will look at various types of capitalism and examine both the strengths, such as dynamism and wealth creation, and the limitations, such as income disparities and the dependence on growth. With an eye to the future of society and civilization, we will explore the social and environmental implications of wealth, poverty and inequality, along with the possibilities for achieving a more ethical and sustainable society.

This course may be taken as either a Sociology course or Economics course.

**Prerequisites:** ENG 101 and 12 college credits with a GPA of 3.2.

General Education Elective: Social Science.

### ■ SCI 203 STEM Research III

This is a continuation of SCI 202. Students will engage in STEM (science, technology, engineering and math) research projects under the guidance of individual faculty members. Experimental design, literature search, the scientific method, scientific inquiry, the fostering of teamwork and technical communication of STEM topics will be developed within the framework of a research project. Students have the option of taking sequential courses up to 4 semesters to continue their research.

**Prerequisite:** SCI 202

General Education Elective: Science

### ■ THE 117 History of Theatre

Familiarizes students with the major periods of world theatrical history and with the evolution of theater between periods. Among others, the periods include Ancient Greek, Italian Renaissance, Elizabethan, French Classic, and Modern.

General Education Elective: Humanities



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## FALL 2012 LEARNING COMMUNITY COURSES:

### Bedford Campus

#### ■ LIC 102 Power: Who Has It: Who Gets It?

Using films and Internet resources, this highly interactive learning community will focus on the dynamics of power in societies around the globe and in our own lives. We will explore who has control and influence in society and how we are personally affected. We will gain experience recognizing the use and abuse of power as well as strategies for change while developing research and communication skills. Students in this 6 credit learning community will receive credit for SOC 101, Introduction to Sociology and ENG 101, Composition I.

**Prerequisite:** Eligible for ENG 101

#### ■ LIC 100 Write for Law and Order

In a large, diverse society such as the United States where citizens have a great deal of individual freedom, how is order maintained? In this learning community we will examine the systems we use to discourage people from engaging in socially unacceptable behavior. Current events and related topics will be used to explore the role of public attitudes, political forces and social institutions such as the criminal justice system in maintaining order. While examining the criminal justice system, students will develop skills in paragraph development, grammar, short essay writing and research paper writing in preparation for ENG 101. In exploring this material, students will use fiction and nonfiction writing, poetry, and analytical and creative thinking strategies to sharpen skills in reasoning, problem solving, and factual analysis. Students in this 6 credit learning community will receive credit for CRJ 100 Law and Order and ENG 071 Basic Writing.

#### ■ LIC 111 Born Identity

Who am I? Have you ever asked yourself that question? Explore the process of identity formation and gain greater self-awareness. Deepen your understanding of yourself through examples of psychological theory within music, contemporary films, readings and discussions. Learn important psychological concepts such as personality, motivation, memory, physiology of the brain, psychological disorders and interpersonal relationships that will help you understand yourself and others. Through reading and writing assignments you will learn basic procedures for summarizing, analyzing, documenting sources, how to draft and revise essays that express your own ideas while also considering the ideas of others. You will also develop a better understanding of research methods and complete a 5 -10 page position paper requiring formal documentation and research. Students in this 6-credit learning community will receive credit for PSY 101 Introduction to Psychology and ENG 101 English Composition 1.

**Prerequisites:** Eligible for ENG 101

#### ■ LIC 112 What's the Point?

What do Lindsay Lohan, Barack Obama, and Tiger Woods have to do with reading and writing? What's the Point? is an interactive learning community that will explore current events and social issues by linking Preparation for College Reading III (ENG 060) with Basic Writing (ENG 071). We will explore current topics discussed in the media while strengthening your reading and writing skills. Topics will include cultural and personal identity, immigration, bullying, moral dilemmas, generational differences as well as current events and issues. We will also learn reading comprehension strategies and writing skills to examine stories and texts as well as write extensively about themes and issues that emerge from the readings. Students in this 6-credit learning community will receive credit for ENG 060 Preparation for College Reading III and ENG 071 Basic Writing.



