Welcome to the Fall 2015 Advising Guide!

The advising/registration period will begin on April 6th and continues through April 24th. 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. All of our advising materials and resources are available on-line at our Advising website: (https://www.middlesex.mass.edu/advising).

Students have been notified about their advisor assignments early in the semester, and hopefully you have had the opportunity to connect with your advisees already. These students have also been notified recently about their assigned academic advisor and also to help prepare them for the upcoming registration period.

New for Fall 2015! As some of you may already know, the Course Schedule books will no longer be available in print. You will be able to access the course schedule for both the Summer and Fall semesters in MiddleNet. You may help students select their courses for the summer and fall 2015 semesters at this time.

Further, you will be able to search for course with your advisees by accessing the Registration screens in Middlenet. For those of you who have not done this before, we have created a short tutorial on how to use this tool. The registration screens in MiddleNet allows you to search for individual courses, sort by days, times, campus and whether a course is lecture versus online. We believe that once you become familiar with this method, it will make your registration meetings with students more efficient and productive.

Remember, General Education Core Requirements. All students who started in the Fall of 2014 or later will be subject to completing the new General Education Core Curriculum that is reflected in MCC programs from Fall 2014 and going forward. Students who started at MCC prior to the Fall of 2014 are not subject to these requirements and it will not appear on their Degree Works audit. You should monitor their completion of these requirements by reviewing their Degree Works audit.

Please remember to talk to students about their financial plans for the next semester and encourage them to apply for financial aid if needed and/or meet with someone in student accounts to discuss the college’s payment plan. It is important to remind students to apply for Financial Aid for next year prior to May 1st to meet the deadlines for the Mass State Grant money that could be available to them.

We continue our work on the Complete College America Initiative and other graduation and completion initiatives. Departments have worked diligently on the preparation of their Academic (Curriculum) Maps. These Maps will clearly outline semester by semester the path for students in their major with identified “Milestone Courses”, which students should prioritize in a given semester. These Academic Maps will be available as an advising tool for students starting in the Fall of 2015.

The Career Services area of our department is expanding with a new staff position; an Internship Coordinator. This new staff member will be working closely with the STEM and other programs here at the college to help create consistent best practices for our internships experiences for our students and develop new opportunities for students to take part in as a part of their overall educational experiences at MCC.

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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Academic, Career & Transfer Centers

A centralized location to get:
• Academic Advising
• Academic Plan Development
• Goal Clarification
• Course Content Information
• Incoming Transfer Credit Evaluation
• Transfer Counseling to Baccalaureate Programs
• Information on Degree Audit/DegreeWorks
• 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: Cowan Center, Ground Floor, G02

Centers open Monday–Thursday: 8:30 a.m. – 8:45 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.
ACADEMIC, CAREER & TRANSFER CENTER STAFF

Associate Dean of Academic, Career and Transfer Advising:
Pat Bruno, ext. 3212

Coordinator of Advising:
Alissa Mendes, ext. 3616

LOWELL CAMPUS

Academic Counselors:
Ivette Caletz, ext. 3214
Reggie Nichols, ext. 3227
Max Hallsett, ext. 3252
Adrienne Ray, ext. 3222
Winny Oyamo –Twombly, ext. 6061

Transfer Counselor:
Jane Fain, ext. 3266

Career Counselor:
TBD

Faculty Advisors:
Jeanne Newhall
Susan Hutchinson
Robert Erikson

Evening Coordinator:
Helen Vargas, ext. 3302

BEDFORD CAMPUS

Academic Counselors:
Esther Hochman, ext. 3602
Kirsten Morrow, ext. 3619
Kimberly Kinsella, ext. 3602
Michael Rideout, ext. 3587
Winny Oyamo –Twombly, ext. 6061

Transfer Counselor:
Diane Parcella, ext. 3628

Career Counselor:
Karen James, ext. 3639

Faculty Advisors:
Maureen Goulet
Mary Lattuca
Louisa Saladino-Kuhl

Evening Coordinator:
Susan Hutchinson, ext. 3605
REGISTRATION BEGINS MONDAY, APRIL 6, 2015

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

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
Please call any of the Enrollment Services staff below if you (1) have any questions about registration, the class schedule, or registration materials or (2) need help working with a student; or (3) have suggestions to help us improve the process.