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## FALL 2012 LEARNING COMMUNITY COURSES:

### Lowell Campus

#### ■ LIC 114 You Can Be a Hero

What makes a hero? Take this opportunity to understand and assess mythological, historical, and contemporary heroes while developing your college writing skills. Examine the heroic journeys of Frodo from Lord of the Rings, human rights leader Nelson Mandela, and Lowell boxing champ Mickey Ward. Readings, films, and Internet resources will provide information and historical background on these and other heroes. Through reading and writing assignments, you will learn basic composition skills to develop paragraphs and ideas for short essays. This course will integrate communication skills, learning strategies, study skills, self-reflection, collaboration and information on college resources to help sharpen skills that contribute to college success. Students in this 6-credit learning community will receive credit for HUM 101 Searching for Heroes and ENG 071 Basic Writing.

**Prerequisite:** Students placing above or who have successfully completed ENG 071 are not eligible to enroll in this course.

#### ■ LIC 103 How to Succeed in Business

Introducing students to the world of business writing, this 6-credit course blends Introduction to Business with English Composition I. In this interactive learning environment, students explore and write about the world of business, focusing on how successful businesses are operated. Students will examine real-world business issues such as technology trends, current economic conditions, green business, and corporate ethics. Topics include economic theories and how they affect domestic and global business activity; business ownership; organization, management, and personnel decisions; marketing theory; financial operations; and the interaction of business and society. Students will learn several expository writing and research techniques in order to write about these critical issues in an authoritative manner. Writing effectively for a variety of purposes and audiences is a key to succeeding in business.

**Prerequisite:** Eligible for ENG 101





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## FALL 2012 COMMONWEALTH HONORS PROGRAM COURSES:

### ■ ENG 101 English Composition I/Honors

English Composition I includes prewriting, writing, and revising essays of exploration, analysis, argumentation/persuasion, and research. Students write at least 3 papers of 3-5 pages and one position paper of 5-10 pages that requires a thesis and support developed through formal research and documentation. This course emphasizes reading and informal writing as methods through which ideas are developed. Offered both at the Bedford and Lowell Campuses.

**Prerequisite:** Entrance through placement exam and by recommendation.

### ■ ENG 102 English Composition II/Honors

A continuation of ENG 101, this course is an introduction to literature with an emphasis on learning to write analytical essays through a close reading of fiction, poetry, and drama. Honors students will be expected to read extensively in short fiction, novel, poetry and drama, and conduct scholarly research for a final project. Offered both at the Bedford and Lowell Campuses.

**Prerequisite:** Honors ENG 101 or 12 credits with a GPA of 3.2 and completion of ENG 101 with an earned grade of A or A- or by recommendation.

### ■ HST/HUM 930 World Cultures Honors Seminar

This course is an interpretive survey of the development of selected societies and cultures from ancient to modern times. The class presents a comparative and interdisciplinary study of world cultures within the context of their religious and philosophical traditions. Additionally, this seminar examines the nature of multiculturalism in modern societies, and analyzes the meaning and relevance of cultural chauvinism, race, and racism within their historical contemporary contexts.

**Prerequisite:** 12 college level (100 or above) credits with a GPA of 3.2 and B or better in ENG 101 or permission of instructor.

### ■ HST/HUM 931 Latin American Literature and Society

This course will explore Latin American culture and society from the independence generation of the 19th century to the globalization of the 21st century. The course will provide students with a comparative and interdisciplinary perspective on the history and literature that contributed to the formation of Latin American cultural identity. Major attention will be given to topics such as the legacy of colonialism, nation building, cultures, migration, race, religion, women, international relations, reform and revolutionary movements in Latin America.

**Prerequisite:** 12 credits with a GPA of 3.2 and B or better in ENG 101 or by permission of instructor(s)



# FALL 2012 Advising Guide

## FALL 2012 COMMONWEALTH HONORS PROGRAM COURSES:

### ■ SOC/ECO 935 Honors Seminar: Wealth, Poverty and Capitalism

Capitalism is one of the major driving forces in the global economy. This course will compare economic systems with an emphasis on capitalism and how it has shaped the economic, social and political development of the United States and the world. We will look at various types of capitalism and examine both the strengths, such as dynamism and wealth creation, and the limitations, such as income disparities and the dependence on growth. With an eye to the future of society and civilization, we will explore the social and environmental implications of wealth, poverty and inequality, along with the possibilities for achieving a more ethical and sustainable society. This course may be taken as either a Sociology course or Economics course.

**Prerequisite:** ENG 101 and 12 college credits with a GPA of 3.2

**General Education Electives:** Social Science

For more information, please contact the Honors Program at 781-280-3553 or [honors@middlesex.mass.edu](mailto:honors@middlesex.mass.edu).



# FALL 2012 Advising Guide

## **FLEXIBLE STUDIES (FORMERLY KNOWN AS SELF-PACED STUDIES):**

### **Advising Strategy for Advisors Referring Students**

#### **Registration for Flexible Studies courses:**

When choosing Flexible Studies courses students choose from the hours that are listed in the Master Schedule or on MiddleNet. However, there is more variety and flexibility in class times than the computer system can provide. If students need a different schedule they should request a personalized schedule via e-mail ([fs@middlesex.mass.edu](mailto:fs@middlesex.mass.edu)).

When describing Flexible Studies courses to students, it is best to start with the similarities to the classroom courses.

- Students need to attend their scheduled sessions.
- Specialists teach their students and take attendance.
- The same topics are covered and the same credits are earned.

#### **Flexible Studies unique features are as follows:**

- Instead of lectures, there are brief mini-lessons and choices of workshops, discussions, and literature circles.
- Specialists work with their students one-on-one or in small groups.
- All course material is presented using various instructional media.
- A great deal of course material is accessible online for students.

#### **Why should an Advisor recommend Flexible Studies?**

- The courses adapt easily to students' varying learning styles and readiness levels.
- Flexible Studies course hours are varied so that they can accommodate even the most difficult schedules.
- Flexible learning is demonstrated to be a good fit as a "bridge" back to school for adult students returning to college.
- Accelerated course completion is possible for students who wish to finish their courses in less than 15 weeks.
- One-on-one attention is reassuring for students who need additional support or encouragement.
- It is possible to extend courses to include an additional semester for students who need the extra time to cover the course content.

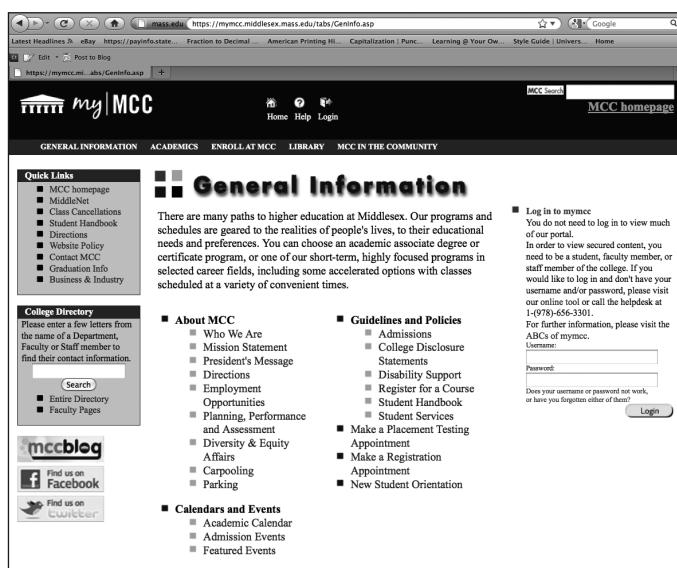
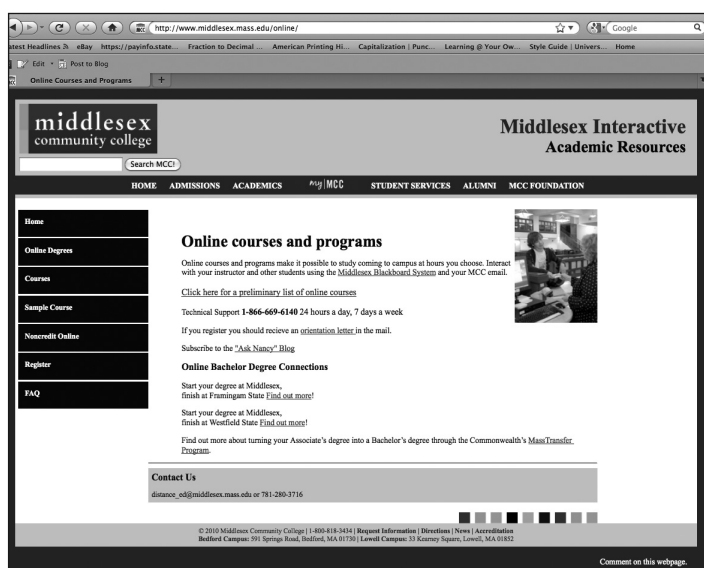
#### **Flexible Studies Advantage Advisors should know:**

- Late enrollment in Flexible Studies courses is possible.
- Mixing and matching hours between days, evenings, Saturdays and even campuses is possible.
- Students are able to switch their course hours during the semester to accommodate changes in their work schedules.
- A new hybrid option (available in many courses) makes attendance possible off campus in case of illness or travel.