Linda O’Neil at ext. 3225 (between 8am-12noon)
Katharina Lach at ext. 3226 (between 9am-5pm)
Ann-Marie Dodge at ext. 3392 (between 9am-5pm)
Fay Hourihan at ext. 3307 (between 9am-5pm)

Additional Numbers:
Registrar: Lowell, ext. 3136
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.
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.

Please do not grant overrides for students in courses outside of your area of teaching without consulting with someone from that area to ensure students are placed properly based on their skills and experience.

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: https://www.middlesex.mass.edu/studentactivities

MCC has a wide variety of Student Services available to support student success. We have created an Advisor Guide for Student Services On-Campus. This guide provides program information and contact names/numbers.
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: https://www.middlesex.mass.edu/advising/degreeworks.aspx

- 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 General Education Core Requirements and whether the General Education Core Requirements 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.
**DEGREEWORKS**

**DegreeWorks** is our degree audit and educational planning system that allows 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 MassTransfer 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

All academic degree and certificate programs are 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.

**New General Education Core Requirements.** All students who started in the Fall of 2014 or later will be subject to completing the new General Education Core Curriculum that is reflected in MCC programs from Fall 2014 and going forward. Students who started at MCC prior to the Fall of 2014 are not subject to these requirements and it will not appear on their DegreeWorks audit.

Instructions for running a degree audit can be found on the Advising website under Advising Resources at, https://www.middlesex.mass.edu/advising/degreeworks.aspx

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.
MCC’s First-Year Experience, program incorporates nationally recognized high impact practices that have been documented as contributing to increasing student retention, persistence, graduation, and transfer. One-credit high-impact practices courses are now offered 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. For students completing the MassTransfer block, these credits will be transferable.

Note: The FYE courses are currently required of all students in the Liberal Studies, Education and Paralegal Career programs. We anticipate this group of majors growing in the coming academic years and many majors have included the FYE course in their block schedules for new students for this fall.

IDS 101 - General Education Seminar: First-Year Experience (FYE)
The First-Year Experience (FYE) is a one-credit seminar experience that can be 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 year 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.

General Education Electives: General Education

Note: This course has been approved to meet the Core Curriculum General Education Requirement.

IDS 102 - General Education Seminar: Service-Learning
In these small seminars, students will have the opportunity to extend and deepen learning through service to the community combined with guided reflection activities. Learning opportunities will include either individual service-learning projects designed to focus on broad social issues while students complete 22 hours of service at a community site, or theme-based projects in which students work alongside faculty and community partners to complete a class service-learning project. This course supports student development of the ISLOs on Social Responsibility, Critical Thinking, and Personal and Professional Development.

Prerequisite: Eligible for ENG 060; and eligible for ENG 070 or ENG 071

General Education Electives: General Education

Note: This course has been approved to meet the Core Curriculum General Education Requirement.

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.

Prerequisite: Eligible for ENG 060; and eligible for ENG 070 or ENG 071

General Education Electives: General Education

Note: This course has been approved to meet the Core Curriculum General Education Requirement.
PROGRAM & CURRICULUM UPDATES

IDS 105 - Interdisciplinary Weekend: Latin America Today
This course explores the diverse cultural traditions and connections through interdisciplinary experiences in the humanities, social sciences, and sciences in Latin America today. With lectures from experts, readings, group discussions, hands-on workshops and optional civic engagement opportunities, students will explore the intersections of cultures and communities in Latin America today, an experience that will enhance our capacity to participate in a diverse, globally-interconnected world. There will also be a guided museum visit. Friday dinner and Saturday lunch included. This one-credit course can fulfill a humanities, science, or social science requirement or count as a free elective towards graduation or full-time status. This course supports the following MCC Institutional Student Learning Outcomes: Personal and Professional Development; Critical Thinking, and Social Responsibility.
Prerequisites: Eligible for ENG 101 and MAT 080 or completion of Math Ramp-UP Modules 1-8 or by permission of instructor.
General Education Elective: Humanities, Science, Social Science, or Behavioral Science
Note: This course has been approved to meet the Core Curriculum General Education requirement.