To learn more, contact Marja-Leena Bailey at 781-280-3718 or Patricia Ducey at 978-656-3350.

## DISTANCE LEARNING:

Information about MCC online course offerings can be found at the Middlesex Interactive Distance Learning website [www.middlesex.mass.edu/online](http://www.middlesex.mass.edu/online), or by leaving a message on the Middlesex Interactive voice mail 781-280-3716. Middlesex uses the Blackboard learning management system to offer online courses. Students access online courses by going to the mymcc portal <https://mymcc.middlesex.mass.edu> and entering their college provided username and password



## Hybrid Courses

In addition to meeting in the traditional campus classroom, students in hybrid classes participate in interactive online learning activities and laboratory based learning. Students spend less time on campus and are able to have some flexibility in determining when to participate in course discussions, group projects, and class assignments, as many of these are done online or off campus. Students need to look at the syllabus of the course to see the specific requirements.

We are listing the courses differently in the Academic Advising Schedule this semester. The online courses and hybrid courses are listed with the appropriate heading to make it easier for you to find them.

*Fall 2012 Distance Learning courses are listed in the Academic Advising Schedule.*



# FALL 2012 Advising Guide

## TRANSFER INFORMATION:

### MassTransfer – A Streamlined Policy to Simplify the Transfer Process

MCC students are eligible to participate in **MassTransfer** - a statewide program designed to facilitate transfer within the Massachusetts public higher education system. Students matriculating in Fall 2009, as well as currently enrolled students, may accumulate courses leading to the completion of an associate degree eligible for **MassTransfer** or the **MassTransfer Block**.

Students must enroll in a linked degree program at MCC and complete their Associates Degree to be eligible for full transfer of credit, guaranteed admission, and a tuition discount (each based on final their GPA). Linked programs are programs that have been approved for **MassTransfer** and are the only programs currently eligible for the full benefits of **MassTransfer**. *There is no obligation to attend a Massachusetts public college or university.*

#### MCC Linked MassTransfer Programs:

- Business Administration Transfer
- Computer Science Transfer
- Criminal Justice: Transfer option
- Early Childhood Education Transfer
- Elementary Education
- Engineering Science Transfer
- Fine & Performing Arts: Fine Arts
- Fine & Performing Arts: Music
- Fine & Performing Arts: Theater
- Fine Arts: General
- Human Service Transfer
- Information Technology Transfer
- Liberal Arts & Sciences
- Liberal Arts & Sciences: Communication
- Liberal Arts & Sciences: Global Studies
- Liberal Arts & Sciences: Life Sciences
- Liberal Arts & Sciences: Physical Science
- Liberal Arts & Sciences: Psychology
- Liberal Studies: Paralegal Studies
- Liberal Studies: Environmental Health

For a complete list of linked programs visit: [www.mass.edu/masstransfer/](http://www.mass.edu/masstransfer/)

#### The MassTransfer Program:

Provides MCC graduates of linked programs.

Program Benefits	Minimum Final GPA
No application fee	2.0
No application essay	2.0
General Education Requirements satisfied	2.0
Guaranteed credit transfer (MassTransfer Block)	2.0
Guaranteed admission	2.5
33% tuition waiver	3.0

- Must transfer into a day program within one year of receiving the associate degree.
- Students who transfer **before** graduating, but who have completed the 34-credit **MassTransfer Block**, with a 2.0 or higher grade point average will also receive the following benefit:
- Automatic satisfaction of the general education/distribution/core requirements at the receiving institution which can require no more than six additional credits or two courses towards completion of General Education Electives.

#### MassTransfer Block

English Composition/Writing	6 credits
Behavioral and Social Sciences	9 credits
Humanities and Fine Arts	9 credits
Natural or Physical Science	7 credits
Mathematics/Quantitative Reasoning	3 credits
<b>Total</b>	<b>34 credit hours</b>

For more information, contact the Academic, Career and Transfer Centers at 1-800-818-3434.