IDS 106 - General Education Seminar: Career Exploration
This course will introduce students to the main components of identifying a major aligned with a career path through self-assessment. Students will explore their work interests, personality, skills, values and life goals in order to find purpose in their academic curriculum. This course will include career mapping and organization research to formulate a real-world perspective on current jobs and the requirements needed to achieve them.
Prerequisites: Eligible for ENG 060; and eligible for ENG 070 or ENG 071.
General Education Elective: General Education
Note: This course has been approved to meet the Core Curriculum General Education requirement.

IDS 108 - General Education Seminar: Wellness
This participatory course provides a holistic approach to exploring and understanding the various components of personal wellness as defined by the eight component Wellness Wheel. The Topics include exercise, diet, attitude, balance, stress management, relationships, communication, spirituality, and environment. This course highlights the connection between healthy decisions and lifestyle choices as it relates to overall personal wellness.
Prerequisites: Eligible for ENG 060; and eligible for ENG 070 or ENG 071
General Education Elective: General Education
Note: This course has been approved to meet the Core Curriculum General Education requirement.

IDS 110 - General Education Seminar: The Choices We Make
With a focus on Personal and Professional Development, this class is designed to assist students in identifying and understanding the choices they have, the choices they make and how their choices positively and negatively impact their ability to reach their academic and personal goals.
Notes: Required for and limited to students placed on Academic Probation who are not ENG 101 eligible. Those who are eligible for ENG 101 would take PSY 125: Psychology of Success.
General Education Elective: General Education
PROGRAM & CURRICULUM UPDATES

■ IDS 112 - General Education Seminar: Service - Becoming a Writing Tutor
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 class once a week, maintain a reflective journal and complete an end of semester project. We come together each week with an interest in engaging others in the writing process. We hope to help others (and ourselves) become more confident and successful writers, but most of all, to become more effective listeners, conversationalists, and educators. Students who successfully complete the course will receive a Level I CRLA Tutor Certification from the College, Reading and Learning Association.
Prerequisite: Completion of ENG 101 with a B or higher
General Education Electives: General Education

■ IDS 114 - General Education Seminar: Service - Becoming a Writing Tutor II
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 class once a week, maintain a reflective journal and complete an end of semester project. We come together each week with an interest in engaging others in the writing process. We hope to help others (and ourselves) become more confident and successful writers, but most of all, to become effective listeners, conversationalists, and educators. This course is the second iteration of IDS 112, and offers a more advanced track for returning tutors, taking an in depth look at topics such as learning theory, ELL education, diversity, culture, and how these themes can influence tutoring sessions. This course will require students to plan and implement workshops across campus, and will culminate with an innovative ePortfolio project. Students who successfully complete this course will receive a Level II CRLA Certification.
Prerequisite: Completion of ENG 101 with a B or higher and completion of IDS 112.
General Education Electives: General Education

■ IDS 115 - General Education Seminar- STEM Explorations (1 Credit)
Through discussion, hands-on experimentation and dialogue with MCC STEM faculty from areas such as engineering, chemistry, physics, life sciences, computer science, IT, computer aided design, environmental science, and geosciences, students will gain insight into STEM disciplines with the goal of selecting a STEM major.
Prerequisite: Eligible for ENG 071 and ENG 060; Eligible for college level math.
General Education Electives: General Education
Note: This course will be part of a three credit learning community “STEM Explorations” which will also include General Education Career Exploration and First Year Experience Seminars.

■ IDS 116 - Leadership in Action (2 Credits)
This course supports the Paul Sullivan Institute’s mission to cultivate future leaders by helping students recognize the impact that leaders have on the community and inspiring each to take action. It is rooted in the social change theory. A select cohort will experience year-long seminars and topics may include communications, social justice, volunteerism, philanthropy, non-profit organizations, networking, proper business presentation, and legislative impact. Students may also have an opportunity to volunteer in the community, work with professional mentors, and attend social, business and community events.
Prerequisite: Second year students who have completed IDS 103 or equivalent relevant leadership experience.
General Education Electives: General Education
Note: Students are selected into this class through an application process; similar to the International Fellowships.
LIC 103 - How to Succeed in Business  (6 Credits)
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. Students in this 6 credit learning community will receive credit for ENG 101 English Composition I and BUS 110 Introduction to Business.
Prerequisite: Eligibility for ENG 101
Note: This learning community integrates ENG 101 English Composition I and BUS 110 Introduction to Business.

LIC 123 - Pathways to STEM  (3 Credits)
This STEM Pathway learning community is designed to help students who are uncertain as to which specific STEM discipline to choose as their major. In addition to the STEM Explorations course, the learning community will also include a Career Explorations IDS which will be tailored toward STEM careers and a First Year Experience. This Learning community will be part of the Complete College American meta-major that is being designed to help students interested in STEM choose the proper STEM courses so they can complete their associate’s degree in a timely manner and with courses relevant to their chosen STEM major. This learning community integrates IDS 101 General Education Seminar: First-Year Experience, IDS 106 General Education Educations Seminar: Career Exploration, and IDS 115, General Education Seminar: STEM Explorations.
Prerequisite: Eligible for ENG 071 and ENG 060; Eligible for college level math.
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:

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.
NEW COURSES FOR FALL 2015

COM 104 - Foundations of Media Production  (3 Credits)
In this class, students will have the opportunity to explore a variety of media production tools, including audio, video, and web-based. Through lectures and hands-on projects, students will produce a variety of projects, culminating in an online portfolio. Through these experiences, they will learn the creative process from conception to finished product, establishing a foundation for future production coursework.
Prerequisite: Minimum Reading Score of 68 or eligible for ENG 099.
General Education Electives: Humanities

ELL 054 - Reading & Writing for ELL I  (6 credits) [Replaces ELL 053 & 054]
This course expands the range of writing to include description and narration. Emphasis will be on the continuation of the development of reading fluency and vocabulary expansion using longer texts. Reading and writing activities will be integrated through one or more of the following methods: essays, reading response, journal writing, and autobiography. Writing at this level will include personal opinion, summary, and comparison and contrast. Students are also introduced to subject-specific reading and authentic literary pieces. Reading larger amounts of text and writing longer papers will be promoted through one or more of the following activities: essay writing, interactive writing projects, journal writing, an autobiographical project and a term paper.
Students are introduced to the process approach of writing a multi-paragraph essay with mastery of simple verb and sentence structures. Readings will include primarily nonfiction texts. Reading and writing will be integrated through source-based writing that includes annotation, summary, and essays that support a position with details and examples from a reading.
Prerequisites: Placement by placement test

ELL 055 - Reading & Writing for ELL II  (6 credits) [Revised]
Students will use the process approach for writing a multi-paragraph essay with a variety of verb and sentence structures. Readings will include primarily nonfiction texts to ease the transition to college reading and writing. Reading and writing will be integrated through source-based writing that will include annotation, summary, and a critical response essay.
Prerequisites: ELL placement between 45-55 or successful completion of ENG 054 Reading & Writing for ELL I.

ELL 074 - Grammar and Editing I  (3 credits) [Replaces ELL 073 & 074]
Reviews the simple verb tenses and focuses on the continuous and perfect verb tenses and the expansion of other grammar skills and reviews verb tenses and focuses on the continued expansion of more complex grammar forms in written and spoken English. Covers the most important grammatical structures in which ELL students are most likely to make errors. Prepares students to proofread and edit their own writing.
Prerequisites: Placement into ELL 054 ELL Reading and Writing I

ELL 075 - Grammar and Editing II  (3 credits) [Replaces ELL 075 & 076]
Focuses on refinement of sentence structure well as correct expression in spoken English, and focuses on applying grammatical structures in meaningful contexts in communicative activities for speaking and writing. Students practice using complex grammatical forms and sentence structures in English, developing necessary skills to proofread and edit their own writing with the goal of producing error free writing in order to succeed in upper level writing courses.
Prerequisites: Placement into ELL 075 ELL Grammar and Editing II or successful completion of ELL 074 ELL Grammar and Editing I
ENG 088- Academic English for Non-US Educated Students
This course is designed for speakers of more than one language who have completed high school before coming to the United States and are ready to advance quickly to college level work. It will utilize theme-based readings of complex academic texts and intensive practice in the writing process for U.S. style academic writing to prepare students for college-level coursework including ENG 101, English Composition I. This will be done through a disciplined practice of close readings and prewriting, writing and rewriting essays. It will include just-in-time instruction in grammar, punctuation, vocabulary, and critical thinking required for success in ENG 101. A portion of instruction will take place in a computer classroom.
Prerequisite: Placement above ELL 055 or successful completion of EL 055 and recommendation of instructor.
Note: Students who complete the course with a C or better and meet current department exit standards are eligible to enroll in Composition I with Writing Skills Seminar (Accelerated Learning Program) or Composition I. Credits earned in this course will not apply to MCC degree or certificate programs.