**Diane Parcella, Bedford Campus Transfer Counselor:**  
781-280-3628

**Jane Fain, Lowell Campus Transfer Counselor:**  
978-656-3266



# FALL 2012 Advising Guide

## TRANSFER INFORMATION:

### Joint Admissions – A Guarantee of Admission

When a student earns an associate degree in a Joint Admissions approved major at MCC, the student is guaranteed admission to the Massachusetts state college UMass campus that accepts their major as part of Joint Admissions.

#### Requirements:

Students must be enrolled in a designated transfer program and graduate with a 2.5 or higher GPA. Students wishing to attend Suffolk University must sign up before they have 30 credits. Participation forms for Suffolk are available at the Student Information Center.

#### Advantages for Students:

- Simplifies the transfer process. Students do not need to fill out another application or pay an application fee.
- Although Joint Admissions is not a guarantee of transfer credit, Joint Admissions participation can assist with a smooth transition from an MCC major into a bachelor's degree program.
- Students still have other transfer options available, but if they are eligible for Joint Admissions, a space will be waiting for them if they decide to attend the Joint Admissions school.
- If a Joint Admissions student graduates from MCC with a 3.0 GPA, after they transfer & register, the student receives a 33% reduction on in-state tuition through the Tuition Advantage Program (\*Suffolk University does not participate in TAP).

### Transferring with The Commonwealth Transfer Compact – An Agreement About Credits

This agreement specifies conditions under which MCC students may transfer to a Massachusetts state college or university with minimal loss of credit. To meet Transfer Compact requirements, MCC students must:

1. Complete an associate degree with a minimum of 60 credits (exclusive of developmental coursework)
2. Achieve a cumulative grade point average of at least 2.0 at MCC.
3. Earn the following distribution of credits:

• English Composition/Writing	6 credits
• Behavioral & Social Sciences	9 credits
• Humanities & Fine Art	9 credits
• Natural or Physical Science	8 credits
• Mathematics (Transferable course)	3 credits

*More detailed information on the Transfer Compact is available in the MCC Catalog and in the Academic, Career and Transfer Centers on both the Bedford and Lowell Campuses, as well as online at [www.middlesex.mass.edu](http://www.middlesex.mass.edu).*

**Important Note:** Joint Admissions and Commonwealth Transfer Compact are available only to students who have matriculated at MCC prior to September 2009. Students currently participating in Joint Admissions and Commonwealth Transfer Compact will be required to complete their Associate Degrees by August 2013 and must matriculate at a MA State College or UMass campus by Fall 2014 to take advantage of these programs.



# FALL 2012 Advising Guide

## CAREER SERVICES:

### Do You Use FOCUS2?

- Do you have students who need help deciding on a career?
- Do you have students who are unsure of what to major in?
- If you answered yes to either or both of these questions, then **FOCUS2** can help you to guide your students and advisees with these questions.

### What is FOCUS2?

**FOCUS2** is a self-guided program that helps students to identify their interests, values, academic strengths and skills. It allows students to explore careers, make decisions regarding career goals, identify an appropriate major and create a career development plan. This program will allow students to utilize a variety of career assessment tools on-line which will aid them greatly in making career decisions in conjunction with their educational plans.

Please encourage your students and advisees to use this program. It can be accessed on any computer at MCC and also from their home via the internet. It is a fun and informative program that they can do all in one sitting or a little at a time.

#### To access FOCUS2:

- ☛ Visit [www.middlesex.mass.edu/careerservices](http://www.middlesex.mass.edu/careerservices)
- ☛ Click on **FOCUS2**
- ☛ Select “Create a New Account”
- ☛ Enter Access Code “MCC”

Once students have completed the **FOCUS2** program, they can contact one of our Career Counselors to discuss the results and develop their educational and career plans.

To learn more, call Kaitlynn Malinowski in Lowell at 978-656-3265 or Lauren Ellis in Bedford at 781-280-3639.