ENG 089- Academic English for US Educated Students
This course is designed to support the bilingual, US-educated student in mastering the mechanics of academic reading and writing. It will emphasize critical reading and responding to complex texts plus writing college-level essays that incorporate facts and opinions from the readings. It will include just-in-time instruction in grammar, punctuation, vocabulary, and critical thinking required for success in ENG 101, English Composition I. A portion of instruction will take place in a computer classroom.
Prerequisite: Placement above ELL 055 or successful completion of EL 055 and recommendation of instructor.
Note: Students who complete the course with a C or better and meet current department exit standards are eligible to enroll in Composition I with Writing Skills Seminar (Accelerated Learning Program) or Composition I. Credits earned in this course will not apply to MCC degree or certificate programs.

ENG 093- Reading, Writing, and Reasoning Follow Up  3 Credits
RWR Follow-Up continues preparation in English for success in college. The course offers individualized instruction in college-level reading and writing assignments to improve reading comprehension and writing effectiveness. Instructors will tailor a learning plan to promote student success. Those who complete the course with a C or better may take the final exam. At the final exam, students must demonstrate the ability to read, write, and reason at a college-level to be able to move into the next level course: ENG101 or ENG101 with ENG099. Credits earned in this course will not apply to MCC degree or certificate programs. This course is available in the Flexible Studies setting.
Prerequisites: A grade of C- in ENG 092

LAN 185- Latin I and Roman Culture  (3 credits) [Revised]
This is an introductory course in Latin for students new to the language and students in need of some review. This course is designed to serve as an introduction to basic forms and grammar of classical Latin along with Roman Culture. Authentic Latin at an early stage of study is our primary goal. Students will read authentic Latin at an early stage in the course, moving from adapted to semi-adapted passages. The study of English derivatives from Latin stems will complement study of the language.
ISLOs: This course supports student development of Critical Thinking, Multicultural and Global Perspectives, and Personal and Professional Development.
General Education Elective: Humanities
Note: This course has been approved to meet the Core Curriculum General Education Requirement.
LAN 186 - Latin II and Roman Culture  (3 credits) [Revised]
As a continuation of Latin I and Roman Culture I, students will learn how the language works by translating passages of Latin text, working toward the ability to read the great works of Latin literature in the intermediate level courses. Students will develop the language skills of reading and writing primarily, and when possible, listening and speaking. The culture of the Romans is woven directly into the narratives that will be read. 
Prerequisite: Completion of LAN 185 or placement by exam.
General Education Electives: Humanities

LAN 210 - German 4 and Culture  (3 credits) [Revised]
German 4 and Culture is a continuation course that builds on the German language and cultural learning accomplished in LAN 209 German 3 and Culture. Mandatory on campus classroom work consists of individual and/or small group oral practice with the instructor and computer-assisted instruction when offered in Flexible Studies. The emphasis of the course is on learning to communicate in German in meaningful, real-life contexts. During the 4th semester of German language studies students will read works by German authors, Hans Sachs and Jacob and Wilhelm Grimm. They will also read about several German inventors and significant historical events.
Prerequisites: LAN 209 or placement by exam
Classification: Humanities
## FALL 2015 COMMONWEALTH HONORS PROGRAM COURSES & SEMINARS

### HONORS COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>English Composition I/Honors</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>English Composition II: An Introduction to Literature/Honors</td>
<td>3</td>
</tr>
</tbody>
</table>

**ENG 101 - English Composition I/Honors (3 credits)**

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.

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

**ENG 102 - English Composition II: An Introduction to Literature/Honors (3 credits)**

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.

**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.

### HONORS SEMINARS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST/ HUM 290</td>
<td>World Cultures: An Honors Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HST/ HUM 291</td>
<td>Latin American Literature and History: An Honors Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HST 295</td>
<td>The Middle East- Islamic World</td>
<td>3</td>
</tr>
</tbody>
</table>

**HST/ HUM 290 - World Cultures: An Honors Seminar (3 credits)**

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.

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

**General Education Electives:** This course will satisfy requirements for the Commonwealth Honors Program, the interdisciplinary option, general education, humanities, and social sciences.

**Note:** This course fulfills the Honors Colloquium Requirement.

**HST/ HUM 291 - Latin American Literature and History: An Honors Seminar (3 credits)**

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).

**HST 295 - The Middle East- Islamic World (3 credits)**

This course examines the history of the Middle East and the Islamic World from the time of Muhammad to the present. It will provide an introduction to the history of this often turbulent region. It will expose students to the processes and patterns that have shaped the history of the Islamic World. The course examines the historical roots of the many challenges that the region faces today. But, at the same time, it will also provide students with the knowledge to shatter the myths and stereotypes about the Middle East and the Islamic World.

**Prerequisite:** Minimum of 12 college level credits with a GPA of at least 3.2 and completion of ENG 101; or by permission of Honors Director.

**Note:** This course satisfies a Social Science Elective.
ECO/ SOC 293 - Wealth, Poverty, & Capitalism: An Honors Seminar  (3 credits)
There is no denying the dynamism and wealth creating potential of capitalism and markets in the global economy. However, there are also consequences to global capitalism: corporate influences in our political system; financial booms and downturns that create prosperity for some and devastation for others; increasing income and wealth disparities that lead to social unrest within and among nations; depletion of natural resources and ecological degradation that constrain economic growth and threaten human health. This course will examine the social and economic implications of wealth, poverty, and capitalism and analyze the consequences and alternatives for achieving a more ethical and sustainable society.
Prerequisites: ENG 101 and 12 college credits with a GPA of 3.2.
General Education Elective: Social Science

HONORS OPTIONS CONTRACT
The Honors Option offers students an individual Honors designation in a variety of courses. Students who have earned at least 12 credits with a GPA of 3.2 and have completed ENG 101 sign a contract with the instructor and perform additional tasks.

Students must register in person for honors courses.
For more information, please contact the Honors Program at 781-280-3553 or honors@middlesex.mass.edu. Enhance opportunities for transfer and scholarships by enrolling in honors courses.

Information about the Commonwealth Honors Program can be readily accessed at our website: https://www.middlesex.mass.edu/honors/

For additional information, please contact the Commonwealth Honors Office:
Enrollment Building - Room 107
David M. Kalivas, Ph.D. Program Director
Donna Colella, Administrative Assistant
Phone: 781-280-3553
Email: Honors@middlesex.mass.edu
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 (glazerm@middlesex.mass.edu).

Flexible Studies is most easily described as being a learner centered environment. The instructors do not lecture. Instead, they offer instruction and get their students involved in learning by completing tasks and activities. It is a competency based model in which learners are expected to reach mastery of each concept. The Flexible Studies courses focus on the learner because students are able to control the rate of speed at which they learn, either more quickly or more slowly.

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.
- Students have classwork and homework assignments to complete.
- 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, workshops, discussions, and in some courses, 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 via Blackboard.

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.
- Flexible Studies courses are also a good fit for individuals who have strong intrinsic motivation.
- Accelerated course completion is possible for students who wish to finish their courses in less than 15 weeks.
- One-to-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 and complete assignments.

Flexible Studies Advantages Advisors should know:
- Late enrollment in Flexible Studies courses is possible, space permitting.
- 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.

To learn more, contact Marilyn Glazer-Weisner, Coordinator, at 781-280-3934.
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.

For a complete list of linked programs visit: www.mass.edu/masstransfer

The MassTransfer Program:
Provides MCC graduates of linked programs.