# FALL 2012 Advising Guide

## ACADEMIC SUPPORT/TUTORING:

The Academic Support Program provides a challenging and supportive environment for all students. Bedford and Lowell Campus Academic Support Centers offer both drop-in help and individual appointments, depending on the subject matter. Students are encouraged to take advantage of all the support early in the semester. Hours and locations differ from campus to campus. Listed below are brief descriptions and phone numbers for all the areas. *Tutoring is a free service.*

■ Math	Bedford Campus, AR 214 781-280-3707	Lowell Campus, Rm. 406 978-656-3368
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The Math centers offer help in mathematics from arithmetic to calculus. While the immediate goal of the Math centers is to help students succeed in their math courses, the overall goal is to build self-confidence and self-sufficiency in problem solving situations throughout the college curriculum. Computers, VCRs, videotapes, CDs and calculators are available for student use.

■ Science	Bedford Campus, HH 202 781-280-3726	Lowell Campus, Rm. 406 978-656-3369
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Individual and small group tutoring is offered on both campuses. Professional tutors assist students who are having difficulty understanding course material and/or who need help developing more effective science-related note taking, test preparation and study skills.

■ Reading & Study Skills	Bedford Campus, AR 214 781-280-3728	Lowell Campus, Rm. 406 978-656-3364
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Students who are experiencing difficulty with textbook reading and need to learn some reading strategies and/or study skills, can receive assistance through individual and small group sessions. Students will “learn how to learn.”

■ Writing	Bedford Campus, AR 212 781-280-3727	Lowell Campus, Rm. 406 978-656-3365
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The Writing Centers offer assistance at any stage of the writing process from brainstorming to proofreading. A tutoring session will help students learn composing and revising strategies that they can apply to future writing tasks. Effective writing is not limited to assignments in English classes. College faculty realize the importance of writing in all subject matter across the curriculum. Computers are available in each center for students to compose and revise their writing assignments.

■ Accounting/Business	Bedford Campus, HH 205 781-280-3745	Lowell Campus, Rm. 406 978-656-3368
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Small group and individual tutoring is offered in various levels of accounting and other business courses. Students may call for an appointment or drop in to sign up with a tutor.

### ■ Computer Tutoring

Professional and peer tutoring is provided for all computer applications and computer science courses. Tutoring is available in the Bedford Math center (AR 214) and Writing Center (AR 212). At City Campus, tutoring is available in the Writing Center (406B) and in the Library of the Federal Building. For more information, call 978-656-3365 or 978-656-3368 in Lowell and 781-280-3727 or 781-280-3707 in Bedford.

### ■ Online Tutoring/Academic Support Department Website

Online tutoring is available in many subjects. Visit the Academic Support Dept. website at [www.middlesex.mass.edu/tutoringservices](http://www.middlesex.mass.edu/tutoringservices). You can also access other resources and information on learning styles, tip sheets, tutoring schedules and much more!

To learn more, contact Jo Mucci at 781-280-3724 and/or visit [www.middlesex.mass.edu/tutoringservices](http://www.middlesex.mass.edu/tutoringservices).



## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT:**

### **Advisors' Responsibilities and Students' Rights to Privacy**

Since advisors maintain educational records – records of advisees' grades and other academic information – they must understand the provisions of the Family Educational Rights and Privacy Act of 1974 (commonly referred to as The Buckley Amendment).

Basically, this act provides students with access to information placed in their advising files. Furthermore, it ensures that only school officials with a legitimate educational interest may see the student's file. The student's permission must be obtained before any other party may have access to the student's file. Thus, advisors, upon request, must allow students access to their advising file. This fact, however, does exclude a student's right of access to personal notes that the advisor may have made during the advising sessions. Under this Act, these notes constitute records made by educational personnel and kept solely in their possession. Advisors may allow someone who temporarily performs their advising duties to see the notes; if the advisor is to be replaced permanently, however, personal notes should be removed from the student's file before transferring the file to the replacement.

Under legislation, the student has the right to an informal hearing regarding material in his/her record. If, at this hearing, the student does not receive satisfaction, then he/she may insert explanatory material in the file. The Act specifically denies students the right to a hearing regarding grades received. The student, however, may challenge the accuracy of transferring grades to the student's record.

According to the Buckley Amendment, a record also must be kept of requests received from school officials to obtain information from the student's file. The record should not only identify the official making the request, but also the official's legitimate educational reason for requesting the information. The record should remain in the student's file. Each institution is individually responsible for determining which parties qualify as "school officials" and what constitutes a "legitimate educational interest." Advisors should familiarize themselves with their institution's policy governing this matter as well as other institutional policies regarding implementation of the Buckley Amendment.