<table>
<thead>
<tr>
<th>Program Benefits</th>
<th>Minimum Final GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>No application fee</td>
<td>2.0</td>
</tr>
<tr>
<td>No application essay</td>
<td>2.0</td>
</tr>
<tr>
<td>General Education Requirements satisfied</td>
<td>2.0</td>
</tr>
<tr>
<td>Guaranteed credit transfer (MassTransfer Block)</td>
<td>2.0</td>
</tr>
<tr>
<td>Guaranteed admission</td>
<td>2.5</td>
</tr>
<tr>
<td>33% tuition waiver</td>
<td>3.0</td>
</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition/Writing</td>
<td>6 credits</td>
</tr>
<tr>
<td>Behavioral and Social Sciences</td>
<td>9 credits</td>
</tr>
<tr>
<td>Humanities and Fine Arts</td>
<td>9 credits</td>
</tr>
<tr>
<td>Natural or Physical Science</td>
<td>7 credits</td>
</tr>
<tr>
<td>Mathematics/Quantitative Reasoning</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34 credit hours</strong></td>
</tr>
</tbody>
</table>

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
CAREER SERVICES

OPTIMAL RESUME – ONLINE RESUME PROGRAM

Optimal Resume is an online tool that enables you to create, present and manage your resume and cover letter. Create a resume that fits your goals and career interests. Store multiple resumes and return any time to update them. Assistance with format, word choice, spelling and style are provided to make your resume unique and attractive. Once you have completed your resume, send it to an MCC career counselor for feedback.

To access Optimal Resume:
- Go to www.middlesex.mass.edu/optimalresume
- Click on the ‘New User’ link to create your profile

We hope you will let students know about this valuable job search tool.

NEW! CORPORATE CONNECT – INTERNSHIP AND JOB POSTING SITE

MCC’s Corporate Connect recruiting software allows students to look for potential internship and job opportunities. Employers can post job and internship opportunities on the site and students can apply for these positions and answer basic interview screening questions on line as well. Students and employers can access Corporate Connect at: https://middlesex-mass.optimalresume.com

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 https://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 Karen James in Bedford at 781-280-3639.
The Academic Support Program provides a challenging and supportive environment for all students. Bedford and Lowell campus Academic Centers for Enrichment (ACE) offer both walk-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.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Bedford Campus</th>
<th>Lowell Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>AR 214 (ext. 3707)</td>
<td>Rm. 406B (ext. 3368)</td>
</tr>
<tr>
<td>Science</td>
<td>HH 202 (ext. 3726)</td>
<td>Rm. 406B (ext. 3369)</td>
</tr>
<tr>
<td>Reading &amp; Study Skills</td>
<td>LIB-7B (ext. 3728)</td>
<td>Rm. 406B (ext. 3364)</td>
</tr>
<tr>
<td>Writing</td>
<td>LIB-7A (ext. 3727)</td>
<td>Rm. 406B (ext. 3365)</td>
</tr>
<tr>
<td>Accounting/Business</td>
<td>HH 205 (ext. 3745)</td>
<td>Rm. 406B (ext. 3368)</td>
</tr>
<tr>
<td>Computer Tutoring</td>
<td>LIB-7A (ext. 3727)</td>
<td>Rm. 406B (ext. 3365 or 3447)</td>
</tr>
</tbody>
</table>

**Math**
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**
Individual and small group tutoring is offered on both campuses. Professional tutors assist students who are having difficulty understanding course material or who need help developing more effective science-related note taking, test preparation and study skills.

**Reading & Study Skills**
Students who are experiencing difficulty with textbook reading and need to learn some reading strategies and study skills, can receive assistance through individual and small group sessions.

**Writing**
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 realizes the importance of writing in subjects across the curriculum. Computers are available in each center for students to compose and revise their writing assignments.

**Accounting/Business**
Small group and individual tutoring is offered in various levels of accounting and other business courses. Students may call for an appointment or walk-in to sign up.

**Computer Tutoring**
Tutoring is provided for all computer applications and computer science courses.

**Online Tutoring/Academic Support Department Website**
Online tutoring is available in many subjects. Visit the Academic Support website at www.middlesex.mass.edu/ace. You can also access other resources and information on learning styles, tip sheets, tutoring schedules and much more!

**Supplemental Instruction**
Identified courses are supported by Supplemental Instruction (SI). A course that is supported by SI will have a leader who will facilitate two to three voluntary and anonymous study sessions each week in the Academic Support Centers. Inquire with your professor whether or not your course is supported by SI. For more information, contact Genevieve Green, Assistant Director of Supplemental Instruction at 978-656-3358.

To learn more, contact Noreen McGinness Olson at 781-280-3591 or visit www.middlesex.mass.edu/ace
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.